### WELCOME to AP Human Geography 1 - 2!

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**\*\* This Syllabus is subject to change\*\***

Geography is a field of study that enables us to find answers to questions about the world around us. Geography can help us answer questions about **where** things are and **how** and **why** they got there. The purpose of this course is to give students tools to understand the people, places and environments of Earth and recognize the growing interdependence of the world that we live in. AP Human Geography will be interactive and student activity driven: group projects and seminars are a few examples of the student-based activities that will develop skills necessary for participation in the “real world”. On a daily basis class will include: discussion of key geographic terms and concepts; an examination of geographic case studies related to geographic concepts; practice of geographic skills by interpreting data from maps charts, and geographic models; and practice and refining written expression through free response questions.

This Advanced Placement course in geography offers students the opportunity to earn college credit in geography while in high school. More importantly, the content of AP Geography further facilitates student development of critical thinking skills through the understanding, application, and analysis of the fundamental concepts of geography. In AP Geography students are introduced to the systematic study of **patterns and processes** that have shaped human understanding, use, and alteration of the Earth’s Surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its consequences. The course will use **human experience and historical events** to analyze trends in human interaction. Students are expected to meet five college-level goals as determined by the National Geographic Standards, while learning the methods and tools geographers use in their practice.

**Course Objectives** of AP Human Geography:

* Students will use and think about maps and spatial data, displaying an understanding of the ways in which patterns on Earth’s surface reflect and influence physical and human processes.
* Students will understand and interpret the implications of associations among phenomena in places, ultimately learning to view the world from a spatial perspective – seeking to understand the changing spatial organization and material character of Earth’s Surface.
* Students will recognize and interpret at different scales the relationships among patterns and processes while utilizing the concept that geographic analysis requires a sensitivity to scale – not just a spatial category but as a framework for understanding how events and processes at different scales influence one another.
* Students will define and evaluate the regionalization process demonstrating an understanding that geographers are concerned not simply with describing patterns, but with analyzing how they came about and what they mean.
* Students will characterize and analyze changing interconnections among places; recognizing relationships between people, events, and places and demonstrating an understanding that geography is concerned with the ways in which events and processes operating in one place can influence those operating in other places.

The overall goal of AP Human Geography is to introduce students to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems from both a contemporary and historical perspective. In preparation for the AP Geography examination, this course will be divided into eight units. All students enrolled in **AP Human Geography** will take the **Advanced Placement Exam** on the morning of **Friday, May 12th**.

Throughout the year, students demonstrate competence in the following Nevada State Standards:

* Ask meaningful questions and analyze and evaluate information and ideas. (SS Skills)
* Collaborate effectively as a member of a group. (SS Skills)
* Analyze and interpret geographic information by selecting appropriate maps, map projections, and other representations, i.e., urban planning, national parks. (G5.2)
* Apply concepts and models of spatial organization and use quantitative methods to identify and make decisions about geographic information. (G5.3)
* Analyze maps for purpose, accuracy, content, and design. (G5.6)
* Analyze and interpret Earth’s physical and human features using appropriate geographic tools and technologies. (G5.7)
* Select and design maps, graphs, diagrams, tables, or charts to organize geographic information using a variety of technologies. (G5.8)
* Analyze selected historical issues, demographics, and questions using the geographic concept of regions. (G6.4)
* Compare characteristics of places and regions from different perspectives. (G6.6)

**Instructional Materials**

**Primary Text:**

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography.* 11th Edition. Upper Saddle River, NJ: Prentice Hall, 2014.

**Supplemental Texts:**

**Video Case Studies:**

*Bridging World History.* Video: Annenberg/Oregon Public Broadcasting. 2004. Referred to as (BWH) below.

*Diamond, Jared. Guns, Germs, and Steel.* Video: National Geographic Society. 2005.

*Hotel Rwanda.* Video: MGM Video. 2004.

*Human Geography: Making Sense of Planet Earth.* Ambrose Video. 2012.

*Inside Katrina.* Video: National Geographic Society. 2005.

*Sixty Minutes.* CBS Corporation. 2009.

*The People Bomb.* Video: CNN Video. 1994

*The Power of Place: Geography for the 21st Century.* Video: Annenberg/CPB Project/Cambridge Studios. 2003. Referred to as (PoP) below.

Plus additional documentaries and clips from feature films many listed below.

**Current Events Journal:**

You will spend time on the following on line resources: *The Economist, National Geographic, Foreign Policy,* and *The Christian Science Monitor* Websites.

**Additional Online Resources:**

[www.cia.gov/library/publications/the-world-factbook/](http://www.cia.gov/library/publications/the-world-factbook/)

[www.globalization101.org](http://www.globalization101.org)

www.nationalgeographic.com

[www.worldatlas.com](http://www.worldatlas.com)

Many other online resources will be shared as we go deeper into the year.

**Course Outline Fall Semester (Subject to change)**

**Unit 1: Thinking Geographically/Geography Its Nature and Perspectives/The Tools of Geographers.**

Readings: Rubenstein, Chapter 1: “Thinking Geographically”

Essential Questions: Why Do Geographers Address Where Things Are? Why is Each Point on Earth Unique? Why Are Different Places Similar?

 **Activity – Diffusion of Hip Hop (understanding how ideas and trends spread locally and globally)**

 **Activity – Projection of maps (how putting a 3-d object onto a flat surface comes with consequences)**

**NV State Standards Addressed:**

* H3.18 Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical technologies.
* G5.1 Use map elements including scale to identify and locate physical and human features in the United States and the world.
* G5.4 Analyze a variety of complex maps, i.e., topographic, demographic, and land use, to acquire geographic information.
* G5.5 Construct complex, accurate maps and models from memory to answer questions about locations of human and physical features. (Mental Maps)
* G6.1 Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.
* G6.2 Explain why characteristics of place change.
* G6.3 Apply the concept of region to organize and study a geographic issue.
* G6.8 Use absolute and relative location (including latitude and longitude) to locate prominent countries, cities, and physical features in different regions of the world.
* G7.7 Analyze how location and distance connect to influence economic systems at local, national, and international levels.

**Unit 2: Population and Migration**

Readings: Rubenstein, Chapter 2: “Population” and Chapter 3: “Migration”

Essential Questions: Where Is the World’s Population Distributed? Where Has the World’s Population Increased? Why Is Population Increasing at Different Rates in Different Countries? Why Might the World Face an Overpopulation Problem?

**Activity (Rubenstein): Geography: Its Nature and Perspectives Analyzing Maps and the Spatial Distribution of settlements**.

**Seminar: China’s One Child Policy: Did it work?**

**Activity (Rubenstein): Population: Is the World Over Populated?** Malthus, Neo-Malthus, and Malthus-Contrarians. Population Pyramid Analysis: China, India, Indonesia, and France. (census.gov)

**Power point: Demographic Transition Models; Interpreting and Analyzing Population Pyramids:** Which is the retirement community? And Beyond

**Creating and Analyzing a Population Choropleth:** Europe Population Growth Rates, Infant Mortality, and Life Expectancy

Essential Questions: Why Do People Migrate? Where Are Migrants Distributed? Why Do Migrants Face Obstacles? Why Do People Migrate Within a Country?

**Activity : Definition of Refugees – much more complicated than you might think.**
**Activity: Mind Mapping Obama’s immigration decision**

**NV State Standards Addressed:**

* H1.9 Explain how trade causes cultural diffusion.
* H1.16 Analyze how industrialization, migration, changing diets, and scientific and medical advances have affected worldwide demographics.
* H2.5 Assess the contri­butions of immigrant groups to the development of the United States.
* G7.1 Analyze demographic trends in the world.
* G7.2 Evaluate the impact of migration and settlement on physical and human systems.
* G7.4 Compare characteristics and patterns of rural and urban migration and settlement in developing and developed countries.

**Unit 3: Cultural Patterns and Processes, Language and Religion**

Readings: Rubenstein, Chapter 4: “Folk and Popular Culture,” Chapter 5: “Language,” and Chapter 6: “Religion.” Chapter 7: “Ethnicity”

Essential Questions: Where Do Folk and Popular Cultures Originate and Diffuse? Why Is Folk Culture Clustered? Why Is Popular Culture Widely Distributed? Why Does Globalization of Popular Culture Cause Problems? Why Are English-Language Speakers Distributed? Why Is English Related to Other Languages? Where Are Other Language Families Distributed? Why Do People Preserve Local Language?

**Seminar: Language and Identity:** French Only Quebec

**Activity (Rubenstein): Cultural Patterns and Processes:** Spatial distribution of Culture in Your Community a Field Study

**Activity: Language and the Nature of Cultural Distinctions:** Pop v. Soda in the US

**Seminar: What the World Will Speak in 2115**

Essential Questions: Where Are Religions Distributed? Why Do Religions Have Different Distributions?
Why Do Religions Organize Space in Distinctive Patterns? Why Do Territorial Conflicts Arise Among Religious Groups?

**Map Study: Streets of Jerusalem:** Religious Spaces---The Convergence of Three Faiths

*Upfront:* “Are ‘the troubles’ Over?” Catholics and Protestants in North Ireland

**NV State Standards Addressed:**

* H1.10 Compare and contrast the characteristics of dominant world cultures.
* H1.11 Analyze how and why the five major religions gained new adherents in various parts of the world.
* H1.12 Examine the impact of scientific, technological, mathematical, cultural, and artistic developments of the Renaissance on societies around the world.
* H1.13 Explain the causes of the Reformation and its effects in Europe and the Americas.
* H3.15 Explain the impact of the five major world religions on the world’s political and social fabric.
* H3.16 Analyze the responses of individuals to restrictive social and political systems.
* H4.20 Describe tensions in contemporary Islamic countries over reconciling traditional and Western influences.
* G6.5 Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.
* G6.7 Determine how tools affect the way cultural groups perceive and use resources within places and regions.

**Unit 4: Political Geography and Organization of Space, Ethnicity and Conflict, and Development**

Readings: Rubenstein, Chapter 7: “Ethnicity,” Chapter 8: “Political Geography”

Essential Questions: Where Are Ethnicities Distributed? Why Have Ethnicities Been Transformed Into Nationalities? Why Do Ethnicities Clash? What is Ethnic Cleansing?

**Activity: Palestinian Israeli conflict**

**Activity: Russia’s problem with Geography**

**Seminar: Is Ethnic Conflict Inevitable?** Based on Readings from *Foreign Affairs,* “What Does it Mean to Be Irish” *Newsweek,* and“The Sum of All Fears” *Time* look at the conflict between India and Pakistan.

Essential Questions: Where Are States Located? Why Do Boundaries Cause Problems? Why Do States Cooperate with Each Other? Why Has Terrorism Increased?

**Case Study: The Former Soviet Union:** An Understanding of Centripetal and Centrifugal Forces

**Case Study: India and a Peaceful Revolution a Move toward Independence**

**Activity (Rubenstein): Political Organization of Space:** Supranational Organizations and the EU.

**Seminar: Should Turkey be admitted into the European Union?**

**Seminar: Israel and Palestine: Mapping the Road to Peace**
 **Activity: Terrorism Concept Lesson**

**NV State Standards Addressed:**

* H2.6 Define imperialism and discuss its impact on U.S. political relations with other nations.
* H2.15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.
* H2.16 Examine the roles of nationalism, imperialism, and religion in the building and development of nations.
* H2.20 Analyze the development of the nation state and explain how nation states differ from empires or other forms of political organizations.
* H2.21 Explain why and how global power shifts took place after World War I and World War II.
* H2.22 Explain how the break-up of the Soviet Union and other Eastern European communist governments led to the formation of new nations.
* H2.23 Explain the objectives of various independence movements and analyze the political factors that contributed to the change of a nation.
* H2.24 Discuss examples of contemporary ethnic conflicts and explain how those conflicts have changed nations. (Case Studies: Rwanda and Bosnia)
* H3.14 Compare and contrast racial segregation in the United States with other racial and social policies, i.e., apartheid in South Africa.
* H3.20 Determine the causes and consequences of genocidal conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.
* H3.21 Analyze the causes, consequences, and moral implications of ethnic conflicts around the world.
* H3.25 Understand how border disputes reflected and influenced peoples’ conceptions of identity.
* H4.11 Explain the impact of imperialism and colonial rule on African, Asian, and South American peoples and the resulting independence movements in Africa, Asia, and South America.
* H4.15 Describe the significance of the breakup of the USSR and the influence of the international and economic factors that contributed to the end of the Cold War.
* H4.16 Examine the decline of colonial rule and the development of independent nations.
* H4.21 Analyze the political and religious factors that contribute to the instability in the Middle East.
* H4.23 Describe how global issues such as human rights, the environment, regional conflicts, and health issues affect nations differently.
* H4.24 Analyze how the contemporary political climate has changed personal and national security within and among nations.
* G7.6 Analyze and evaluate international economic issues from a spatial perspective.
* G7.8 Evaluate changes in the size and structure of cultural, political, and economic organizations. (Case Study: Supranationalism and the EU)
* E12.3 Assess the impact of globalization on the U.S. and world economies.
* C14.5 Describe the unique role of tribal and territorial governments in the U.S.
* C15.1 Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the Electoral College system in the election of the President.
* C16.4 Critique the role of international organizations, i.e., the United Nations, World Bank, Amnesty International, and the International Red Cross. (Supranational Organizations)

**Course Outline Spring Semester (Subject to change)**

**Unit 5: Agriculture**

Readings: Rubenstein, Chapter 10: “Agriculture,”

Essential Questions: Where Did Agriculture Originate? Where Are Agricultural Regions In Less Developed Countries? Where Are Agricultural Regions In More Developed Countries? Why Do Farmers Face Economic Difficulties?

**Activity 5 (Rubenstein): Agriculture and Rural Land Use:** Types of Farming around the World a Map Analysis.

**Activity: Revolutions in Agriculture: Cause and Effect**. A look at *National Geographic* “The End of Plenty: Special Report: The Global Food Crisis” June 2009.

**Field Study: Grocery Store Field Study**

***Upfront:* “What We Eat.”** A photo analysis of family diets throughout the world (Japan, Chad, Kuwait, Ecuador, England and the US) and an application of agriculture models and concepts.

**Unit 6: Development and Industry**

Essential Questions: Why Does Development Vary Among Countries? Where Are More and Less Developed Countries Distribute? Where Does Level of Development Vary by Gender? Why Do Less Developed Countries Face Obstacles to Development?

**Activity 6 (Rubenstein): Industrialization and Economic Development:** The North/South Divide, MDC v. LDC, GDP and the Human Development Index.

**Creating and Analyzing a Life Expectancy and Literacy Rate Index for Men and Women Choropleth:** Using the Middle East and Northern Africa to determine gender inequity/compare findings to GDI results on p. 318-320

**Activity:** **Rostow’s Stages of Development:** Its Assumptions and Applicability…You apply it.

Essential Questions: Where Did Industry Originate? Where Is Industry Distributed? Why Do Industries Have Different Distributions? Why Do Industries Face Problems?

**Activity/Seminar: Industrial Location Proposal:** Propose a factory location for our new innovative product. Present your proposal to the board of directors.

**Activity:** **G20 and a Global Economic System:** Who is in? What does it mean?

Essential Questions: Where Did Services Originate? Why Are Consumer Services Distributed in a Regular Pattern? Why Do Business Services Locate in Large Settlements? Why Do Services Cluster Downtown?

**Activity: The World’s Most Powerful Cities and the Global Division of Labor**. An investigation on www.globalization101.org

**Video Case Studies:**

“Chile: Pacific Rim Player” (PoP 22-2)

**NV State Standards Addressed:**

* H1.16 Analyze, migration, changing diets, and scientific and medical advances have affected worldwide demographics.
* H2.17 Describe the rise of commercial trading centers and their effects on social, political, and economic institutions around the world.
* H4.18 Explain the impact of world commerce on the relationships between developed and developing nations.
* H4.22 Describe how political and economic alliances affect peoples and countries.
* E11.8 Illustrate the idea that real world economies tend to be mixed economies containing elements of:
	+ capitalism
	+ socialism
	+ command allocations of resources
	+ market allocations of resources

**Unit 7: Cities, Rural and Urban Land Use, and Resource Issues…A Return to Globalization**

Rubenstein, Chapter 13: “Urban Patterns” and Chapter 14: “Resource Issues.”

Essential Questions: Where Have Urban Areas Grown? Where Are People Distributed Within Urban Areas?
Why Do Inner Cities Have Distinctive Problems? Why Do Suburbs Have Distinctive Problems?

**Activity 7 (Rubenstein): Cities and Urban Land Use:** Concentric Zone Model, Sector Model, and the Multiple Nuclei Model Trends of Urbanization an Analysis.

**Activity: Reverse urban planning:** Identifying the demographics of a community.

**Case Study:** **“Road to Renewal.”** *Time.*  **Inner City Blues and Urban Renewal in Detroit.**

 **Video Case Studies:**

 “Tokyo: Anatomy of a Mega-City” (PoP 12-2)
“Sao Paulo: The Outer Ring” (PoP 23-1)
“Chicago: Farming on the Edge” (PoP 24-2)

Essential Questions: Why Are Resources Being Depleted? Why Are Resources Being Polluted? Why Are Resources Renewable? Why Can Resources Be Conserved?

**Case Study: World Water Use.** *Economist* 4/11/09.

**Seminar: Resource Use and Energy Sustainability:** To what degree can alternative fuels replace fossil fuels? Explain what you think is the best approach toward achieving energy sustainability. In your discussion be sure to map out what you see as being a viable energy policy.

**Video Case Studies:**

“Egypt: Gift of the Nile” (PoP 18-1); Population Overload
 “Gabon: Sustainable Resources?” (PoP 20-2)

*People Bomb* (Introductory Scene) A return to the meaning of overpopulation…resource use.

*Sixty Minutes:* Powered by Coal

**NV State Standards Addressed:**

* H2.12 Describe the changing demographics and developing suburbanization in the United States.
* H4.19 Describe the contributions of the social, political, and economic characteristics of modern Latin American, African, Chinese, Indian, and Japanese civilizations.
* G7.4 Compare characteristics and patterns of rural and urban migration and settlement in developing and developed countries.
* G7.5 Evaluate why major cities develop in particular geographic locations and how this affects cultures.
* G8.1 Analyze how changes in the physical environment can increase or diminish its capacity to support human activity.
* G8.2 Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate possible regional and global impact.
* G8.3 Develop possible responses to changes caused by human modification of the physical environment.
* G8.4 Analyze human perception and reaction to natural hazards including use, distribution, and importance of resources.
* G8.5 Analyze patterns of use, the changing distribution, and relative importance of Earth’s resources.
* G8.6 Develop policies for the use and management of Earth’s resources that consider the various interests involved.

**Unit 7: AP Exam Preparation**

**Unit 8: Considerations of Global Citizenship…The World and I.**

**Project:** Independent Reading Project and Presentation

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### Conduct/Social Contract

As High School Students, maturity and responsibility are expected to guide your behavior; mutual respect between teacher and student, as well as student and student is ESSENTIAL. There is a progressive discipline plan for my class posted on the “student announcement” wall; this will be followed with significant classroom disruptions. ***Please note*** that Washoe County and Damonte Ranch High School dress code, i-Pod, cell phone, and tardy policies will be enforced.

### Attendance

Attendance and participation is a critical portion of this class, without regular attendance a passing grade is unlikely. Participation grades are frequently given for in-class activities; these cannot be made up. *Very important note: DRHS absence and tardy policies will be enforced!!! Fifth unexcused absence in a semester and you fail… Then you are forced to take summer school, I do not recommend this. This is an AP class attendance is VITAL! Tardies may have a negative impact on your citizenship grade, which may affect your ability to participate in extra-curricular activities. Come to class, on time! Those with tardies will also serve detention.*

### Materials

Each day students are expected to bring a pen or pencil and his or her notebook. **You will need your textbook daily**. Your notebook will need to be a three-ring binder (**3 inch**) with the following dividers: “Lecture Notes,” “Chapter Readings,” “Daily Assignments,” “Four Level Analysis,” “Current Events” and “AP Exam Review.” Your notebook will be collected periodically and graded for thoroughness, neatness, and organization. **Date everything**!!! If you do not keep an organized notebook you will not be successful in this class. You should buy an AP Human Geography Exam Review book: Barron and Princeton probably have the best products, but there are other good ones out there.

In **AP Exam Review** begin an “I Don’t Get it Log” a place to begin tracking vocabulary that is not familiar to you. Use the web to define terms in relationship to Human Geography.

### Evaluation and Grading

Each student is graded on his or her performance during all written and verbal assignments. Grades are accrued on a point basis through test scores, quizzes, homework, projects, seminars, and class participation. *Note work not turned in counts as a zero!!! Do your work!!!* You will be given progress reports monthly and are responsible for keeping up with your grade…this is an advanced course!!! Infinite Campus postings of grades will be made regularly! Important note: **There will be no rounding of grades.**

100-90% A

 89-80% B

 79-70% C

 69-60% D

 59-0% F

**Grade Book Breakdown**

Multiple Choice Exams – 20%

Free Response Questions – 20%

Semester Final Exam – 20%

Classwork, homework, class participation – 20%

Quizzes: Map Quizzes, Reading Guide Quizzes, Vocabulary Quizzes – 20%

**No Name, No Grade Policy**

Not only does this course intend to give you an experience in the academic rigors of a college level class, it intends to teach personal responsibility. Furthermore, any assignment, homework, quiz, test, etc. without a name will not be given credit…period. This will sting the first time, yet I am confident once a mistake is made, it will swiftly be corrected and not repeated.

### Make-Up Work

Make-up work will be accepted only for excused absences…it is due on the week of your return. It is your responsibility to ask a fellow student what you missed. *Due to the nature of this course, assignments build on assignments, thus no late work is accepted, unless by prior approval from your teacher. You will have adequate time to complete assignments. Remember, no assignment means a zero; those hurt your grade very quickly.*

### Extra-Credit

There will be deadlines for extra-credit assignments. Please note the total extra-credit points will be limited, based on teacher discretion. As a college level course you should not rely on extra credit to determine your grade.

***Yes, I have read this syllabus for AP Human Geography!***

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Student Signature Date Parent Signature Date**