WHEATON HIGH SCHOOL

AP Human Geography Syllabus
2016 – 2017

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Course Description:

The Advanced Placement Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, and the use and alteration of the Earth’s surface. Students learn to employ spatial concepts and landscape analysis to analyze human socioeconomic organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their research and applications.

Content will be presented thematically, rather than regionally and will be organized around the discipline’s main subfields: economic geography, cultural geography, political geography, and urban geography. There is an emphasis on understanding the world in which students live today. Use of historical information will serve to enrich analysis of the impacts of globalization, colonialism, and human-environmental relationships.

By the end of this course students will be more geoliterate, more engaged in contemporary global issues, and more multicultural in their viewpoints. Students will develop skills in approaching problems geographically, thinking critically, interpreting cultural landscapes, and applying geographic concepts. Students will learn to see geography as a discipline relevant to the world in which they live, as a source of ideas for identifying, clarifying, and solving problems, and as a key component in building global citizenship, and environmental stewardship.

Skills:

- Interpret maps and analyze geospatial data
- Understand the associations and networks among phenomena in particular places and explain their implications
  - Recognize and interpret patterns and networks
  - Assess the nature and significance of the relationship among phenomena that occur in the same place
- Analyze the ways cultural values, political policies, and economic forces work together to create particular landscapes
- Recognize and interpret the relationships among patterns and processes at different scales of analysis.
- Define regions and evaluate the regionalization process
Topics/Units of Study:

I. Geography: Its Nature and Perspectives  
II. Population and Migration  
III. Cultural Patterns and Processes  
IV. Political Organization of Space  
V. Agriculture, Food Production, and Rural Land Use  
VI. Industrialization and Economic Development  
VII. Cities and Urban Land Use

Materials

Assigned textbook:


Additional Textbooks/Resources:
- “Human Geography” Jon C. Malinowski; McGraw Hill Education; New York; 2013
- “Introduction to Geography People, Places, & Environment” (Fifth Edition) Carl Dahlman; Prentice Hall, New York; 2011
- “Geography: Realms, Regions, and Concepts;” H.J. de Blij; John Wiley and Sons, Inc; Massachusetts, 2008
- *AP Human Geography: Engaging Students in Constructing and Understanding Human Geography*; Jody Smothers-Marcello, 2012, NCGE
- *People In Places: A Documentary Case-Study Workbook*; Steinberg; Pearson;2005
- *Nystrom World Atlas - 2013*
- *Human Geography: People, Places, and Change;* Annenberg Films
- *The Economist Magazine*
- *New York Times*
- *Washington Post*
- *Foreign Policy*
- Population Reference Bureau
- Census Department
- GeoTimes
- *Wall Street Journal*
- *Scholastic Upfront Magazine*
- *National Geographic Maps, magazines, and website*
Review Materials:

- 2001 Release AP Human Geography Exam
- Released Exam from AP Course Audit site

Selected Websites:

- Globalization 101 http://www.globalization101.org/
- Global Policy forum www.globalpolicy.org/globaliz/
- NASA Photo Gallery http://www.nasa.gov/gallery/photo/index.html
- Teaching Geography/Annenberg/CPB http://www.learner.org/channel/workshops/geography/
- The Lonely Planet http://www.lonelyplanet.com/
- Population Pyramids & World Info http://www.population.com/
- United States Census Bureau www.census.gov
- Center for Immigration Studies http://cis.org
- Economist.com http://www.economist.com/countries/
- World Economic Forum http://www.weforum.org
- Environmental Protection Agency www.epa.org
- Institute for Agriculture and Trade Policy www.iatp.org
- National Agricultural Library www.nal.usda.gov
- U.S. Dept. of Agriculture www.USDA.gov
- Foreign Policy Association http://www.fpa.org/
- Foreign Policy Organization www.foreignpolicy.com
- The Carter Center http://www.cartercenter.org
- World Press Review http://worldpress.org/
- The Living Earth, Inc./Earth Images http://livingearth.com/
- Earth Observatory http://earthobservatory.nasa.gov/

In addition, a small lending library will be available with supplemental texts and materials, which will be available to assist students in the preparation of projects and papers.

Assignments/Activities

This course is very much a “hands on” learning experience. Activities will include readings, map construction and interpretation, data manipulation and analysis, computer research, field work, timed writings, quizzes, tests, and classroom discussions. The Internet, our local newspapers and key websites will be best sources of information for your projects and assignments.
AP Course Outline

I. Geography: Its Nature and Perspectives (August 29 – September 23)
A. Geography as a field of inquiry
B. Evolution of key geographical concepts and models associated with notable geographers.
C. Key Concepts Underlying the geographical perspective: location, space, place, scale, pattern, regionalization and globalization
D. Key Geographical Skills
   1. How to use and think about maps and spatial data
   2. How to Understand and interpret the implications of associations among phenomena in places
   3. How to understand and interpret at different scales the relationships among patterns and processes
   4. How to define regions and evaluate the regionalization process
   5. How to characterize and analyze interconnections among places
E. Sources of Geographical ideas and data: the field Census data

Reading:
- “What in the World is Geography?” (author unknown)
- Rubenstein, Chapter 1 “Thinking Geographically” pp. 2-41
- Kuby et.al Human Geography In Action (HGIA) Chapter 1 Activities 1-3
- “Do Maps Create or Represent Reality?”

Activities:
- Visit www.aag.org and investigate careers in the field of geography; distinguish among different branches of geography: physical, regional, human, economic and others.
- Creating Mental Maps in Class; Other Mapping activities including “Battleship”/identifying latitude and longitude, etc.
- Maps and Spatial Data (TODALSIGss+SD) – Geography: Its Nature and Perspectives
- Mapping Your Neighborhood—students create maps and include all the parts of a good map (direction, scale, symbols (key or legend) date, title, name of cartographer; also included are: relative and absolute location, amenities, common building materials, location or positioning of houses, access to transportation-amenities, etc., population and age distribution of population. Using the Census Data in American FactFinder at www.census.gov students also identify their census tract, gather demographic and socio-economic statistics on their respective tracts and correlate those findings with independent observations.
II. Population (September 26 – November 4)
A. Geographical Analysis of Population
   1. Density, Distribution and Scale
   2. Consequences of various densities and distributions
   3. Patterns of Composition: age, sex, race and ethnicity
   4. Population and natural hazards: past, present and future
B. Population Growth and Decline over time and Space
   1. Historical trends and projections for the future
   2. Theories of Population Growth
   3. Patterns of fertility, mortality and health
   4. Regional variations of demographic transitions
   5. Effects of population policies

Readings:
   • Rubenstein, Chapter 2
   • “Who Controls the Family? Blind Activist Leads Peasants in Legal Challenge to Abuses of China’s Population Growth Policy” Washington Post, 8/27/05
   • “Russians, Busy Making Shrouds, Are Asked to Make Babies” The New York Times 5/14/06
   • “Gray Dawn: The Global Aging Crisis” by Peter G. Peterson (reprinted by permission of Foreign Affairs (Jan-Feb 1999)

Activities:
   • Human Geography: People, Places and Change by Thomas L. Bell – Working with the Demographic Transition (Pearl-Reed) Model Exercise I
   • Population Reference Bureau Activities for AP Human Geography students (www.prb.org) including the creation of population pyramids comparing demographic statistics among countries.
   • Cultural and Economic Impacts of the Demographic Transition in Japan “People in Places” – Documentary Case Study

C. Population Movement
   1. Push Pull Factors
   2. Major voluntary and involuntary migration at different scales
   3. Migration selectivity
   4. Short-term, local movements and activity space

Video:
   • “The Population Paradox”

Readings:
   • Rubenstein, Chapter 3
   • “Hispanic Migration and Population Redistribution in the United States” The Professional Geographer Vol. 41 Nov. 1999
   • “Immigrants’ Children Fuel Growth Among Latinos” Washington Post (10/14/05)
   • “East to West Migration Remaking Europe” Washington Post (11/28/05)
Activity:
- “The Most Important Thing about the _____ Migration” and Talk/Write Activity designed to expose students to various migrations around the world and identify push-pull factors, voluntary/involuntary and other characteristics.
- “Immigration in North America and Western Europe” – People in Places Documentary Case-Study
- “The Plight of Refugees” AP Human Geography- Smothers-Marcello
- Using the Department of Homeland Security (Immigration site), Ameristat, U.S. Census Bureau and the Center for Immigration Studies, identify today’s immigrants, source areas, skills/education. Students examine the latest statistics on refugees by visiting the website for the United Nations High Commission for Refugees (UNHCR).
- Free Response Question: Learning How to Write a Good FRQ: Share Paul Gray’s tips on Preparing for the AP Human Geography Exam (specifically the 3 Free Response Questions) from AP Central Human Geography Homepage
- Practice writing FRQ’ s with the 2001 and 2005 FRQ’ s on Population and Migration.

III. Cultural Patterns and Processes (November 9 – December 16)
In this section of the course, students learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, race, ethnicity, gender, etc. in the present as well as the past. Introductory lectures begin with the definition of what is culture, cultural diffusion, characteristics of culture, approaches to the study of culture (ethnocentrism vs. cultural relativism) and the principal differences between folk and popular culture.

A. Concepts of Culture
1. Traits
2. Diffusion
3. Acculturation
4. Cultural Regions


Applications:
- “The Burial” from Heinrich Harrer, Seven Years in Tibet, Putnam Books 1953

Websites:
- http://poqvssoda.com/
- http://www.geog.okstate.edu/users/lightfoot/lfoot.htm

These two websites provide a greater understanding of linguistic vernacular regions in the United States, and provide images of popular and folk culture from around the world.
Readings:

- Tears “The South: Where is it? What is it?” From John Shelton Reed’s My Spoiled My Aim Activities: Cultural Regions and Realms: Vernacular Regions
  1. Using the readings help students understand how “the South” is a vernacular region hard to pin down geographically.
  2. Halloween as Cultural Geography! Through various readings on the secular holiday, students discern the folk and popular aspects of Halloween.
  3. “Discovering Vernacular Regions of the United States”. Using the Garreau article, and Chapter 4 of Rubenstein, students are divided into the 9 “vernacular” regions of the North America. They present their findings on each “nation’s” culture, politics, economy and demographics. Joel Garreau wrote his article in 3/1979. What has changed since then, or is his perception of this region still accurate? This activity was enhanced by the participation of teachers in the school who came from various regions of the United States!

B. Cultural Differences
   1. Language
   2. Religion
   3. Ethnicity
   4. Gender

Readings:

- Rubenstein, Chapters 4-7
- Washington Post Articles: “The Good, the Bad and the Ugly Americans: Exporting the Wrong Picture” by Martha Bayles
- “Balancing Religious Sensitivity, Fashion Sense — Young Women Follow Islam’s Ancient Tenets on Modesty—but with a Modern Twist” by Sandhya Somashekhar
- “Katrina Adds Patois of ‘Nu Orlands’” by Mary Foster/
- “The Word, in their Tongue” by Bruce Smith, on efforts to translate the Bible into Gullah.

Activities:

- “Cultural Collage” AP Human Geography – Smothers-Marcello
- Students are divided in groups, present lessons on how language, religion, ethnicity and gender shape human environment relationships, identity, and the built landscape. Acting as “teachers”, students prepare PowerPoint presentations, create vocabulary activities, and short assessments to test classmates’ knowledge of culture traits as they related to language, religion, ethnicity and gender issues.

C. Environmental Impact of Cultural attitudes and Practices

D. Symbolic landscapes and sense of place

Activity:

• “The Politics of Pilgrimages in Sacred Spaces of Makkah and Jerusalem” People in Places – Documentary Case-Study
• Spatial Data Mini-Lesson: Global Muslim Population
• “Language and Education Policy in Australia and New Zealand” People In Places – Documentary Case-Study

Videos:
• “An American Pilgrim Makes the Hajj” (Mecca as symbolic landscape/sense of place), “Jerusalem” and “The Rabbit Proof Fence” (forced acculturation of Australian aborigines).

IV. Political Organization of Space (December 20 – January 26)

A. Territorial Dimensions of politics
   1. The Concept of territoriality
   2. The nature and meaning of boundaries
   3. Influences of boundaries on identity, interaction and exchange

B. Evolution of the contemporary political pattern
   1. The nation-state concept
   2. Colonialism and imperialism
   3. Federal and unitary states

C. Challenges to inherited political-territorial arrangements
   1. Changing nature of sovereignty
   2. Fragmentation, unification, alliance
   3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment

4. Electoral Geography, including gerrymandering

Readings:
• Rubenstein, Chapters 7-8
• Kuby et.al. Human Geography In Action Chapter 13
• “Centrifugal and Centripetal Forces” by Don Ziegler
• “In Africa, What does it take to be a country?” Jeffrey Herbst, Washington Post 1/2/04
• “Africa’s Geomosaic Under Stress” by H. J. de Blij

Activities:
• Fishbowl discussion on “Iraqophobia” and the Break Up of Yugoslavia based on HGIA Chapter 13 Guided reading on Darfur based on readings from Social Education, including “The Darfur Atrocities Documentation Project” and “Sudan Genocide Declaration Stirs the World”
• Activities: Assessing the geomorphology of countries (elongated, prorupted, etc.)
• “European Union Expansion and the Struggle to Define the Easter Limits of Europe” People in Places – A Documentary Case-Study
• Geopolitical Tensions – AP Human Geography; Smothers-Marcello
• Spatial Data Mini Lesson: Democratization of Africa
• Research on Political Conflict: students will choose 1 political conflict to prepare a “fact sheet” for the president of the United States. Students must include a historical analysis that includes the global and local issues that have influenced the political conflict AND summarize the current day situation (globally and locally). In addition, students must develop their opinion on the root cause of the conflict and justify their position.

V. Agriculture and Rural Land Use (January 30 – February 24)

A. Development and Diffusion of Agriculture
   1. Neolithic Agricultural Revolution
   2. Second Agricultural Revolution

B. Major Agricultural Production Regions
   1. Agricultural Systems Associated with major Bioclimatic zones
   2. Variations within major zones and effects on markets
   3. Linkages and flows among regions of food production and consumption

   Video:
   Land of Plenty, Land of Want (Journey to Planet Earth)

Readings:
• Rubenstein Chapter 10

Activities:
• “A Closer Look at Your Dinner”: How has agriculture developed and diffused over time and space? How has our diet evolved and where does our food come from? “Can You Guess the Origins of these Foodstuffs?”
• Agricultural land use Reading/Activity: Human Geography in Action Food For Thought: The Globalization of Agriculture” Interactive media activity: agricultural landscapes and production methods.
• How do agricultural practices affect livelihoods in less developed countries?
• Essay: International Food Trade and the Impact on Developing Countries” based on “A Culinary and Cultural Staple in Crisis” (Mexico) Washington Post 1/27/07 and “Last of the Amazon” (Brazil) National Geographic, Volume 211, Number 1, January, 2007.

C. Rural Land Use and Settlement Patterns

   Activity:
   • Exercise applying the Von Thunen model; sharing of results; Group discussion: Is the Von Thunen model still relevant? What factors and conditions affect how the model works in the real world?

D. Modern Commercial Agriculture
   1. Third Agricultural Revolution
   2. Green Revolution
   3. Biotechnology

   Activity:
   • Lecture, note taking on modern commercial farming practices and introduction to the Green Revolution Practice FRQ on Green Revolution
4. Spatial Organization and Diffusion of Industrial Agriculture

**Activity:**

**Video:** clips from Food, Inc.

5. Future food supplies and environmental impacts of agriculture

**Activities:**
- Debate on Genetically Modified Foods using current articles from news sources, and the Companion to Chapter 10 in Rubenstein on GMOs in Sub-Saharan Africa in People In Places reading guide, pp.239-262

**Videos:**
- “Harvest of Fear” “Store Wars” Map Activity: Locating food shortage areas around the world and predicting why.

**Review**

VI. Industrialization and Economic Development (February 27 – March 24)

A. Key Concepts in Industrialization and Development

**Readings:**
- Rubenstein Chapters 9 and 11
- Journal of Geography, May-August 2000 Volume 99, No. 3-4
- “Industrialization and Economic Development in Advanced Placement Human Geography” by Adrian J. Bailey (as guidance for teacher).
- Population Growth in Europe 1750-1910”
- Development of Railroads/all adapted from The Center for Learning.

**Activity:**
- PowerPoint presentation given by Professor David A. Lanegran at NCGE Conference in Salt Lake City, Utah (October 2003) on Site and Situation Factors of Industrialization

B. Growth and Diffusion of Industrialization
1. The Changing Roles of Energy and Technology
2. Industrial Revolution
3. Evolution of Economic Cores and Peripheries
4. Geographic Critiques of Models of Economic Localization (industrial location, economic development, and world systems)
Readings:
- “To have and Have Not: Colonialism and Core-Periphery Relations” by Anthony R. de Souza, reprinted from The American Geographical Society’s Focus (Fall 1986) pp. 14-19

Activity:
- Spatial Data Mini-Lesson: Global Poverty – AP Human Geography, Smothers-Mallachi
- Export Processing Zones in East and Southeast Asia: People in Places-Documentary Case-Study
- Human Geography In Action, Chapter 7: Rags and Riches: The Dimensions of Development Alfred Weber’s Theory of Industrial Location
- Applying Weber’s Industrial Location Theory The Rostow Model Practicing with FRQ writing

C. Contemporary Patterns and Impacts of Industrialization and Development
1. Spatial organization of the World Economy
2. Variations in levels of development
3. Deindustrialization and economic restructuring
4. Pollution, health, quality of life
5. Industrialization, environmental change, and sustainability
6. Local development initiatives: government policies

Activity:
- Guided interactive media activity: Website of The Commanding Heights PBS series: www.pbs.org/wgbh/commandingheights/hi/story/chmenu_03.html Discuss the advantages of economic globalization and its distinct disadvantages. The PBS series and the website are an excellent resource for students to learn about the fundamental changes of the world’s economies in the 21st century.
- “Who/ What Am I?” Closing activity whereby students “adopt” a word from the vocabulary list for this unit and create a poem/rap song and have classmates guess the word.
Unit VII. Cities and Urban Land Use (March 27 – April 28))

A. Definitions of Urbanism

B. Origin and Evolution of Cities
   1. Historical patterns of urbanization
   2. Rural-Urban Migration and Urban Growth
   3. Global Cities and Megacities
   4. Models of Urban Systems

Readings:
- Rubenstein Chapters 12 and 13
- Primate Cities in North Africa: People in Places – Documentary Case-Study
- Human Geography In Action, Chapter 9: Market Areas and the Urban Hierarchy; Chapter 10: Reading the Urban Landscape: Census Data and Field Observation; Chapter 11: The Disappearing Front Range: Urban Sprawl in Colorado

Activities:
- Urban Analysis – AP Human Geography – Smothers-Marcello
- Spatial Data Mini-Lesson: Global Urbanization – AP Human Geography – Smothers-Marcello
- Students learn about the origins of New York City as a gateway city from watching parts of the first episode of the PBS Series “New York” A look at four megacities: (Journey to Planet Earth: The Urban Explosion produced by The Public Television Series) Mexico City, Istanbul, Shanghai and New York City—video study of four cities facing demographic and environmental changes. A guided tour of a Latin American City: Buenos Aires/Images, music and a history of teacher’s native city. Students compare maps of Buenos Aires from colonial times and study its growth, including the construction of the obelisk and large boulevards modeled after the French baroque period.

C. Functional character of contemporary cities
   1. Changing employment mix
   2. Changing demographic and social structures

D. Built environment and social space
   1. Comparative model of internal city structure
   2. Transportation and infrastructure
   3. Political organization of urban areas
   4. Urban planning and design
   5. Patterns of race, ethnicity, gender and class
   6. Uneven development, ghettoization, and gentrification
   7. Impacts of suburbanization and edge cities

Activities:
- Field Trip to study the changing landscape “from suburban to rural to urban” a driving tour from Silver Spring a Washington suburb which was revitalized and is a metro transportation hub; to Howard County, where farms are sold to housing developers; to Columbia, MD., the first planned community, and ending in Baltimore, MD., where students learn about the revitalization of the Inner Harbor and changes to the city following a fire in the 19th century and its role in the industrialization of the Mid-Atlantic States.
• Students will research the implications of the Smart Growth policy on the state of Maryland and Montgomery County. Students will complete a “field trip” on their own where they walk through one of the newer developments that have followed the Smart Growth policy in the development of land in our area (Kings Farm, Kentlands, Clarksburg, Rockville Town Center).


• The Lexicon of Discrimination: Creating a pictorial of housing discrimination (redlining, blockbusting, restrictive covenants, etc.)

Review for AP Exam: (May 1 – May 11)

Selected Activities (not limited to)
The remaining period until the AP exam consists of reviewing key vocabulary, Free Response Questions, and practicing “how to attack” the writing of FRQ’s. Students also take the one and only released exam, as well as a composite of a 75 multiple choice question test to practice test taking skills prior to the test. In the remaining weeks after the test, students work on a book report project based on a topic of AP Human Geography. When the test is on May 15th, students will have a chance to hear from local speakers including geographers, urban planners and development experts.

o Students will be attending structured lunch study group meetings
o Students will be attending a Friday night/Saturday morning review session.

o Students will be encouraged to use posted review materials on the class webpage.

o Students will be using released AP World practice tests – both multiple choice and essays

The AP World History Exam:

May 12, 2017 - Morning Session
Multiple Choice: 75 Questions - 60 minutes
Free Response Section: 3 Questions – 75 minutes

Exam Grades: 5 = Extremely Well Qualified
4 = Well Qualified
3 = Qualified
2 = Possibly Qualified
1 = No Recommendation
A.P. Human Geography

CLASS PROCEDURES

1. Advanced Placement Human Geography is offered as an elective. Some students will use this course as their “completer” for the Institute for Global and Cultural Studies.

2. All students are required to attend class and be in class on time. Please review MCPS attendance policy.

3. It is suggested that students obtain the following materials: 3 ring binder, spiral notebook, dividers, highlighters, pens, #2 pencils. (It is suggested, but not required that students purchase a review book for AP Human Geography)

4. Assignments, quizzes and tests missed due to an excused absence may be made up. Make-ups are to done within five days of the return of the absent student. Make-ups are the responsibility of the student. Students missing class should come to my office during lunchtime enrichment, or need to make arrangements to stay after school, or have a friend pick up needed materials. Students need to be aware of the difference between due dates and deadlines – assignments not made up by the deadline will not be allowed to be made up.

5. Assignments, quizzes and tests missed due to an unexcused absence must be made up BUT may not be graded.

6. Grades are based on how well students master the core concepts and skills of the course. Key Concepts, Themes, and skills will be discussed at the beginning of each unit. All graded assignments are related to these objectives. All work is graded on a point scale. Letter grades will be determined by the percentage of points earned. Grades each quarter will reflect regular reading quizzes, unit tests for each periodization, classwork, homework, and study group assignments.

7. Students are expected to keep track of their grades and assignments. Progress reports will be provided per school policy. It is also recommended that students have a 3 ring binder, spiral notebook, a folder with pockets, a highlighter, a pen and a pencil.

9. Assignment books are the students pass to the bathroom. No assignment book, no leaving!

10. All Wheaton High School and MCPS procedures and policies apply HERE!