**AP Human Geography**

**Department Standards**

Expected Outcomes:

1. Knowledge of and interest in history, the social and behavioral sciences and related subjects.
2. Constructive participation in a democratic society.
3. Understanding of various societies throughout history.
4. Development of critical analysis skills.
5. Development of research skills.
6. Development of communication and presentation skills.

Course Purpose:

AP Human Geography/Contemporary Issues is a challenging, two-semester course designed to offer an in-depth, problem-solving approach to understanding the patterns and processes of human interaction on the planet. Solid analytical and communication skills, along with a willingness to devote considerable time, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, outcomes based problem-solving, collaboration, and the creation, interpretation and use of maps and spatial or demographic data.

Course Objectives:

This course is organized according the objectives and subtopics outlined in the AP Human Geography Course Description under the following categories:

1. Geography: Its Nature and Perspectives
2. Population and Migration
3. Cultural Patterns and Processes
4. Political Organization of Space
5. Agriculture and Rural Land Use
6. Industrialization and Economic Development
7. Cities and Urban Land Use

In addition, the following topics are addressed, often within the context of the above topics, as a way of implementing Contemporary Issues curriculum:

1. Impacts of Contemporary Issues on Society
2. Impacts of Contemporary Issues on Politics
3. Impacts of Contemporary Issues on the Economy
4. Impacts of Contemporary Issues on Culture
5. Role of the Media in Spreading Information/ The Impact of the Media on Society, Politics, Economics, and Culture.

Course Text, Readings and Resources:

Along with dozens of primary source documents and secondary articles or excerpts, as well as ample maps, atlases and wall charts, students of the course will utilize the following text either in whole or in part:

1. Course Text: de Blij, H.J. Human Geography: Culture, Society, and Space
2. Lonely Planet Travel Guidebooks (various authors). Multiple titles covering a broad range of locations from around the world.
3. The End of Poverty by Jeffery Sachs
4. The Bottom Billion By Paul Collier
5. The White Man’s Burden By William Easterly
6. Collapse: How Societies Choose to Fail or Succeed By Jared Diamond
7. Questioning Collapse by Patricia McAnany
8. Why Geography Matters by Harm de Blij
9. The Power of Place by Harm de Blij
10. All the Trouble in the World by PJ O’Rourke
11. Jihad vs. McWorld: How Globalism and Tribalism are reshaping the world

by Benjamin Barber and Andrea Schulz

1. Hot, Flat, and Crowded 2.0 by Thomas Friedman
2. The Travels of a T-Shirt in the Global Economy by Pietra Rivoli

\*\*The titles 3-13 listed above are subject to annual review to maintain relevance to coursework and to remain current to the issues facing the world at any given time.

Course Organization and Overview

This course examines the patterns and processes related to human interactions on and with the planet, as well as the organization and interpretation of spatial and demographic data. Our investigation includes methods, evidence, and scholarship from the areas of social, political, economic, cultural, and physical patterns and processes. The course is divided into three phases, each exploring and elaborating on the course themes: Nature and Perspectives of Geography, Population, Cultural Patterns and Processes, Agriculture and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use. The course objectives of the Contemporary Issues curriculum are embedded throughout the implementation of the Geography curriculum.

**Phase One**: Laying a proper Geographic foundation

This first phase of the course includes units of study designed to provide an introduction to students to the discipline of Geography. Significant focus is given to map use and the organization and interpretation of spatial and demographic data. Each unit begins with the identification and significance of relevant terms and concepts, and culminates in a problems-based project and assessment designed to allow students to explore and apply the relevant objectives.

Unit 1- Geography: Its Nature and Perspectives

* 1. Topics Covered:
		+ 1. Geography as a field of inquiry, looks at the world from a spatial perspective
			2. Evolution of key geographical concepts and models associated with notable geographers
				1. Use landscape analysis to examine human organization of space
			3. Key geographical skills provide a foundation for analyzing world patterns and processes
				1. How to use spatial thinking to analyze the human organization of space
				2. Use and interpret maps
				3. Apply mathematical formulas and graphs to interpret geographic concepts
				4. Use and interpret geographic models
				5. Use concepts such as space, place, and region to examine geographic issues
				6. Interpret patterns and processes at different scales
				7. Define region as a concept, identify world regions, and understand regionalization processes.
				8. Explain and evaluate the regionalization process
				9. Analyze changing interconnections among places
			4. New geospatial technologies, such as GIS, remote sensing, and GPS
			5. Field Experiences continue to be important means of gathering geographic information and data.
	2. Activities and Assessments- Students create a portfolio of maps illustrating an understanding of location, place, region, scale, and globalization. Maps of various styles, types, and purposes are created using ***both traditional*** methods and ***new methods and technologies***. Significant focus is given to formulating and understanding of and applying spatial concepts and landscape analysis. Students also complete a short exploratory project using Google Earth.
	3. Text/Readings: Human Geography: Culture, Society, and Space, Chapter 1.

Unit 2- Population and Migration

1. Topics Covered:

1. Geographical analysis of population

1. Analyze the distribution of human populations at different scales.
2. Use population density to explain the relationship between people and the environment.
3. Explain the implications of population distributions and densities.
4. Patterns of composition: age, sex, race, and ethnicity
5. Population and natural hazards: past, present, and future

2. Population growth and decline over time and space

1. Contemporary and Historical trends and projections for the future
	1. Social, Political, Economic and Cultural factors of fertility, mortality, and health
2. Interpret and apply theories of population growth, including:
	1. Demographic Transition Model
	2. Malthusian Theory
	3. Epidemiologic Transition Model
3. Evaluate various national and international population policies (eg. Protatalist and antinatalist)
4. Analyze reasons for changes in fertility rates in different parts of the world
5. Explain the causes and implications of an aging population.
	* + 1. Causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.
6. Explain how push and pull factors contribute to migration
7. Apply the concepts of forced and voluntary migrations to historical and contemporary examples.
8. Analyze major historical migrations
9. Analyze the cultural, economic, environmental, and political consequences of migration.
10. Activities and Assessments: Students conduct field test of population density and distribution within the school property. Spatial and demographic data is collected, interpreted, and organized on maps. Detailed plans are created to reorganize the school’s population to have a more positive density and distribution.
11. Activities: Students conduct research on individual states, collecting demographic data from a variety of sources, including CIA World Factbook. After collecting the information, students create a demographic profile of the country using charts, graphs, population pyramids and maps. Attention is given to the implications of population policies as well as the implications of population growth on an environment’s carrying capacity.
12. Activities: Students conduct research from a variety of sources and engage in debates on issues related to population on a various scales.
13. Text/Readings: Human Geography: Culture, Society, and Space; Chapters 2, 3

Unit 3- Cultural Patterns and Processes

1. Topics Covered:
2. Concepts of culture frame the shared behaviors of a society
3. Explain concept of culture and identify Cultural Traits
4. Explain how geographers assess the spatial and place dimensions of cultural groups in the past and present.
5. Explain how Globalization is influencing interactions and change.
6. Cultural Variations by place and region.
7. Explain cultural patterns and landscapes as they vary by place and region
	1. Language, Religion, Ethnicity contribute to sense of place, enhance place making, and shape the global cultural landscape.
	2. Language patters and distributions can be presented on maps, charts and language trees.
	3. Ethnicity and Gender reflect cultural attitudes that shape the use of space.
	4. Language, Religion, Ethnicity and Gender are essential to understanding landscapes symbolic of cultural identity.
8. Explain the diffusion of culture and cultural traits through time and space.
	1. Types of diffusion include expansion and relocation
	2. Cultural Hearths
	3. Impacts of colonialism, imperialism and trade.
	4. Acculturation, assimilation and multiculturalism
9. Compare and contrast ethnic and universalizing religions and their geographic patterns.
10. Explain how Culture is expressed in landscapes and how land and resource use represents cultural identity.
11. Compare and contrast popular and folk culture and the geographic patterns associated with each.
12. Activities and Assessments: Students research and explore the cultural landscapes of several regions around the world, with the goal of exhibiting what they’ve learned in a festival-like presentation. Strong emphasis is placed on understanding how cultural traits are influenced by the physical environment, and vice versa. Notes are delivered on issues related to cultural traits, acculturation and assimilation, diffusion, isoglosses and lingua franca, religious developments, and how each is important in developing cultural regions.
13. Text/Readings:
	1. Human Geography: Culture, Society, and Space; Ch. 4, 5, 6, and 7.
	2. Students interact with and analyze folk tales and popular culture from various regions in an effort to identify the relationship between culture and physical environment.

Unit 4- Political Organization of space.

1. Topics Covered:
	* 1. The contemporary political map has been shaped by the events of the past.
		2. Explain the structure and evolution of the contemporary political map and evaluate the geopolitical forces that influence it.
			+ 1. Nations, States, Nation-States, stateless nations, multinational states, multistate nations, and autonomous regions.
				2. Colonialism and imperialism led to spread of nationalism and influenced contemporary political boundaries.
				3. Independence Movements and democratization since WWI.
				4. Fall of Communism and End of Cold War

 1. Spatial political patterns reflect ideas of territoriality and power at a variety of scales.

1. Explain the concepts of political power and territoriality (heartland, rimland, organic theories.)
2. Evaluate the nature and function of boundaries
3. Analyze the spatial relationships between political systems and patterns of culture and economy
4. Compare and Contrast forms of governance
5. Describe patterns of local and metropolitan governance.

 3. The forces of globalization challenge contemporary political-territorial arrangments.

1. Changing nature of sovereignty
2. Apply the concepts of centrifugal and centripetal forces at the national scale.
3. Supranationalism and devolution
4. Electoral geography, including gerrymandering
5. Terrorism
6. Activities and Assessments: Students participate in a scavenger hunt using dozens of maps of varying scale to identify different types of borders and boundaries, as well as nations, states, and nation-states in order to familiarize themselves with the contemporary political map. At the end, students conduct historical research of a particular region of the world to identify the changing nature of sovereignty within that region, the process and implications of colonialism and imperialism, and the current state of territoriality in the region. Prior to the activity, notes are delivered on the concept of territoriality, sovereignty, colonialism and imperialism, and of nations, states and nation-states.
7. Activities: Students engage in research and prepare for debates related to contemporary issues reflecting global cultural challenges.
8. Text/Readings: Human Geography: Culture, Society, and Space; Ch. 8.

Before moving on to the second phase, all students who are enrolled in AP Human Geography complete what is called a SPEC seminar. For this project, students work in pairs to conduct research on a contemporary topic of their choosing that they will present and explore with the class during a 50-minute seminar led by them. Their exploration of the topic must include analysis of the causes or impacts of the topic in four areas: Social, Political, Economic, and Cultural. Presentations must demonstrate student competence in the course objectives covered thus far.

**Phase Two:** Regional Explorations of the World.

During the second phase of the course, the focus is shifted towards in-depth explorations of various regions of the world. Each unit within this phase identifies a part of the world that students may have not had in-depth exposure to in previous coursework (World History, etc). During each unit, students begin with basic orientation and map exercises, identification of major thematic patterns and processes relevant to the region, and then culminating with a contemporary application of geographic skills through a project or presentation that is intended to further explore Contemporary Issues.

Throughout this phase, in addition to reinforcement of previously addressed topics, the following topics recommended by the College Board are systematically covered either through lecture, text readings, or activities and simulations:

Agriculture and Rural Land Use

A. Development of agriculture led to widespread alteration of the natural environment.

1. Neolithic Agricultural Revolution

2. Explain the connection between physical geography and agricultural practices

2. Second Agricultural Revolution

3. Green Revolution

4. Modern Commercial Agriculture

B. Major agricultural production regions

1. Agricultural systems associated with major bioclimatic zones

2. Variations within major zones and effects of markets

3. Explain the spatial organization of large-scale commercial agriculture and agribusiness

4. Explain the interdependence among regions of food production and consumption

C. Rural land use and settlement patterns

1. Models of agricultural land use, including von Thünen’s model

2. Settlement patterns associated with major agriculture types

3. Evaluate the environmental consequence of agricultural practices.

D. Changes in food production and consumption present challenges and opportutnities.

1. Explain issues related to the changing nature of contemporary agriculture.

2. Explain issues related to the location of food production facilities.

3. Explain the role of women in food production and consumption.

Industrialization and Economic Development

A. The Industrial Revolution, as it diffused from its hearth, facilitated improvements in standards of living.

1. Explain the role of the Industrial Revolution in the growth and diffusion of industrialization.

2. Identify different economic sectors

3. Use Weber’s model to explain industrial location

B. Measures of development are used to understand patterns of social and economic differences at a variety of scales.

1. Explain social and economic measures of development

2. Analyze spatial patters of economic and social development

3. Evaluate the role of women in economic development and gender equity in the workforce.

 C. Development is a process that varies across space and time.

1. Analyze the causes and consequences of international trade and growing interdependence in the world economy.

2. Explain how economic restructuring and deindustrialization are transforming the contemporary economic landscape.

D. Sustainable Development is a strategy to address resource depletion and environmental degradation.

 1. Analyze sustainability issues related to industrialization and development.

Cities and Urban Land Use

A. The form, function and size of urban settlements are constantly changing.

1. Explain the factors that initiate and drive urbanization and suburbanization.

2. Rural–urban migration and urban growth

3. Global cities and megacities

4. Suburbanization and edge cities

B. Models help to understand the distribution and size of cities

1. Apply models to explain the hierarchy and interaction patterns of urban settlements.

C. Models of internal city structure and urban development provide a framework for urban analysis

1. Explain the models of internal city structure and urban development.

D. Built environment and social space reflect the attitudes and values of a population

1. Analyze residential land use in terms of low, medium, and high density housing.

2. Evaluate infrastructure of cities.

3. Explain the planning and design issues and political organization of urban areas.

4. Analyze the demographic composition and population characteristics of cities using quantitative and qualitative data.

E. Urban areas face economic, social, political, cultural, and environmental challenges.

1. Evaluate problems and solutions associated with growth and decline in urban areas.

2. Evaluate problems associated with urban sustainability.

**Units of Study in Phase Two:**

1. Unit One: Canada- Focus (Physical landscape analysis)

2. Unit Two: Oceania and the Pacific World- Focus- Cultural and Gender Identity in a

 Globalized World

 Text/Readings: Human Geography: Culture, Society, and Space; Ch. 14 excerpts

3. Unit Three: Scandinavia- Cultural Identity through folk and popular culture

4. Unit Four: North Africa- Protecting and Preserving Food and Water Supplies through Agricultural Development

 Text Readings: Human Geography: Culture, Society, and Space: Ch. 11

Additional Notes: Significant time given to lecture, research and discussion on Agricultural land use models (such as Von Thunen) and practices, as well as their implications on the landscape and people. Students conduct research on the region of North Africa, applying their understanding of agricultural models, various agriculture methods of production, and environmental and demographic issues in the region in order to create an Agricultural Development Plan that that creates sustainable food production and water sources.

5. Unit Five: Central Asia- Social, Economic, and Political Consequences of International Trade and Conflict

6. Unit Six: Southeast Asia- Sustainability in Tourism and International Commerce

 Text/Readings: Human Geography: Culture, Society, and Space: Ch. 13, excerpts of 14

7. Unit Seven: Cities of the World- Effects of Urbanization and Industrialization on human population and physical landscape.

Text/Readings: Human Geography: Culture, Society, and Space; Ch. 9, 10, 12, excerpts of 14

Additional Notes: Significant time given to lecture, research and discussion on Urban land use models as well as Industrialization and Economic Development. Each student completes a thorough land use profile of one of 30 major cities around the world, labeling maps and collecting data. After completion of the profile, students attempt to apply concentric zone models, sector models, and multiple nuclei models to see which best fits the development of their city. They then use their understanding of Industrialization and Economic development from class lectures and apply this to their city profile to create a future urban land use plan to promote positive social AND economic development in their assigned city. Other options include the completion of an Olympic bid for their city.

**Phase Three**: Contemporary Applications

During the third phase of the course, the focus is shifted toward identification of contemporary global issues and problem-solving to provide potential solutions. This phase of the course centers around one major problems-based and research heavy project over a period of several weeks: the GPS (Global Problem Solving) project. For this project, students will select a relevant contemporary issue, identify a key problem within that topic and develop practical solutions. Components of this project include collaboration with peers, intensive reading of relevant and current non-fiction, use of digital media, leading talks and seminars for their peers, extending their work on the project to the larger community in a variety of ways, and culminating with the completion of a written research-based paper and delivery of a dynamic presentation for the school community. Upon completion, students should have demonstrated mastery of all course objectives through the various components of their GPS project.

Course Assessment:

Students will be evaluated by the instructor through a course portfolio created and maintained by the student throughout the year. The portfolio will be organized in to 8 sections representing the main course objectives: Nature and Perspectives of Geography, Population, Cultural Patterns and Processes, Political Organization of Space, Agriculture and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use, and an additional section focused solely on Contemporary Issues course objectives related to media. Evaluation of students will be focused on their mastery of course objectives. Throughout the year, students will receive individualized feedback through continuous formative and summative assessment. Goal setting, reflection, and self-assessment is an essential part of the assessment process.