

Western High School #407

AP Human Geography

Course Syllabus 2010-2011

Jeffrey D. Martin

Social Studies Dept.

Western High School

Room 39

(410) 396 - 7040

jdmartin@bcps.k12.md.us

www.martinsaphug.com

So what exactly is Human Geography? Human Geography is like a virtual field trip around the world. During this trip, we will examine how **where** people live shapes **how** they think and act. In so many ways, each of us is a product of our environment, and in AP Human Geography we try to understand how others' environment leads them to think and act differently from us. This class is very much a current events course, as we apply systems and methods for analysis to contemporary events. Students will learn to analyze the key issues that shape our world today, such as culture, political and ethnic conflict, population movement, urban issues, . In addition, students are exposed to economic theories and models, as well as the spread of world religions and the origins and diffusion of languages. Students also study urban development, industrialization, and city planning, often experiencing these topics firsthand through field trips. This course has amazing potential to shape, if not completely change the way you view the world for the rest of your life!

Course Description:

This course provides students with a rigorous learning opportunity equivalent to that obtained in a college-level introductory Human Geography course and the Advanced Placement® Human Geography Exam in May. The AP Examination in Human Geography is approximately two hours long, and consists of a 60-minute multiple-choice section and a 75-minute free-response section. Each portion of the examination will account for 50% of the student's final score.

The design and intent of this course are to develop students' critical reading, analytical thinking, reasoning, and writing skills through the analysis and systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's environment. Students will undertake this study through analysis, synthesis, and evaluation of the following geographic concepts: population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban/rural geography.

The core of the course focuses on the following concepts: use and consideration of maps and spatial data; interpretation and understanding the implications of associations among phenomena in places; definition of regions and evaluation and analyzing of the regionalization process; and analyzing and characterizing the changing interconnections among places.

Course Objectives:

- ❖ Use and think about maps and spatial data through the systemic study of patterns and processes that have shaped our understanding and alteration of the Earth.
- ❖ Understand and interpret the implications of associations among phenomena in connected and disparate places through geographic methods: observation, data gathering and analysis, mapmaking, and writing.
- ❖ Recognize and interpret at different scales the relationships among patterns and processes.
- ❖ Define regions and evaluate the regionalization processes on local, state, regions, and global levels.
- ❖ Characterize and analyze changing interconnections among places.

In addition to the described content, the course will also work to refine important skills. They include analyzing data and writing and presenting written and oral arguments. In order to help students master the ability to write a good essay the course will concentrate on the instruction of several essential skills:

- ❖ Effective writing style
- ❖ The ability to make arguments
- ❖ The ability to evaluate critically and to compare scholarly works
- ❖ The ability to synthesize data
- ❖ The ability analyze, interpret, and respond to stimulus-based data including charts, graphs, cartoons, and quotes

This course will cover a large amount of content. The study of Human Geography is both historical and contemporary. Therefore, it is essential that students remain aware of what is happening in the world. It is suggested that regular reading of newspapers and news magazines as well as the regular viewing of news broadcasts be maintained throughout the course.

This course will also require students to frequently go online to complete coursework, homework assignments, and projects. Often students will publish their work to our course website - <http://www.martinsaphug.com>

Course Materials

Textbook: Rubenstein, James M. An Introduction to Human Geography. 9 Edition. New York: Pearson/Prentice Hall: 2008. (Additional textbooks & materials will be utilized at the instructor's discretion.)

Human Geography People, Place and Culture 8th Ed. De Blij, H.J., Murphy, Alexander B., Fouberg, Erin

The Power of Place: Geography for the 21 Century series. Video.N.p.: Annenburg/CPB Project, 1996.
The programs in this series are used for the video case studies.

Human Geography: People, Places and Change series. Video.N.p: Annenburg/CPB Project, 1996.

Students are encouraged to purchase an AP Study Guide. How to Prepare for the AP Human Geography Exam (such as: Barron's How to Prepare for the AP Human Geography Advanced Placement Exam or similar test prep book - these can be bought used from amazon.com for around \$10)

Students will be expected to keep a separate AP Human Geography binder to keep class materials and notes organized. Students should bring this binder, along with blank paper and blue or black pens to class each day.

Course Outline:

In preparation for the AP Human Geography examination, this course will be divided into eight units. Each one of these sections is responsible for 13-17 percent of the multiple choice questions (except the first, which composes 5-10% of the questions).

Unit I: Perspectives on Geography: 5-10% of AP Exam (2 Weeks)

Rubeinstein Ch. 1

Introducing the importance of geography as a field of inquiry and reinforcing key geography skills. Also, the unit will discuss how the discipline has evolved into the study of diverse peoples and areas organized around a set of concepts - place, space and scale.

Unit Outline:

1. What is Geography? Geography - Its Nature and Perspectives

A. Historical development of the discipline

B. Defining "human geography:

C. Basic concepts of geography

D. Methods and skills of geography

E. Thinking Geographically - Activity Level 4 Analysis: Mall Field Study Assignment - Students will visit two local malls of varying socio-economic locations. They will pose and answer questions to think geographically and conduct landscape analysis.

Guiding Questions:

- ❖ How do geographers describe where things are?
- ❖ Why is each point on the earth unique?
- ❖ Why are different places similar?
- ❖ What is GIS and how do geographers use it?

A systematic study of population geography; how human population has organized geographically to make sense of cultural, political, economic, and urban systems.

Unit Outline:

2. Population Patterns

A. Population Patterns

- Factors of growth: rates and averages
- Historical patterns of growth
- Contemporary patterns and regional variations of demographic data i.e., fertility, mortality, and health
- Demographic transition models, and residential mobility
- Population policies - role of women

B. Population Distribution

- Spatial patterns: global, regional, local
- Demographic trends: case studies
- Spatial variations in factors of growth

C. Population Movement

- Push and pull factors of migration
- Major voluntary and involuntary migrations
- Contemporary migrations
- Local migrations and activity space
- Migration to and within the U.S.

Guiding Questions:

- ❖ Where is the world's population distributed?
- ❖ Why is population increasing at different rates in different countries?
- ❖ Why might the world face an overpopulation problem?
- ❖ Why do people migrate?
- ❖ Where are migrants distributed?
- ❖ Why do migrants face obstacles?
- ❖ Why do people migrate within a country?

In this unit, we will study the components and regional variations of cultural patterns and processes and learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, race, ethnicity, and gender, in the present as well as the past.

Unit Outline:

3. Cultural Patterns and Processes

A. Culture and Culture Traits

- Defining culture: material, nonmaterial, traits, complexes
- Cultural diffusion and change
- Major culture regions and realms

B. Cultural Diversity

- Languages
- Religions
- Ethnicity
- Popular culture/folk culture
- Perceptions of natural hazards

B. Cultural Landscapes

- Culture and the environment
- Culture and group identity - values and preferences
- Culture and conflict
- Sense of place

Guiding 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?
- ❖ Where are English-language speakers distributed?
- ❖ Why is English related to other languages?
- ❖ Where are other language families distributed?
- ❖ Why do people preserve local languages?
- ❖ 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?
- ❖ Where are ethnicities distributed?

Unit IV: Politics: 13-17% of AP Exam (4.5 Weeks)

Rubeinstein Ch. 8

This unit introduces students to the nature and significance of the political organization of territory at different scales. Students learn that political patterns reflect ideas about how Earth's surface should be organized and affect a wide range of activities and understandings.

Unit Outline:

4. Political Geography

A. Nations and States

- Drawing boundaries: global, national, and local
- Effects of size and shape

- Centripetal and centrifugal forces

B. Contemporary Political Patterns

- Historical development of boundaries and states
- Colonialism and neocolonialism
- Internal order: national and sub-national governance

C. Cooperation and Conflict

- Alliances
- Devolution/Supranationalism
- Conflicts

Guiding Questions:

- ❖ Why have ethnicities been transformed into nationalities?
- ❖ Why do ethnicities clash?
- ❖ What is ethnic cleansing?
- ❖ Where are states located?
- ❖ Why do boundaries cause problems?
- ❖ Why do states cooperate with each other?
- ❖ Why has terrorism increased?

Unit V: Development & Agriculture: 13-17% of AP Exam (3.5 Weeks)

Rubeinstein Ch. 10, 14

This unit explores four themes: the origin and spread of agriculture; the characteristics of the world's agricultural regions; reasons why these regions function the way they do; and the impact of agricultural change on the quality of life and the environment.

Unit Outline:

5. Economic Systems and Patterns

A. Economic Structure/Development

- Economic sectors / trends
- Measuring development - variations in levels of development
- Core periphery
- Economic and development models

B. Global Economy

- Trade and transportation patterns
- Shifting patterns of production
- Transnationals and outsourcing
- Interdependence and competition

C. Agriculture and Rural Land Use

- Origins and spread of agriculture
- Major agricultural regions

- Linkages and flows of products, von Thunen's model of agricultural land use
- Commercial agriculture
- Science and agriculture

D. Rural land use / settlement patterns

- Land use models
- Energy and intensification of land use
- Rural activity and environmental issues

Guiding 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?
- ❖ Where did services originate?

Unit VI: Urbanization: 13-17% of AP Exam (3.5 Weeks)

Rubeinstein Ch. 12, 13

This unit is a study of systems of cities, focusing on where cities are located and why they are there and the form, internal structure, and landscapes of cities and emphasizes what cities are like as places in which to live and work.

Unit Outline:

6. Urban Geography

A. Patterns of Urbanization

- Global: rates and regions
- National: growth and decline
- Local: urban sprawl

B. Evolution of Cities

- Defining and urban place: site, situation, form
- Models of urban location and structure
- Urban hierarchies

C. Patterns within the city

- Internal structures - models of cities
- Demographic and social patterns
- Transportation and infrastructure
- Political organization and urban planning

D. Patterns beyond the city

- Megacities and conurbations
- Suburbanization and edge cities

Guiding 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?
- ❖ Why are resources being depleted?
- ❖ Why are resources being polluted?
- ❖ Why are resources reusable?
- ❖ Why can resources be conserved?

Unit VII: Industrialization: 13-17% of AP Exam (5 Weeks)

Rubeinstein Ch. 9, 11, 14

An exploration of the geographical elements of industrialization and economic development: why natural resources have different values for different societies, and how places and regions acquire comparative advantages for development.

Unit Outline:

A. Industrialization

- Origins and spread of industrialization
- Major industrial regions
- Industrial location models
- Deindustrialization
- Industrialization and quality of life

Guiding Questions:

- ❖ Why does development vary among countries?
- ❖ Where are more and less developed countries distributed?
- ❖ Where does the level of development vary by gender?
- ❖ Where is industry distributed?
- ❖ Why do industries have different distributions?
- ❖ Where is industry expanding?
- ❖ Why are location factors changing?

Unit VIII: Review for AP Exam

Exam Date for the 2011 AP Human Geography Exam:

Friday May 13th, 2011

Class Goal 2010-2011: 3 or above on the AP HUG!

Lets work hard to make sure that every student is well-prepared to pass the test!

Course Expectations:

- ✓ **Be on time!**
 - ◉ If you arrive late to class after the late bell has rung and you do not have a valid, signed pass, you will receive a detention.
- ✓ **Be prepared and ready to learn!**
 - ◉ Being prepared and ready to learn means you come to class with all needed materials. You should have your AP Human Geography binder, relevant classwork/homework.
- ✓ **Be engaged and willing to participate!**
 - ◉ At Western, we have 47 minute class periods, so we **must** maximize every minute of class time for instruction. You should expect that every day we have class there will be an assignment to complete. Even if there is a half day, or modified schedule, you should expect a focused, shorter class with assignments.
- ✓ **Be respectful!**
 - ◉ This is vital! As you demonstrate maturity and respect towards me and your fellow students, you will earn my respect and trust. I will not tolerate disrespect in my classroom in any form or fashion, and will deal with such behavior and attitude immediately and thoroughly.
- ✓ **Be complaint of all school rules and policies!**
 - ◉ Cell phones, mp3 players, or any other electronic devices are not permitted in school. If you have them in your bag turned off **at all times**, there should not be a problem.
 - ◉ Western's uniform policy applies in my classroom. As you come into class each day, students who are not in compliance with the uniform policy will not be permitted into class unless they can immediately comply. Otherwise, they will be sent to the office to sign up for an administrative office detention. No exceptions!
 - ◉ Please do not bring food or drink into my classroom. The only exception is water in a clear container.

Consequences:

Failure to adhere to the guidelines will result in the following:

- **Verbal Warning:**
 - you will receive a verbal warning indicating that you need to adjust your behavior so that class can continue to run smoothly. In most cases, I will ask students to move desks, which is an indication that your behavior is inappropriate and disrupting class.
- **Detention:**
 - If you do not respond to the verbal warning you will then be given a detention which must be served that day. Detentions are 20 minutes. If you miss that detention, you will receive a detention for the next two days. If you fail to serve detentions after 3 days a phone call will be made home. If detention is still not served it the student will be referred to the administration.
- **Phone Call or Letter Home:**
 - I reserve the right to contact your parent/guardian regarding your performance in my class, or any inappropriate behavior in the classroom. I normally will call when you miss a detention or if the action calls for it.
- **Referral to Administration:**
 - I reserve the right to ask you to leave my classroom if your behavior is preventing your classmates from learning. If you are asked to leave, you must do so quickly, quietly, and without question so as to allow your classmates to return to their work. I also reserve the right to refer you to an administrator at any time if your offense is severe.

Policies and Procedures:

➔ Attendance

- The best and easiest to succeed in school is to attend every day. Every day we will be covering new material, much of which is necessary to understand what we will learn next.
- In the case that you are absent or late, **you** are responsible for all missed work. I will not likely seek you out to make sure that you get missed work, it is your responsibility to do so the day that you return to class.
- There are at least 3 ways that you can find out what work you missed: 1. speak with a classmate 2. visit the website 3. come see me. Please do not ask for make up work during instruction time; come see me before or after school. I prefer that you rely on your fellow students, and suggest early on in the year you exchange email or phone numbers with a classmate that you can go to to get missed work.

➔ Academic Honesty

- For homework and in-class assignments, you are free to discuss work with your classmates, parents, etc. However, what you hand in must be **your work**. Anything short of that is considered cheating.
- Plagiarism will not be tolerated. Copying someone else's work, whether written, spoken, or in any other form, is unethical and forbidden. On major assignments and essays, failure to credit sources (copying any information verbatim without citing a source) will result in no credit.

➔ Homework/Make-up Work

- You should expect to complete homework every day, including weekends. Homework is due on the date specified when the assignment is given. If a student is absent the day an assignment is due, the work is due **the day they get back**. If you miss a day of class, you are expected to get the assignment **the day you get back**, from which point the assignment will be due the next day, or however specified by the teacher.
- Late work will be accepted in some instances. I will let you know which assignments will not be eligible to be handed in late. Most assignments will not be accepted late after they are handed back, which in most cases tends to be between 2-4 days. The best policy is **always** to complete all assignments on time and hand them in when due.

➔ Coach Class

- Coach Class is offered on Wednesdays and Thursdays from 3:15-4:00 p.m. or by appointment only. The purpose of CC is to help students who are regularly attending who need additional assistance from the teacher to succeed in the course.

fig. 1

➔ Grading

- I use a 20 point grading rubric for most assignments (see fig. 1) The weight of an assignment will typically be displayed at the top header, and will depend on the type of assignment - test, quiz, homework, etc. (see fig. 2) Grades will be posted regularly either in class, via email, or online. Student conferences regarding grades must be made in advance and scheduled to take place after school.

fig. 2

TYPE	WEIGHT	POINTS / VALUES
Tests/Quizzes	45%	Quizzes = 50-100 points Test = 100-300 points
Homework/Projects	25%	20-100 points depending on length and complexity
Classwork	25%	20-100 points depending on assignment
Participation	5%	Behavior, Discussion, Warmups, Attendance

RUBRIC SCORE	PERCENT	GRADE RANGE
20	100%	A+
19	95%	A
18	90%	A-/B+
17	85%	B
16	80%	B-/C+
15	75%	C
14	70%	C-/D+
13	65%	D
12	60%	D-/F
11	55%	F
10	50%	F
0	0%	NO CREDIT

Online Course:

I maintain a website for my classes at <http://www.martinsaphug.com>

This website enables students to:

- ❖ access course content
- ❖ conduct course related research
- ❖ engage in course relevant online discussions
- ❖ Receive regular updates regarding course-related events and assignments

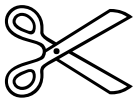
My website enable students to register and have their own account, and will even be able to make posts to a class blog that is visible only to registered students. Even more, students will be able to comment on each others posts, taking the learning and class discussion online in a format that is likely very familiar to my students. I will be frequently posting articles and information that I find interesting and relevant to my courses, and will expect students to view this information and leave their comments on a weekly basis.

My site also features several methods whereby students and parents can stay extremely connected to coursework and homework assignments. First, each student will be automatically subscribed to receive homework and coursework posts sent to them via email. Second, this blog is linked to a twitter account, which students can subscribe to with their cell phones. When I post homework, it will sent a simple text message to students (that are subscribed). All of this is in effort to increase the transparency of the work that we are doing in class to parents and even the public I guess, as well as making homework assignments virtually impossible to ignore.

Parents, if you would like to receive emails whenever something is posted on this website (which I warn you might be quite a bit, as I will have students posting weekly current events articles w/ analysis) you can add your email to the bottom right text field where it says SUBSCRIBE TO RSS. Another option is to subscribe to my twitter account to receive (hopefully) daily updates with homework and other assignments.

I encourage students and parents will use it often so that the time I spend to keep it current and updated will be well spent.

(please complete & detach to following portion and return to Mr. Martin for your first homework grade)



I have read over the AP Human Geography Syllabus with my daughter and we both agree to the course policies contained wherein.

Parent's Name: _____ Parent's Signature: _____

Phone #: _____ Parent's email (please print clearly): _____

Student's Name: _____ Student's Signature: _____