

young women's Leadership Academy

AP Human Geography

2014-2015

Mrs. Samantha Keaton

samantha.keaton@fwisd.org

Conference Period

A Day 3:03-4:25 • B Day 12:51-2:15



COURSE OVERVIEW

AP Human Geography takes the Human and Environmental Interaction portion of the 5 Themes of Geography to a much more in-depth level. It introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and the environmental consequences. They will also learn about the methods and tools geographers use in their science and practice.

Additionally, students gain an understanding of the cultural interaction in a global society and how the interaction affects the cultures and their use of the environment. By learning from history and understanding the world today, students will be better prepared to identify relevant questions and develop meaningful answers that will guide their future decisions.

PLEASE NOTE: *Students in an AP course are expected to be highly motivated and dedicated. The students must be dedicated to learning the required material and mastering the methods necessary to pass an AP exam. There is absolutely **NO ROOM OR TIME** for poor scholarship, citizenship, or attitude. Students exhibiting any of these qualities may be asked to withdraw from the course entirely.*

COURSE MATERIALS

Textbook:

Fouberg, Erin H., Alexander B. Murphy, and Harm J. De Blij. *Human Geography, People, Place, And Culture*. Tenth. Jefferson: Wiley, 2010. Print.

Supplementary Materials:

- *Geography; Realms, Regions, and Concepts*, 12th ed., H. J. de Blij and Peter O. Muller, John Wiley and Sons, 2004.
- *Goode's World Atlas*, Howard Veregin, editor, 21st edition. Rand McNally and Company, 2005.
- *Human Geography; People Place and Culture*, Advanced Placement Student Companion, 8th ed., Charles Fuller, John Wiley & Sons, Inc., 2007
- *The Cultural Landscape: An Introduction to Human Geography*, 8th Ed., James M. Rubenstein, Prentice Hall, 2005 World Almanacs
- *The World is Flat*, Thomas L. Friedman, Farrar, Straus and Giroux, New York, NY, 2005
- *Home from Nowhere*, James Howard Kunstler, Simon & Schuster, New York, NY, 1996
- *Cows, Pigs, Wars, and Witches*, Marvin Harris, Random House, Inc., New York, NY, 1989

GRADING

Grades will be given in the following areas as described above:

- ❖ Homework Assignments
- ❖ Projects
- ❖ Written Assignments (article/journal reviews, short position papers, etc.)
- ❖ Reading and note-taking
- ❖ Examinations (reading quizzes, multiple-choice examinations and essay questions)

Note: Examinations will be given in the AP format that they will see on the exam in May. This may lead to having exams split up over two days in order to have the accurate time allotment.

- ❖ Classroom effort, participation, and ATTENDANCE, ATTENDANCE, ATTENDANCE.

Evaluation:

- ❖ Projects & Tests: 45%
- ❖ Classwork: 40%
- ❖ Homework & Quizzes: 10%
- ❖ Advisory: 5%

NOTE: All assignments are due at the beginning of class. Work received after that class period is late, and will have points deducted as a penalty. The amount of points is at the discretion of the teacher.

These points will be converted into the following grade distribution:

- ❖ 91-100% A
- ❖ 81-90% B
- ❖ 71-80% C
- ❖ 59-70% D

SUPPLIES

- 5 Subject Journal with hard plastic cover
- Several notecards and a system to keep them together all year

ABSENCES

If you are absent, it is your responsibility to keep up with assignments. You have one class day (not calendar day) per absence to make up all work you have missed.

LATE WORK

When a student's assignment is late, she will receive a "late work notice" that must be signed by her parent and returned to the teacher with the late assignment. Students will have up to three (3) class periods to submit late assignments. Ten percent (10%) will be deducted each class period that the assignment is late.

If a student fails to return the "late work notice" with her assignment, she will receive a demerit. Assignments can be accepted in absence of the "late work notice."

All projects with a rubric will be graded based on the rubric requirements.

Incomplete work will not be accepted and will be returned to the student to be finished for late credit.

TUTORIALS

I am available before and after school with advance notice. See the YWLA Tutoring schedule for more specific times.

Mrs. Keaton's Classroom Expectations

In order to create an environment where everyone in the classroom is positively and actively involved with one another, and where everyone feels positive, safe, and cared about, I will:

- Not cheat.

- Treat everyone with courtesy and respect.
- Help create and maintain a safe and positive learning environment.
- Show respect for school property and personal property.
- Get to class on time.
- Not talk while the teacher is speaking.
- Have an open mind regarding other cultural practices.

CLASS WEBSITE
www.ywlahumangeo.weebly.com

GEOGRAPHY COURSE OUTLINE

I. Geography: Its Nature and Perspectives (5-10% of the AP Exam)

- A. Geography as a field of inquiry
- B. Major geographical concepts underlying the geographical perspective: location, space, place, scale, pattern, nature and society, regionalization, globalization, and gender issues
- C. Key geographical skills
 1. How to use and think about maps and geospatial data
 2. How to understand and interpret the implications of associations among phenomena in places
 3. How to recognize 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 changing interconnections among places
- D. Use of geospatial technologies, such as GIS, remote sensing, global positioning systems (GPS), and online maps
- E. Sources of geographical information and ideas: the field, census data, online data, aerial photography, and satellite imagery
- F. Identification of major world regions

II. Population and Migration (13-17% of the AP Exam)

- A. Geographical analysis of population
 1. Density, distribution, and scale
 2. Implications of various densities and distributions
 3. Composition: age, sex, income, education, and ethnicity
 4. Patterns of fertility, mortality, and health
- B. Population growth and decline over time and space
 1. Historical trends and projections for the future
 2. Theories of population growth and decline, including the Demographic Transition Model
 3. Regional variations of demographic transition
 4. Effects of national population policies: promoting population growth in some countries or reducing fertility rates in others
 5. Environmental impacts of population change on water use, food supplies, biodiversity, the atmosphere, and climate
 6. Population and natural hazards: impacts on policy, economy, and society
- C. Migration
 1. Types of migration: transnational, internal, chain, step, seasonal agriculture (e.g., transhumance), and rural to urban
 2. Major historical migrations
 3. Push and pull factors, and migration in relation to employment and quality of life
 4. Refugees, asylum seekers, and internally displaced persons
 5. Consequences of migration: socioeconomic, cultural, environmental, and political; immigration policies, remittances

III. Cultural Patterns and Processes (13-17% of the AP Exam)

- A. Concepts of culture
 1. Culture traits
 2. Diffusion patterns
 3. Acculturation, assimilation, and multiculturalism
 4. Cultural region, vernacular regions, and culture hearths
 5. Globalization and the effects of technology on cultures
- B. Cultural differences and regional patterns
 1. Language and communications
 2. Religion and sacred space

3. Ethnicity and nationalism
 4. Cultural differences in attitudes toward gender
 5. Popular and folk culture
 6. Cultural conflicts, and law and policy to protect culture
- C. Cultural landscapes and cultural identity
1. Symbolic landscapes and sense of place
 2. The formation of identity and place making
 3. Differences in cultural attitudes and practices toward the environment
 4. Indigenous peoples

IV. Agriculture, Food Production, and Rural Land Use (13-17% of the AP Exam)

- A. Development and diffusion of agriculture
1. Neolithic Agricultural Revolution
 2. Second Agricultural Revolution
 3. Green Revolution
 4. Large-scale commercial agriculture and agribusiness
- B. Major agricultural production regions
1. Agricultural systems associated with major bioclimatic zones
 2. Variations within major zones and effects of markets
 3. 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: subsistence, cash cropping, plantation, mixed farming, monoculture, pastoralism, ranching, forestry, fishing and aquaculture
 3. Land use/land cover change: irrigation, desertification, deforestation, wetland destruction, conservation efforts to protect or restore natural land cover, and global impacts
 4. Roles of women in agricultural production and farming communities
- D. Issues in contemporary commercial agriculture
1. Biotechnology, including genetically modified organisms (GMO)
 2. Spatial organization of industrial agriculture, including the transition in land use to large-scale commercial farming and factors affecting the location of processing facilities
 3. Environmental issues: soil degradation, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use
 4. Organic farming, crop rotation, value-added specialty foods, regional appellations, fair trade, and eat-local-food movements
 5. Global food distribution, malnutrition, and famine

V. Industrialization and Economic Development (13-17% of the AP Exam)

- A. Growth and diffusion of industrialization
1. The changing roles of energy and technology
 2. Industrial Revolution
 3. Models of economic development: Rostow's Stages of Economic Growth and Wallerstein's World Systems Theory
 4. Geographic critiques of models of industrial location: bid rent, Weber's comparative costs of transportation and industrial location in relation to resources, location of retailing and service industries, and local economic development within competitive global systems of corporations and finance and world systems
- B. Social and economic measures of development
1. Gross domestic product and GDP per capita
 2. Human Development Index
 3. Gender Inequality Index (GII)
 4. Income disparity and the Gini coefficient
 5. Changes in fertility and mortality
 6. Access to health care, education, utilities, and sanitation

- C. Contemporary patterns and impacts of industrialization and development
 1. Spatial organization of the world economy
 2. Variations in levels of development (uneven development)
 3. Deindustrialization, economic restructuring, and the rise of service and high technology economies
 4. Globalization, manufacturing in newly industrialized countries (NICs), and the international division of labor
 5. Natural resource depletion, pollution, and climate change
 6. Sustainable development
 7. Government development initiatives: local, regional, and national policies
 8. Women in development and gender equity in the workforce

VI. Cities and Urban Land Use (13-17% of the AP Exam)

- A. Development and character of cities
 1. Origin of cities; site and situation characteristics
 2. Forces driving urbanization
 3. Borchert's epochs of urban transportation development
 4. World cities and megacities
 5. Suburbanization processes
- B. Models of urban hierarchies: reasons for the distribution and size of cities
 1. Gravity model
 2. Christaller's central place theory
 3. Rank-size rule
 4. Primate cities
- C. Models of internal city structure and urban development: strengths and limitations of models
 1. Burgess concentric zone model
 2. Hoyt sector model
 3. Harris and Ullman multiple nuclei model
 4. Galactic city model
 5. Models of cities in Latin America, North Africa, and the Middle East, Sub-Saharan Africa, East Asia, and South Asia
- D. Built environment and social space
 1. Types of residential buildings
 2. Transportation and utility infrastructure
 3. Political organization of urban areas
 4. Urban planning and design (e.g., gated communities, New Urbanism, and smart-growth policies)
 5. Census data on urban ethnicity, gender, migration, and socioeconomic status
 6. Characteristics and types of edge cities: boomburbs, greenfields, uptowns
- E. Contemporary urban issues
 1. Housing and insurance discrimination, and access to food stores
 2. Changing demographic, employment, and social structures
 3. Uneven development, zones of abandonment, disamenity, and gentrification
 4. Suburban sprawl and urban sustainability problems: land and energy use, cost of expanding public education services, home financing and debt crises
 5. Urban environmental issues: transportation, sanitation, air and water quality, remediation of brownfields, and farmland protection

VII. Political Organization of Space (13-17% of the AP Exam)

- A. Territorial dimensions of politics
 1. The concepts of political power and territoriality
 2. The nature, meaning, and function of boundaries
 3. Influences of boundaries on identity, interaction, and exchange
 4. Federal and unitary states, confederations, centralized government, and forms of governance
 5. Spatial relationships between political systems and patterns of ethnicity, economy, and gender

6. Political ecology: impacts of law and policy on the environment and environmental justice
- B. Evolution of the contemporary political pattern
1. The nation-state concept
 2. Colonialism and imperialism
 3. Democratization
 4. Fall of communism and legacy of the Cold War
 5. Patterns of local, regional, and metropolitan governance
- C. Changes and challenges to political-territorial arrangements
1. Changing nature of sovereignty
 2. Fragmentation, unification, and cooperation
 3. Supranationalism and international alliances
 4. Devolution of countries: centripetal and centrifugal forces
 5. Electoral geography: redistricting and gerrymandering
 6. Armed conflicts, war, and terrorism

AP Human Geography Course Syllabus 2014-2015

Mrs. Samantha Keaton
samantha.keaton@fwisd.org
Conference Period
A Day 3:03-4:25 • B Day 12:51-2:15



I have read the course syllabus and understand: (please initial each blank)

(Parent)

(Student)

_____ the class description requirements of AP Human Geography,
_____ the grading policy,
_____ the late work policy, and
_____ the tutoring policy.

I accept responsibility for those requirements.

Student Signature

Date

Student e-mail address: _____

I have reviewed the requirements for this course and I support my student's enrollment in AP Human Geography.

Parent/Guardian Signature

Date

If you would like for me to communicate with you via e-mail or telephone, please provide the information:

Parent/Guardian e-mail address: _____

Parent/Guardian telephone: _____

Please sign and return immediately. Return of this signature sheet is the first of many daily grades. Failure to return this form within two days signed will result in a ZERO for the daily grade.