

A.P. Human Geography Syllabus – Mrs. Tipton

Course Description: This year long class, offered to both juniors and seniors, is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's landscape, as well as introducing the study of geography as a social science, emphasizing the relevance of geographic concepts to human problems. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences.

Course Objectives: After completing this course, the student will be able

- 1) to understand the discipline of geography, including its tools, themes and concepts
- 2) to think critically about geographic problems on the global, national and local scales
- 3) to appreciate the diversity of global cultures, including their cultural and economic characteristics
- 4) to understand how cultural landscapes are created and how they change over time
- 5) to prepare students for the A.P. Human Geography exam

Required Texts:

- 1) *An Introduction to Human Geography: The Cultural Landscape* by James M. Rubenstein
- 2) *Why Geography Matters: Three Challenges Facing America* by Harm de Blij
- 3) *A Painted House* by John Grisham
- 4) *Falling Leaves* by Adeline Yen Mah
- 5) *State of Fear* by Michael Crichton

*Students are responsible for the novels.

Expectations:

- 1) A.P. Human Geography will be taught as a college level course. Therefore, diligence and quality work are expected.
- 2) Students are responsible for all material presented in class, whether present or not. It is up to the student to get or make up any work missed.
- 3) Students must come to class prepared for lecture, discussion and hands-on activities. The students will be assigned daily readings and these must be completed before coming to class. Due to the limitations on time, we will not be able to always cover all of the details outlined in the readings, but the student is responsible for all of the material covered in the assigned readings. Ask, if there are any questions.
- 4) **Students can expect a bell ringer on any of these readings at the beginning of class each day.**
- 5) Respect and Christian Fellowship are expected of all students at all times in this class.
- 6) The computer lab is a privilege, not a requirement.

Late Work: All assignments must be turned in on the date specified on the students' calendars or on the date announced in class. Late work will not be accepted except in the case of an absence. In the case of an absence, it is solely the student's responsibility to get any work missed or make up any work.

Cheating: Cheating is absolutely unacceptable. If you are caught cheating in **any** way, your parents will be notified and you will receive a zero.

Grading Policy: Take-home tests are worth 30% of your grade, In-class essay tests are worth 40%, quizzes are worth 5% and homework is worth 25%. I will drop your two lowest quiz scores, one for each semester.

Extra Credit: Extra Credit will not be available.

Odds and Ends:

- Be prepared to write and read
- Buy a separate notebook for vocabulary
- Develop good time management skills
- Do not procrastinate

***Important:** It is the student's choice to take A.P. Human Geography. It is the student's responsibility to stay on task, keep up with the assignments and turn in homework on time. It is also the student's responsibility to maintain above a C average for this course. If a student's grade is at a C or below for semester, the student will be moved out of A.P. Human Geography.

***Note:** All A.P. Human Geography students are required to participate in the Mid-America Model United Nations conference held at Missouri State University in November.

Outline of the School Year:

*August and September (7 weeks)

1) Thinking Geographically and Globalization

a) Key Issues:

1. Why do geographers address where things are?
2. Why is each point on Earth unique?
3. Why are different places similar?

b) discuss the five main themes of geography

c) Rediscovering Geography article questions in *Annual Editions*

d) Guest speaker – general overview of cartography

e) Students will make their own maps in class for an overview in the map-making process

f) watch “One Earth, Many Scales” and “Boundaries and Borderlands” from *The Power of Place* and answer the following questions:

1. What can satellite imagery tell us about the world?
2. What makes the spatial perspective unique?
3. List examples of globalization
4. How can relative location be advantageous or disadvantageous to a regional economy?

h) Using worksheets from ARGUS, “European Colonialism: Site and Situation”, students will

decide the best and worst sites and situations for a town in 1630 by examining the map provided. The student will also have to explain the location they recommend for the town and why.

i) Students will buy and read Why Geography Matters by Harm de Blij and write a paper answering the following questions:

1. Briefly summarize the author’s main points of the book: the importance of geography, climate change, the rise of China and global terrorism.
2. How does the book relate or exemplify at least three of the following topics?
 - a. nature and perspective of geography – the importance of geography as a field of inquiry and its development
 - b. population
 - c. cultural patterns and processes – cultural differences at various scales
 - d. political organization of space
 - e. agricultural and rural land use
 - f. industrialization and economic development
 - g. cities and urban land use

j) Clash of Globalizations review due in *Annual Editions*

k) Students will read three theories on globalization from

www.sociology.emory.edu/globalization and will answer the following questions:

1. Compare the three theories and note the similarities and differences.
2. Write your own definition of globalization based on class discussion and the theories r

l) vocabulary due at the end of the chapter

m) current events due

2) Population

a) Key Issues:

1. Where is the World’s population distributed?
2. Where has the World’s population increased?
3. Why is population increasing at different rates in different countries?
4. Why might the World face an overpopulation problem?

b) Before the Next Doubling article questions in *Annual Editions*

c) The Big Crunch review due in *Annual Editions*

d) Using the *World Population Data Sheet* and worksheets from ARGUS, students will look at global population patterns. They will answer the following questions and do the following activities:

1. Calculate the percentage of the world’s population expected to be living in less developed countries in 2000 and in 2020.

2. Rank the following regions according to the demographic characteristics indicated (CBR, CDR, NIR): Africa, Asia, North America, Latin America and Europe.
 3. Find the country with the highest crude birth rate and fill in the name of the country and the rate in the chart. Do the same for highest crude death rate and the lowest crude birth and death rates.
 4. Subtract the lowest rate from the highest rate for both crude birth and death.
 5. Is the difference between more developed countries and less developed countries greater for the crude birth rate or the crude death rate? Why?
 6. Note the point on the graph corresponding to Argentina's GDP and CBR. Complete the graph by placing a dot at the appropriate place for these countries: Australia, China, Congo, Cyprus, France, Germany, Malaysia, New Zealand, United Arab Emirates, Zambia.
 7. Note the point on the graph corresponding to Argentina's GDP and CDR. Complete the graph by placing a dot at the appropriate place for these countries: Australia, China, Congo, Cyprus, France, Germany, Malaysia, New Zealand, United Arab Emirates, Zambia.
 8. Note the point on the graph corresponding to Argentina's GDP and NIR. Complete the graph by placing a dot at the appropriate place for these countries: Australia, China, Congo, Cyprus, France, Germany, Malaysia, New Zealand, United Arab Emirates and Zambia.
 9. As the GDP per capita increases, crude birth rates generally: increase, decrease, remain about the same?
 10. As the GDP per capita increases, crude death rates generally: increase, decrease, remain about the same?
 11. As the GDP per capita increases, natural increase rates generally: increase, decrease, remain about the same?
 12. Why does the United Arab Emirates not fit the general pattern on the graphs?
 13. Why does China not fit the general pattern on the graphs?
- e) vocabulary due at the end of the chapter
f) current events due

*October (4 weeks) – work on Model United Nations

1) Migration

a) Key Issues:

1. Why do people migrate?
2. Where are migrants distributed?
3. Why do migrants face obstacles?
4. Why do people migrate within a country?

a) watch "Population Geography" from *The Power of Place* and answer the following questions:

1. What are maquiladores? What are the benefits and the downsides?
2. What impacts have the Mayan population explosion had on land resources?

b) Students will read the section on migration from globalization101.org and answer the following questions:

1. Why does migration happen?
2. Is it responsible policy for the United States to recruit nurses and for the government of the Philippines to encourage emigration when these educated laborers are needed to build up their home country? Is it fair to nurses in the United States whose wages may be depressed by the competition? (your opinion)
3. Name two specific examples of dealing with the issue of migration as noted on the website.
4. Create a family tree. Ask your parents and grandparents about when and why your family immigrated to the United States. Was it mainly "push" factors or "pull" factors? This can be very general. I want to be familiar with your own family history and the reasons why they migrated to the United States.

c) Using worksheets from ARGUS, "Modern Refugees: Population Pyramids", students will calculate percentages, graph data and analyze data for information. The students will address a number of questions, such as predicting what kind of lifestyles would be prominent in different areas of the United States based on their population pyramids.

d) vocabulary due at the end of the chapter

e) current events due

2) Folk and Popular Culture

a) Key Issues:

1. Where do folk and popular cultures originate and diffuse?
2. Why is folk culture clustered?
3. Why is popular culture widely distributed?
4. Why does globalization of popular culture cause issues?

- b) Students will be asked to name popular and folk culture examples from the United States.
- c) Students will be asked to draw a country's name from a hat and research the different folk and popular cultures of that particular country. Their findings will be shared and discussed with the class.
- d) Students will read the issue brief "Culture and Globalization" from globalization101.org and will take the quiz at the end to assess their understanding of the reading.
- e) buy and read A Painted House by John Grisham – papers due mid-October
- f) vocabulary due at the end of the chapter
- g) current events due

*November (4 ½ weeks) – work on Model United Nations

1) Language

a) Key Issues:

1. Where are English-Language speakers distributed?
2. Why is English related to other languages?
3. Where are other language families distributed?
4. Why do people preserve local languages?

b) Students will read "Language and Education Policy in Australia and New Zealand" from *People in Places: A Documentary Case-Study Workbook* and answer the following questions:

1. What are the differences between the English as a Second Language (ESL) and bilingual approaches toward educating non-English-speaking students?
2. What was the "White Australia" policy, and why was it abandoned after WWII?
3. What are some of the key differences between the Australian and New Zealand governments' positions toward their indigenous populations? What are some reasons for these differences?
4. What was the Maori Language Act of 1987?
5. What positions were taken on multiculturalism and multilingualism in the Australian government's *New Agenda for Multicultural Australia*?

c) watch Do You Speak American? by PBS and answer the following:

1. What differences did you note as language was examined in various parts of the United States?
2. What is the difference between American English and British English?
3. Is American English in trouble? Why or why not?

d) vocabulary due at the end of the chapter

e) current events due

2) Religion

a) Key Issues:

1. Where are religions distributed?
2. Why do religions have different distributions?
3. Why do religions organize space in distinctive patterns?
4. Why do territorial conflicts arise among religious groups?

b) Students will read "The Politics of Pilgrimage in the Sacred Spaces of Makkah and Jerusalem" from *People in Places: A Documentary Case-Study Workbook* and answer the following questions:

1. Why do specific places become designated as shrines by religions?
2. How does the ritual of a pilgrimage strengthen both the communal aspects of a religion and the faith of its adherents?
3. What are the arguments for and against the importance of Jerusalem to Muslims?
4. What is a *corpus separatum* and how would Jerusalem have been administered if one had been established there?
5. What is a key difference between the way that Muslims visit their holiest site and the way in which Jews and Christians visit theirs?

c) watch "Sacred Space, Secular States" from *The Power of Place* and answering the following questions:

1. Which three religious groups occupy Jerusalem?
2. Which area of Jerusalem is the most debated?
3. Describe that debate.

d) Students will do brief powerpoint presentations on a certain religion that I will assign. They will describe the origins, beliefs and placement of that religion in their presentation to the class.

e) vocabulary due at the end of the chapter

f) current events due

*December (2 ½ weeks)

1) Ethnicity

a) Key Issues:

1. Where are ethnicities distributed?
2. Why have ethnicities been transformed into nationalities?
3. Why do ethnicities clash?
4. What is ethnic cleansing?

b) watch Hotel Rwanda – reaction papers due

c) Students will read “Nationalism and Self-Determination in Southwest and Central Asia” from *People in Places: A Documentary Case-Study Workbook* and answer the following questions:

1. What does it mean to have self-determination without nationalism?
2. Why are many Southwest and Central Asian nation-states often considered artificial creations?
3. Why did Nasser’s pan-Arabism fail?
4. What was the policy towards nationalities in the former Soviet Union?

d) Using ARGUS worksheets, “Waves of Immigration: Ethnic Markers on Maps” students will examine clusters of ethnic groups in the United States and identifying general cultural markers on maps provided by ARGUS. The students will be specifically looking at scale maps of the area around Holland, Michigan for their data to analyze. Here are a few examples of the questions the students will answer:

1. One inch on this map (Zeeland, MI) is 2000 feet on the ground. List some kinds of information that can be shown on this map but not on the smaller scale map on Response Sheet C3.
2. Write a brief explanation of how the pattern of houses outside of Zeeland has changed between the time of the 1:62,500 map (1932) and the 1:24,000 map (1972).
3. Do you think this area is still occupied by people of Dutch heritage? What clues on the map helped you decide this?

e) vocabulary due at the end of the chapter

f) current events due

*January (4 weeks)

1) Political Geography

a) Key Issues:

1. Where are states located?
2. Why do boundaries cause problems?
3. Why do states cooperate with each other?
4. Why has terrorism increased?

b) America’s War on Terrorism review due from *Annual Editions*

c) Students will read “European Union Expansion and the Struggle to Define the Eastern Limits of Europe” from *People in Places: A Documentary Case-Study Workbook* and answer the following questions:

1. Why do business interests in both Western and Eastern Europe generally favor EU expansion?
2. Why have Western European labor unions come to favor EU expansion?
3. Why are countries wishing to join the European Union forced to undergo structural adjustment programs similar to those required of non-European LDCs?
4. Why has the United States had an ambiguous attitude toward strengthening the EU?
5. Why is the United States redirecting some of its attention from the “Old Europe” of Germany and France to the “New Europe” of Romania and Bulgaria?

d) “Where are States located?” worksheet from *An Introduction to Human Geography: The Cultural Landscape Instructor’s Manual* (p.45)

e) Using ARGUS worksheets, “A More Perfect Union: State Borders”, students will examine the different shapes of territories and the problems that can occur because of boundary lines and internal differences. The students will rank states on how difficult the spatial issues are for those states listed.

f) buy Falling Leaves by Adeline Yen Mah – chapter quotes and reactions due

g) vocabulary due at the end of the chapter

h) current events due

2) Development

a) Key Issues:

1. Why does development vary among countries?
2. Where are more and less developed countries distributed?
3. Where does level of development vary by gender?
4. Why do less developed countries face obstacles to development?

b) watch “Developing Countries” from *The Power of Place* and answer the following questions:

1. Why did the once politically stable country of Cote d’Ivoire experience civil unrest?
2. Why does Gabon rely so heavily on imports?

- c) The Next Oil Frontier article questions from *Annual Editions*
- d) Students will read “What is Development?” from globalization101.org and write an article review over the information presented.
- e) Students will read “Debt in South America” from *People in Places: A Documentary Case Study Workbook* and answer the following questions:
 1. How did South America get so deeply into debt?
 2. Why do some banks and governments in the MDCs support forgiveness (or at least partial forgiveness) instead of simply foreclosing, as they would do to an individual or company unable to make debt service payments?
 3. What are structural adjustment programs and why do lending countries and institutions frequently require borrowing countries to undertake these programs?
 4. How might South America’s history of colonization and independence explain why its countries are even more heavily in debt than those in other LDC regions?
- f) vocabulary due at the end of the chapter
- g) current events due

*February (4 weeks)

1) Agriculture

- a) Key Issues:
 1. Where did agriculture originate?
 2. Where are agricultural regions in less developed countries?
 3. Where are agricultural regions in more developed countries?
 4. Why do farmers face economic difficulties?
- b) watch “Small Farms, Big Cities” from *The Power of Place* and answer the following questions:
 1. Why doesn’t Japan grow rice in a more suitable region?
 2. Describe which variables contribute to Tokyo being the world’s most densely populated region.
- c) Students will read “Genetically Modified Foods in Sub-Saharan Africa” from *People in Places: A Documentary Case-Study Workbook* and answer the following questions:
 1. Many reasons have been given for why Sub-Saharan African countries should not accept GMO food aid. What are some of these?
 2. What is terminator gene technology and how does it fit into this debate?
 3. What are the differences between Green Revolution seeds and GMO seeds?
 4. How can desertification be both a cause and an effect of famine?
- d) Using ARGUS worksheets, “Regional Primary Activities: Agricultural Regions”, the students will write a plan for crop production based on maps provided and decide what crops or livestock should be produced in each part of the United States based on maps provided.
- e) Using ARGUS worksheets, “Primary Production: Matching Crop Dot Maps”, students will examine maps of production areas and try to match them with the names and descriptions of important crops.
- f) “World Agricultural Patterns” worksheet from *An Introduction to Human Geography: The Cultural Landscape Instructor’s Manual* (p.61)
- g) vocabulary due at the end of the chapter
- h) current events due

2) Industry

- a) Key Issues:
 1. Where did industry originate?
 2. Where is industry distributed?
 3. Why do industries have different distributions?
 4. Why do industries face problems?
- b) Students will read “Export Processing Zones in East and Southeast Asia from *People in Places: A Documentary Case-Study Workbook* and answer the following questions:
 1. How are export processing zones a product of globalization?
 2. What is a sweatshop?
 3. Why do so many governments promote EPZs as a route to development?
 4. Why do promoters of the WRC feel that U.S. college students can improve the lives of factory workers in China?
 5. How does Nike embody the linked processes of economies of scale, vertical disintegration and transnationalization? How does General Motors embody these same linked processes?
- d) watch “A Challenge for Two Old Cities” from *The Power of Place* and answer the following question: What are the impacts of globalization and industrial development of rural populations?

e) Using ARGUS worksheets, “Old Industry: Industrial Location”, the students will learn the advantages of location, and how to identify factors that allow industry to expand in a given place.

f) vocabulary due at the end of the chapter

g) current events due

*March (4 ½ weeks)

1) Services

a) Key Issues:

1. Where did services originate?
2. Why are consumer services distributed in a regular pattern?
3. Why do business services locate in large settlements?
4. Why do services cluster downtown?

b) “Central Place Theory” worksheets from *An Introduction to Human Geography: The Cultural Landscape Instructor’s Manual* (p.71)

c) Students will read “Tourism in Central American and the Caribbean” from *People in Places: A Documentary Case-Study Workbook* and answer the following questions:

1. Why might it not be ideal for a small, isolated Caribbean island to rely on tourism for bringing about revenue and national development?
2. What are some of the things that you can do (and not do) as an environmentally responsible and culturally sensitive tourist?
3. How does tourism both market and change local landscapes?
4. What is Project Eco-Quetzal? What are some of the things it has done for the local community?

d) Students will research how globalization has affected the service industry and will predict future consequences and benefits. Their findings will be presented and discussed with the class.

e) Using ARGUS worksheets, “Service Centers: Defining Market Areas”, students will analyze maps provided for the potential market for a professional baseball team in the United States.

f) vocabulary due at the end of the chapter

g) current events due

2) Urban Patterns

a) Key Issues:

1. Where have urban areas grown?
2. Where are people distributed within urban areas?
3. Why do inner cities have distinctive problems?
4. Why do suburbs have distinctive problems?

a) watch “Urban and Rural Contrasts” from *The Power of Place* and answer the following questions:

1. Describe the impact of the Green Revolution on small farmers in India.
2. How can gender equality help combat poverty in India?
3. What are some of the environmental consequences of Delhi’s population growth?
4. Why are rural Indians moving to Delhi?

b) watch “Cityscapes, Suburban Sprawl” from *The Power of Place* and answer the following questions:

1. What processes are converting farmland to developed land in the Chicago area?
2. Discuss some ways cities are trying to revitalize their downtowns – use local examples as well in your answer.

c) Students will examine the principles of New Urbanism and look at St. Charles, Missouri for an example of these principles put to use. The students will then create their own cities based on these principles.

d) Using ARGUS worksheets, “City to Suburb Migration: Land Use Change in the Suburbs”, the students will describe the patterns of growth in the past, relying on aerial maps of Edina, Minnesota taken in 1945, 1971 and 1990 for their data.

e) vocabulary due at the end of the chapter

f) current events due

*April (4 weeks)

1) Resource Issues

a) Key Issues:

1. Why are resources being depleted?
2. Why are resources being polluted?
3. Why are resources renewable?
4. Why can resources be conserved?

b) watch “The Mainland” from *The Power of Place* and answer the following questions:

1. What is Vietnam’s most sustainable export?

2. What is Laos' most lucrative natural resource?
3. Discuss the challenges that Laos faces as a communist landlocked country.
4. What factors led Vietnam to becoming the world's second largest rice exporter?

c) Fresh Water article questions from *Annual Editions*

d) Students will read "Global Warming and Sea-Level Rise in Oceania" from *People in Places: A Documentary Case-Study Workbook* and answer the following questions:

1. What, according to most scientists, is the connection between increased air pollution in industrialized countries and a rise in sea level in the Pacific
2. What are some of the reasons the United States gives for not signing the Kyoto Protocol?
3. How does an atoll form and why might an atoll be sinking for reasons not associated with the rising sea level?
4. Why are coral reef ecosystems so important to the survival of Pacific island societies?

e) vocabulary due at the end of the chapter

f) current events due

*May (3 weeks)

1) Springfield History and Geography

a) trip to the Springfield History Museum

b) map out geography of Springfield with historical relevance

c) power presentation of historical Springfield, including all aspects of geography learned during the year