

WHEATON HIGH SCHOOL

AP Human Geography Syllabus 2019 – 2020

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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:

- Analyze (by describing, explaining, and comparing) geographic theories, approaches, concepts, processes, or models in theoretical and applied context
- Analyze geographic patterns (by describing and explaining), relationships, and outcomes in applied contexts
- Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics (by identifying, describing, explaining, and comparing).
- Analyze and interpret qualitative geographic information represented in maps, images (e.g. satellite, photographs, cartoons), and landscapes (by identifying, describing, explaining, and comparing).
- Analyze geographic theories, approaches, concepts, processes and models across geographic scales to explain spatial relationships (by identifying and explaining)
- Analyze the ways cultural values, political policies, and economic forces work together to create particular landscapes (by describing and explaining)
- Define regions and evaluate the regionalization process

Topics/Units of Study:

- I. Thinking Geographically
- II. Population and Migration Patterns and Processes
- III. Cultural Patterns and Processes
- IV. Political Patterns and Processes
- V. Agriculture and Rural Land Use Patterns and Processes
- VI. Cities and Urban Land Use Patterns and Processes
- VII. Industrialization and Economic Development Patterns and Processes

Materials

Assigned textbook:

The Cultural Landscape AP Edition: An Introduction to Human Geography (Eleventh edition) by James M. Rubenstein (New York: Pearson/Prentice Hall, 2014)

Additional Textbooks/Resources:

- "Human Geography" Jon C. Malinowski; McGraw Hill Education; New York; 2013
- "Geography: Realms, Regions, and Concepts;" H.J. de Blij; John Wiley and Sons, Inc; *Nystrom World Atlas* - 2013
- *Goodes World Atlas – 21st Edition*
- *The Economist Magazine*
- *New York Times*
- *Washington Post*
- Population Reference Bureau
- United States Census Department
- GeoTimes
- *Annual Editions: Urban Society, Developing World, Geography, Global Issues, World Politics, Environment*
- *Wall Street Journal*
- *Scholastic Upfront Magazine*

Review Materials:

- Released Exams from AP Course Audit site
- AP Human Geography Personal Progress Checks
- AP Human Geography Crash Course. Christian Sawyer. (Piscataway, NJ: REA, 2011).
- Cracking the AP Human Geography Exam. 2019 Edition. Jon Moore. (New York: Princeton Review. 2014).
- University of Colorado Human Geography Test Bank items
- ALBERT io - questions

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. Thinking Geographically (*September 3rd – September 19th*)

Learning Objectives

- Identify Geography as a field of inquiry
- Identify types of maps, the types of information presented in maps, and different kinds of spatial patterns and relationships portrayed in maps
- Identify different methods of geographic data collection
- Explain the geographical effects of decisions made using geographical information
- Define major geographic concepts that illustrate spatial relationships
- Explain how major geographic concepts illustrate spatial relationships
- Define scales of analysis used by geographers
- Explain what scales of analysis reveal
- Describe different ways that geographers define regions

Reading: Rubenstein, Chapter 1 “Thinking Geographically” pp. 2-41

II. Population and Migration Patterns and Processes (*September 20th – October 22nd*)

Learning Objectives

- Identify the factors that influence the distribution of human populations at different scales
- Define methods geographers use to calculate population density
- Explain the differences between and the impact of methods used to calculate population density
- Explain how population distribution and density affect society and the environment
- Describe elements of population composition used by geographers
- Explain ways that geographers depict and analyze population composition
- Explain factors that account for contemporary and historical trends in population growth and decline
- Explain theories of population growth and decline (including Malthusian Theory)
- Explain the intent and effects of various population and immigration policies on population size and composition
- Explain how the changing role of females has demographic consequences in different parts of the world
- Explain the causes and consequences of an aging population

Reading: Rubenstein, Chapter 2 “Population and Health” pp. 42-74

Learning Objectives

- Explain how different causal factors encourage migration
- Describe types of forced and voluntary migration
- Explain historical and contemporary geographic effects of migration

Reading: Rubenstein, Chapter 3 “Migration” pp. 76-104

III. Cultural Patterns and Processes (*October 23rd – November 22nd*)

Learning Objectives

- Define the characteristics, attitudes, and traits that influence geographers when they study culture
- Describe the characteristics of cultural landscapes
- Explain how landscape features and land and resource use reflect cultural beliefs and identities

Reading: Rubenstein, Chapter 4 “Folk and Popular Culture” pp. 106-138

Learning Objectives

- Explain patterns and landscapes of language, religion, ethnicity, and gender
- Define the types of diffusion
- Explain how historical processes impact current cultural patterns
- Explain what factors lead to the diffusion of universalizing and ethnic religions
- Explain how the process of diffusion results in changes to the cultural landscape

Readings: Rubenstein, Chapter 5 “Languages” pp. 140-178

Rubenstein, Chapter 6 “Religions” pp. 180-222

Rubenstein, Chapter 7 “Ethnicities” pp. 224-256

IV. Political Patterns and Processes (*November 25th – January 7th*)

Learning Objectives

- Using World Political Maps, define the different types of political entities
- Using World Political Maps, identify a contemporary example of political entities
- Explain the processes that have shaped contemporary political geography
- Describe the concepts of political power and territoriality as used by geographers
- Define types of political boundaries used by geographers
- Explain the nature and function of international and internal boundaries
- Define federal and unitary states
- Explain how federal and unitary states affect spatial organization
- Define factors that lead to the devolution of states
- Explain how political, economic, cultural, and technological changes challenge state sovereignty
- Explain how the concepts of centrifugal and centripetal forces apply at the state scale

Reading: Rubenstein, Chapter 8 “Political Geography” pp. 258-296

V. Agriculture and Rural Land Use Patterns and Processes *(January 8th– February 7th)*

Learning Objectives

- Explain the connection between physical geography and agricultural practices
- Identify different rural settlement patterns and methods of surveying rural settlements
- Identify major centers of domestication of plants and animals
- Explain how plants and animals diffused globally
- Explain the advances and impacts of the second agricultural revolution
- Explain the consequences of the Green Revolution on food supply and the environment in the developing world
- Explain how economic forces influence agricultural practices
- Describe how the von Thunen model is used to explain patterns of agricultural production at various scales
- Explain the interdependence among regions of agricultural production and consumption
- Explain how agricultural practices have environmental and societal consequences
- Explain challenges and debates related to the changing nature of contemporary agriculture and food-production practices
- Explain geographic variations in female roles in food production and consumption

Reading: Rubenstein Chapter 10 “Food and Agriculture” pp. 344-388

Unit VI. Cities and Urban Land-Use Patterns and Processes *(February 10th – March 13th)*

Learning Objectives

- Explain the processes that initiate and drive urbanization and suburbanization
- Explain how cities embody processes of globalization
- Identify the different urban concepts such as hierarchy, interdependence, relative size, and spacing that are useful for explaining the distribution, size, and interaction of cities
- Explain the internal structure of cities using various models and theories
- Explain how low-, medium-, and high-density housing characteristics represent different patterns of residential land use
- Explain how a city’s infrastructure relates to local politics, society, and the environment
- Identify the different urban design initiatives and practices
- Explain the effects of different urban design initiatives and practices
- Explain how qualitative and quantitative data are used to show the causes and effects of geographic change within urban areas
- Explain causes and effects of geographic change within urban areas
- Describe the effectiveness of different attempts to address urban sustainability challenges

Readings: Rubenstein Chapter 12 “Services and Settlements” pp. 428-456
Rubenstein Chapter 13 “Urban Patterns” pp. 458-496

VII. Industrialization and Economic Development Patterns and Processes (March 16th – April 24th)

Learning Objectives

- Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization
- Explain the spatial patterns of industrial production and development
- Describe social and economic measures of development
- Explain how and to what extent changes in economic development have contributed to gender parity
- Explain different theories of economic and social development
- Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy
- Explain how sustainability principles relate to and impact industrialization and spatial development
- Key Concepts in Industrialization and Development

Readings: Rubenstein Chapter 9 “Development” pp. 298-341

Rubenstein Chapter 11 “Industry and Manufacturing” pp. 392-425

Review for AP Exam: (April 27th – May 4th)

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. Students can attend structured lunch study group meetings

- Students will be attending an after-school review session.
- Students will be encouraged to use posted review materials on the class webpage.
- Students will be using released AP Human Geography practice tests – both multiple choice and essays

The AP Human Geography Exam:

May 5, 2020 - Afternoon Session

Multiple Choice: 60 Questions - 60 minutes – 50% of Grade

Free Response Section: 3 Questions – 75 minutes – 50% of Grade

Exam Grades: 5 = Extremely Well Qualified
 4 = Well Qualified
 3 = Qualified

2 = Possibly Qualified
1 = No Recommendation

NOTE: Following the Exam and prior to the last of school for seniors, students may be engaged in a final project. Non-graduating seniors may have additional assignments.

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 Global Studies Academy
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 be 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.
8. All Wheaton High School and MCPS procedures and policies apply HERE!