AP Human Geography Course Syllabus

Teacher: Coach Siler

Email: hsiler@bartlettschools.org

**Course Description:**

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. (Source: http://apcentral.collegeboard.com)

**Goals from the Course Description:**

1. Link units conceptually so as to understand more thoroughly the interconnected nature of geography as a

 discipline

2. Understand and interpret assumptions of models that are valid or invalid in Human Geography.

3. Recognize and interpret spatial relationships at different scales ranging from local to global.

4. Utilize spatial data and interpret maps.

5. Analyze landscape to examine human organization of space.

**Expectations:**

AP Human Geography is a college level course. At the end of the Spring Semester students will be taking the AP Human Geography Exam which could earn college credit. Therefore, this course will require more work than a regular high school course. Expect to work everyday in class and expect out of class assignments. The course work will be rigorous and time consuming. The greatest expectation you can have as a student in this course is that you will gain a greater understanding of the world in which we all live.

**Required Textbooks:**

Rubenstein, James M. The Cultural Landscape: An Introduction to Human Geography. 11th ed.

 Upper Saddle River, NJ: Prentice Hall, 2005. Abbreviation used in syllabus is: “R”

**The course provides a systematic study of human geography, including the following Units:**

Fall Semester Units

1. Geography: Nature and Perspectives

2. Population/Demography

3. Cultural Patterns and Processes

4. Political Organization of Space

Spring Semester Units

5. Agriculture, Food Production, and Rural Land Use

6. Industrialization and Economic Development

7. Cities and Urban Land Use

Unit Overviews

For each Unit the student must do the following:

1. Define a list(s) of vocabulary. The lists are from the College Board AP Central Human Geography web

 site: Vocabulary Lists for AP Human Geography Units by Martha Sharma

2. Complete a quiz on each Vocabulary List.

3. Complete a unit project/mini-project.

4. Complete outlines for each chapter covered on the Unit Test.

5. Complete a Unit Test. The Unit Tests are multiple choice questions and short essay. They are

the same format as the AP Human Geography Exam.

Unit 1- Geography: Its Nature and Perspectives (Basic Concepts)

1. Understanding the main concepts associated with Perspective: location, space, place, scale, pattern, regions, and globalization.

2. Identifying geographic models and the geographers responsible for them.

3. Learning to read, interpret, and analyze various types of maps and patterns found on them.

4. Understanding new technologies, e.g., GIS, GPS.

5. Using internet sources to find data and learning to map the data.

6. Defining Human Geography and understanding it as a field of study.

7. Construct maps at different scales and interpret the different patterns found at the different scales.

Projects: Influential Geographers-Identify the Geographers, theories, and models that have helped describe the world. Mind Map of Bartlett-Draw, label, and identify areas in Bartlett to develop a sense of place at the local scale.

Unit 2- Population

1. Analysis of population data: types of densities, population distributions, and population

 compositions (age, sex, race, and ethnicity). Constructing and explaining population pyramids.

2. Understanding population trends (historical and future) and population models, i.e.,

 Demographic Transition Model, Gravity Model, etc.

3. Explaining the effects of various population policies, e.g., China’s and India’s policies to low

 population growth.

4. Analysis of migration and the factors that cause people to move (push and pull factors).

 Analyze United States and world patterns of migration. Explain the Gravity Model, distance

 decay and Ravenstein’s “laws of migration.”

5. Describe and analyze the different types of migration and give examples for each type, e.g.,

 rural to urban, chain, forced, etc.

6. Understanding the effects of natural hazards on populations, e.g., Hurricane Katrina’s effects

 on the Gulf Coast.

Unit 3- Cultural Patterns and Processes

1. Identifying and analyzing culture, cultural traits, diffusion, acculturation, assimilation, and cultural regions.

2. Describing and explaining differences and similarities between world languages, world religions, ethnic

 groups (ethnicity), and popular / folk cultures.

3. Discussing and analyzing the environmental impact of various cultural practices.

4. Identifying and explaining various cultural landscapes and understanding a sense of place.

5. Understanding how cultural patterns are represented at various scales from local to global.

6. Analyzing and understanding the distribution of religion and languages and language families around the

 world.

Unit 4- Political Organization of Space

1. Understanding the meaning, consequences, and influences of the world’s boundaries.

2. Understanding and applying the terms nation, state, nation states, federal states, and unitary states.

3. Describing and analyzing the changing nature of sovereignty: fragmentation, unification, and alliance.

4. Identifying the spatial relations between political patterns and patterns of economy, ethnicity, and

 environment.

5. Analyzing electoral geography and the effects of gerrymandering.

Second Semester

Unit 5- Agricultural and Rural Land Use

1. Explain and analyze the impact of the diffusion of agriculture around the world.

2. Discuss and identify the different agricultural revolutions, e.g., First, Second, Green, etc.

3. Understanding the climate, vegetation, and agricultural zones around the world.

4. Using and applying models, e.g., Von Thunen’s model on land use.

5. Describing and analyzing settlement patterns associated with agricultural types.

6. Analyzing modern agricultural topics, e.g., Biotechnology, GMO’s.

Unit 6- Industrialization and Economic Development

1. Understanding the measurements of industrialization and development.

2. Describing and discussing the diffusion of industrialization. Discuss the Industrial Revolution.

3. Use and applying geographic models and theories, e.g., Bid (land) rent, Core and Peripheral, Weber’s

 Industrial Location Theory, Central Place Theory.

4. Explaining the impact (landscape, economic, and environmental) of industrialization and development in

 various places on the globe.

5. Comparing and contrasting development and industrialization in various places on the globe.

6. Analyzing industrial location factors and determining the best location based on a variety of factors.

Unit 7- Cities and Urban Land Use

1. Explain and describe urbanization: its origins and current and future trends.

2. Understanding and applying urban system models, e.g., Multiple Nuclei Model.

3. Identifying and describing urban areas and global cities / megacities and Central Business Districts.

4. Describing the demographic, social, and employment structures in contemporary cities.

5. Analyzing patterns in urban centers with regards to sprawl, race, ethnicity, gender, class, and age.

6. Compare and contrast the urban spatial characteristics for different regions around the world, e.g., Latin

 American cities, European cities, etc.

7. Analyzing and describing the inner city of the United States, e.g., the inner city of Memphis, Tennessee.

Assignments

All assignments completed in class should be done in legible handwriting and in pencil or blue or black ink. Most out-of-class assignments should be typed double spaced.

There will be in-class timed writing assessments for the AP Exam. The AP Exam is a timed test, and it is important that the students practice timed writings.

Quizzes

Vocabulary / Identification will be given on each unit.

Location quizzes on countries, cities, and geographic features.

Quizzes may be given on outside reading / video assignments.

Tests / Projects

Each unit test will comprise of multiple choice questions and two to three short answer / essays. Some parts of the unit test may be timed.

On all Unit Tests students will be REQUIRED to correct the questions missed and earn back a percentage of the points lost.

**Grading Policy:**

Tests/Projects/Papers 35%

Quizzes 25%

Class work/Participation 30%

Homework 10%

Grading Scale: **Grading Scale: 93-100=A 85-92=B 75-84=C 74-70=D**

**69 or below=F**

\*5 points will be added to each nine weeks grade and semester exam because this is an AP course.

**Required Materials: Notecards, Notebook, Operational Email, Folder/Binder (preferably with 3 prongs)**

**Parents! -Photography/Film permission: Through the course of this class we will be taking pictures and taking video for instructional purposes. If you are unwilling to allow your student/s to be filmed please send a note to inform me. If not, then I will take your signature of this document as written permission for your student to be filmed.**

**By signing below you are agreeing to follow the classroom rules and show that your parents have seen and understand the syllabus in its entirety.**

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print:

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**Parent Email**: