

# Advanced Placement Human Geography

St. Paul Preparatory School

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Meeting Time: Block 2 A Days 10:03-11:28

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## I. Course Description:

This year long class will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alterations of the Earth's surface. By looking at the relationships between cultural groups and their physical geography it is possible to find relationships that allow geographers to understand better how humans are shaped by their physical world, and change it in turn. We will be looking at different cultural phenomenon such as language, religion, government, and economic systems in order to make connections between different cultural set and how they interact with one another. By examining maps and other geographical tools students will examine correlations between the physical and human world and the interactions that have shaped our planet and human life. This course is designed to increase the students' understanding of the world and develop their critical thinking skills. Upon completion of this course students will be given the opportunity to take the Advanced Placement test for the possibility of college credit.

**Unit I: Geography: Its Nature and Perspective**

**Unit II: Population**

**Unit III: Cities and Urban Land Use**

**Unit IV: Agriculture and Rural Land Use**

**Unit V: Cultural Patterns and Processes**

**Unit VI: Industrialization and Economic Development**

**Unit VII: Political Organization of Space**

## II. Content Objectives:

- Use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.
- Identify how characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).
- Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how/why these patterns are changing over time.
- Define cultural relativism and explain how cultural beliefs impact processes of cooperation and conflict among people that influence the division and control of the earth's surface.
- Examining regional stereotypes and stigmas based off of perceived and actual differences.

## III. Readings and Study Materials:

- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*, 9<sup>th</sup> edition. Pearson Prentice Hall: Upper Saddle River, NJ, 2008
- *Nystrom Desk Atlas*, Nystrom Publishing, Indianapolis, IN, 2008

## IV. Weekly Course Plan:

### **Unit I: Geography its Nature and Perspective (Weeks 1-3)**

#### **Unit I Readings**

- Rubenstein, Chapter 1: "Thinking Geographically"

#### **Unit I Objectives**

- (1) Understand the study of geography through the perspective of the Five Themes of Geography
  - a. Place
  - b. Location
  - c. Human-Environment Interaction
  - d. Region
  - e. Movement
- (2) Learn the basic principles of tools geographers use to understand the world around us
  - a. Cartography
    - i. Principles of a good map
    - ii. Map projections
    - iii. Advantages and disadvantages of different types of maps
      - a. Climate
      - b. Economic/resource
      - c. Population
      - d. Physical
        - a. Including topographic
      - e. Political
  - b. Interpretation of maps and geographical data
    - i. View and interpret spatial data
      - a. Global, Regional, and local levels
      - b. Using a variety of maps to analyze relationships
        - a. Choropleth
        - b. Dot
        - c. Density/Distribution
    - ii. Geographic Information systems
      - a. The use of GIS to make connections and analyze situational based questions
      - b. Analyze advantages of GIS versus GPS

### **Unit II Population and Migration (Weeks 4-8)**

#### **Unit II Readings**

- Rubenstein, Chapter 2: "Population"
- Rubenstein, Chapter 3: "Migration"

#### **Unit II Objectives**

- (1) Analyze different methods of tracking human population
  - a. Population density maps
  - b. Population pyramids
    - i. Be able to distinguish between shapes and connections to demographic transitions model
  - c. Uses of census information
- (2) Analyze connections between climate/biomes and human settlement
  - a. Discuss ecumene versus non-ecumene and reasons for
  - b. Analyze patterns of human settlement
    - i. Use of population density maps to identify and analyze patterns of human settlement
  - c. Determine climate regions and biomes impacts on human movement
    - i. Determine additional weather related influences including natural disasters
- (3) Analyze theories of human population growth
  - a. Explain the demographic transitions model
  - b. Debate Malthusian theory in relation to world population growth
- (4) Analyze possible push and pull factors of migration

- a. Debate most influential factors in human migration
  - b. Analyze potential factors leading to immigration and emigration
- (5) Models of Human Migration
- a. Ravenstein's theory on Human Migration
  - b. Gravity model
- (6) Trends in Human Migration
- a. Mapping of specific examples of migratory patterns
  - b. Analyzing historical examples of forced migrations

### **Unit III Urban Land Use (Weeks 9-12)**

#### **Unit III Readings**

- Rubenstein, Chapter 13: "Urban Patterns"
- Rubenstein, Chapter 12: "Services"

#### **Unit III Topics**

- (1) Urbanization and Suburbanization
- a. Analyze trends of growth of cities in different parts of the world
    - i. Analyze city maps to determine growth patterns
      - a. Organized versus un-planned growth
        - i. Greek Grid-Pattern Organization model
    - ii. Contrast and compare spatial characteristics of urban settlements
      - a. East Asian
      - b. European
      - c. North American
  - b. Development of downtown areas
    - a. Re-development and urban renewal
      - i. City beautiful movement
  - c. Suburbanization
    - a. Urban sprawl and the growth of commuter suburbs
  - d. Urban push and pull factors
    - i. Analyze reasons for people's movements into urban and suburban areas
    - ii. Urban push factors
      - a. Inner city crime and pollution
- (2) Compare and Contrast Urban Models
- a. Concentric zone
  - b. Multiple-nuclei
  - c. Sector
  - d. Galactic city/Edge Cities
  - e. Central Place Theory
  - f. Rank-Size Rule
- (3) Urban Landscape Analysis
- a. Examine different city's relationships with the physical landscape

### **Unit IV Agriculture and Rural Land Use (Weeks 13-16)**

#### **Unit IV Readings**

- Rubenstein, Chapter 10: "Agriculture"
- Rubenstein, Chapter 14: "Resources"

#### **Unit IV Topics**

- (1) Agricultural development
- a. Historical developments in agriculture
    - i. Neolithic Revolution
    - ii. Second Agricultural Revolution
    - iii. Green Revolution and Biotechnology
- (2) Correlation between location and types of agriculture
- a. Factors of biomes, elevation, and climate, culture
  - b. Primary agriculture practices by region

- (3) Agriculture in More Developed versus Less Developed Countries
  - a. Subsistence versus Commercial agriculture
    - i. Spatial distribution of agricultural practices
    - ii. Sustainable agriculture practices
      1. Slash and burn practices
  - b. Differences in use of technology
    - i. Impact on societal distribution of workforce connected to agriculture
- (4) Models of Agriculture development
  - a. Von Thune's model of agriculture
    - i. Small and large scale
- (5) Issues in resources
  - a. Sustainable development
    - i. Renewable versus non-renewable resources
  - b. Impact of resource collection of rural landscapes
    - i. Pollution
    - ii. Loss of landscape
    - iii. Depletion of resource reserves
- (6) Compare and contrast different types of rural landscapes and settlements
  - a. Linear villages
  - b. Cluster villages
  - c. Dispersed settlements

### **Semester One Review (Weeks 17-18)**

Review all readings and assignments

Practice test

### **Unit V Cultural Patterns and Processes (Weeks 19-24)**

#### **Unit V Readings**

- Rubenstein, Chapter 4: "Folk and Popular Culture"
- Rubenstein, Chapter 5: "Language"
- Rubenstein, Chapter 6: "Religion"
- Rubenstein, Chapter 7: "Ethnicity"

#### **Unit V Topics**

- (1) Understand of the principles of Culture
  - a. Definition of culture
  - b. Folk Culture versus Popular culture
    - i. Locations and regional distribution of each
      - a. Connection of folk cultures to physical environment
    - ii. Differences in cultural diffusion
    - iii. Dangers to folk cultures
- (2) Cultural Diffusion
  - a. Methods of
    - i. Relocation diffusion
    - ii. Hierarchical diffusion
    - iii. Direct and indirect diffusion
    - iv. Forced diffusion
  - b. Globalization
    - i. Impact on Folk cultures and speeding up of popular culture
      - a. Analyze contemporary patterns of diffusion
  - c. Cultural convergence
  - d. Cultural clashes
  - e. Culture shock
- (3) Cultural relativism
  - a. Social constructs of ethnicity and cultural differences
    - i. Race/ethnicity and the social division of world cultures

- a. Spatial distribution of races and ethnicities in the United States
    - b. Understanding of differences based on cultural systems
  - ii. Gender roles
    - a. Changes in roles of men and women across space and time
    - b. Connection to economic and cultural systems
  - b. Ideas of ethnocentrism and racism and the social world
- (4) Nationalism
  - a. Nation-States
  - b. Stateless nations
  - c. Part- Nation States
  - d. Multinational states
- (5) Importance of elements of culture
  - a. Debate the importance of different cultural characteristics
    - i. Language
    - ii. Religion
- (6) Cultural Geography
  - a. Language
    - i. Distribution of language families globally
      - a. Hearths and diffusion of language groups
    - ii. Idiosyncrasies of language
      - a. Dialects
      - b. Slang
      - c. Spatial variations
  - b. Religion
    - i. Spatial distribution of religions
      - a. Relationships and interactions between different religious groups
        - a. Hearths, schisms, and diffusion of religious groups and sub-groups
      - b. Inter-Faith and Intra-Faith Conflicts

## **Unit VI Political Organization of Space (Weeks 25-27)**

### **Unit VI Readings**

- Rubenstein, Chapter 8: "Political Geography"

### **Unit VI Topics**

- (1) Nature of States
  - a. Definition of a state versus a nation, or nation-state
    - i. Stateless nations
    - ii. Multi-national states
  - b. Necessary elements of a state
    - i. Quasi-states
    - ii. Failed states
  - c. Shape of states
    - i. Advantages and disadvantages of each
  - d. Borders
    - i. Natural/physical borders
    - ii. Geometric borders
    - iii. Cultural borders
- (2) State formation and evolution
  - a. Irredentism
  - b. Devolution
  - c. Colonialism versus imperialism
  - d. Nationalism
- (3) Role of Multinational organizations
  - a. African Union
  - b. United Nations

- c. European Union

## **Unit VII Industrialization and Economic Development (Weeks 28-31)**

### **Unit VII Readings**

- Rubenstein, Chapter 9: "Development"
- Rubenstein, Chapter 11: "Industry"

### **Unit VII Topics**

- (1) Models of Development
  - a. Rostow versus Wallerstein
    - i. Similarities and differences
  - b. Classifying countries based on economic and social indicators
- (2) More Developed Countries versus Less Developed Countries
  - a. Brandt Line
    - i. Impact of physical location on development
  - b. Reasons for development
    - i. Natural resources
    - ii. Agriculture
  - c. Relationship between MDCs and LDCs
- (3) Identify status of development based on societal make-up
- (4) Growth of Industry
  - a. Industrial origins and revolutions
- (5) Industrial growth
  - a. Pre-Industrial, Industrial, Post-Industrial
- (6) Geography of Industry
  - a. Location of industry
    - i. How does situation, landscape characteristics, and access to transportation networks impact the location of industry.
  - b. Importance of Transportation
- (7) Spatial distribution of Industry
  - a. Identifying industrial zones
  - b. Mapping developments and connection to resources
- (8) Impacts of industrialization
  - a. On different levels industrial states
    - i. Pre-Industrial to Post-Industrial
  - b. Advantages and disadvantages on a state level

### **Review (Weeks 32-33)**

**AP Test Date Friday May 15<sup>th</sup>**

8 a.m.

### **Post Test (Weeks 34-35)**

TBD

\* Schedule is tentative and subject to change

\*Additional Readings & Maps may be used throughout the course of the semester

## **V. Evaluation:**

### **Homework**

- Handed In – Assignments will periodically be collected to be graded
- Homework Checks – Teacher will do visual check to ensure completion

- Homework Quiz – Surprise Quizzes will be occasionally given to test students' understanding of homework.

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### Class work

- In Class Assignments – Students will be required to do assignments in class that will be checked for completion, or collected and graded
- Class Discussions – Periodically there will be classroom discussions. Students will be graded based on participation in discussions

### Tests/Quizzes

- Free-Response Question - Students will be given a selection of essay style questions in which they will have to answer a thematic style question.
- Multiple Choice – Students are given a choice of responses, in many cases more than one of the choices may be correct. In this situation students will need to come up with a most correct answer.

### Participation

- Much of the class will be organized around classroom discussions based on the previous day's reading assignment. Failure to do the reading will limit your ability to participate in classroom discussions and negatively impact your grade.
- Contribution – Students need to be engaged in class activities. Students will benefit by being involved with discussions, answering, and asking questions.

### Final Grade Breakdown

- Tests/Quizzes: 40%
- Homework/Class Work: 40%
- Participation: 20%

## **VI. Course Requirement:**

### Academic Dishonesty/Cheating/Plagiarism

- Any students caught cheating, or attempting to cheat, will be given an automatic zero on the assignment. Further action may be taken depending on the situation.

### Absences

- Students are Responsible for making up all missed class time. Notes can be copied from other students in class, but feel free to see teacher with any questions. Any missed assignments need to be completed within two days of a student's return from an absence unless told otherwise by the teacher. If a student happens to have been absent during a test day they are responsible for scheduling a time to take the test.

### Dropping/Withdrawing

- Students who are having trouble meeting the expectations of the class may withdraw at the end of a quarter or at the semester break. Students only may drop after meeting with the teacher and their academic advisor to discuss whether it is possible to remain in the class.

### Late Work

- Late assignments will be deducted 25% after the first day, and 50% after the second day. After the second day the students will not get credit for the missing assignment.

### Tests/Quizzes

- The format of the tests will follow sections of the AP Exam as much as possible. Tests will be a way to measure the students' mastery of the materials and help prepare them for the AP Exam. Testing formats will rotate between Multiple choice, Free-Response Questions.

### **VII. The AP Exam:**

The AP Exam is based on college-level course content. Students are to demonstrate knowledge of geographic knowledge from all seven of the geographic fields of study in Human Geography.

The exam is divided into 3 sections:

- Part I: Multiple Choice (60 minutes)
  - 75 questions
- Part II: Free Response (75 Minutes)
  - Three questions in Quasi-Essay Form

<b>Topic</b>	<b>Percent</b>
Geography: Its Nature and Perspective	5-10%
Population and Migration	13-17%
Cultural Patterns and Processes	13-17%
Political Organization of Space	13-17%
Agriculture and Rural Land Use	13-17%
Industrialization and Economic Development	13-17%
Cities and Urban Land Use	13-17%