

OHHS Social Studies Department  
Course Syllabus  
“Oak Harbor High School Builds Individual Excellence”



**Course Name:** Advanced Placement® Human Geography

**Course Code:** ELO50A

**Course Overview**

AP® Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situation in both the United States and locally. CD-ROM and Internet activities are used to explore certain topics.

**Prerequisite:** 9th Grade English

**Course Objectives**

- To introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface
- To learn about and employ the methods of geographers, especially including observation, mapmaking, data gathering and reporting, and technical writing
- To employ spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the globe and in local areas
- To develop a geographic perspective with which to view the landscape and understand current events

**Texts and Study Materials**

The Power of Place: Geography for the 21st Century series. Annenberg/CPB Project, 2003. VOD.

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 12th ed. Upper Saddle River, NJ: Pearson, 2015.

Other resources (atlases, online resources, other textbooks) will be used as necessary. It is recommended that students acquire a library card for our regional library system, [Sno-Isle](#).

Some of the best material for illustrating concepts and ideas can come from newspapers. We will be using our local newspaper, one of the major papers in the neighboring city, and the New York Times. I try to use examples from the local, state, and national levels whenever I can. I have found that the New York Times is especially good at providing mapped and graphed information of interest to geographers. Additionally, most of our in-class readings are taken from the Economist, a magazine that is even organized by region! I value the articles because they are current, relevant, fairly easy for students to understand, and brief. I use the following Web sites to find and make maps that illustrate concepts; the sites also give students a chance to explore and learn from the information available there.

- U.S. Census Bureau  
[www.census.gov](http://www.census.gov)
- Google Maps/Google Earth
- Other resources as available

## **Course Planner**

*Days 1–11: The Nature of Geography*

### **Reading Assignments**

- Rubenstein, Chapter 1: “This Is Geography” & Appendix, pp. AP1-AP7

### **Unit Objectives and Activities**

1. Define geography, human geography; explain the meaning of the spatial perspective.
2. Explain how geographers classify each of the following and provide examples of each:
  - a. distributions
  - b. locations
  - c. Regions
3. Identify how each of the following plays a role in mapmaking:
  - a. simplification

- b. categorization
  - c. symbolization
  - d. induction
4. Identify types of scale and projections used in mapmaking; identify advantages and disadvantages of different projections.
  5. List different types (models) of diffusion and provide examples/illustrations of each in the real world.
  6. Distinguish between different types of maps and mapped information (e.g., dot distribution, choropleth, etc.) and provide explanations of strengths and weaknesses of each.

*Days 12–22: Population*

**Reading Assignment**

- Rubenstein, Chapter 2: “Population and Health”

**Unit Objectives and Activities**

1. Map major and emerging population concentrations and describe demographic characteristics of each.
2. Consider the concepts of ecumene and non-ecumene, and consider:
  - a. Why do most people live where they do?
  - b. For what reasons have humans historically avoided certain areas?
  - c. Where do non-examples of each exist? Why?
3. Calculate arithmetic, agricultural, and physiological densities and describe the strengths and weaknesses of each for demographic analysis.
4. Explain the elements of a population pyramid and distinguish between characteristic shapes.
5. Explain the demographic transition model:
  - a. What are its components?
  - b. Which countries does it describe in each phase?
  - c. Why might it not predict the future for developing countries today?
6. Give examples of pro- and anti natalist policies and their effects in example countries.
7. Define key demographic terms and identify regions in which high and low extreme examples of each can be found.
8. Concerning natural hazards, do the following:
  - a. list various types of natural hazards and disasters
  - b. map the areas most affected by them
  - c. compare with the map of population distribution
  - d. hypothesize the degree of danger in various regions
  - e. discuss methods that are taken to adapt to these dangers

### **Video Case Study**

- *The Power of Place*, Program 18-1, “Egypt: Gift of the Nile”

*Days 23-34: Movement*

### **Reading Assignment**

- Rubenstein, Chapter 3: “Migration”

### **Unit Objectives and Activities**

1. Distinguish between and give characteristics of the following types of human movement:
  - a. circulation and migration
  - b. forced and voluntary migration
  - c. push and pull factors
2. Discuss the contributions of Ravenstein to the study of human movement and migration.
3. Use the gravity model to predict migration and evaluate its efficiency and usefulness.
4. Map specific examples of historic and contemporary forced migrations, explaining push and pull factors associated with each.
5. Characterize a refugee and refugee populations.
6. Discuss the migration history of the United States through the following:
  - a. immigration history
  - b. immigration policy
  - c. historic and contemporary streams of migration
  - d. internal migration patterns
7. Explain how distance decay, intervening obstacles, and migration selectivity factors affect migration and circulation patterns.
8. Correlate migration patterns to the demographic transition model.

### **Video Case Study**

- *The Power of Place*, Program 21-1, “Mexico: Motive to Migrate”

*Days 35-45: Culture*

### **Reading Assignment**

- Rubenstein, Chapter 4: “Folk and Popular Culture”

### **Unit Objectives and Activities**

1. Define culture and cultural geography.
2. Compare and contrast the following aspects of folk and popular culture:
  - a. origins

- b. methods of diffusion
  - c. culture regions
3. Examine specific examples of folk culture and regions.
  4. Examine examples of specific popular cultural traits and discuss their diffusion.
  5. Discuss ways in which cultural traits are affected by and affect the natural environment.
  6. Discuss the role of racism and ethnocentrism in the understanding of the cultural landscape.

### **Video Case Study**

- *The Power of Place*, Program 14-1, “Indonesia: Tourist Invasion”

*Days 46-56: Geography of Language*

### **Reading Assignment**

- Rubenstein, Chapter 5: “Languages”

### **Unit Objectives and Activities**

1. Discuss the importance and role of language as an element of culture.
2. Explain how languages are classified and related.
3. Map the distribution of major language families worldwide.
4. Show the division of Europe into the following language groups and give specific examples from major groups:
  - a. Germanic
  - b. Slavic
  - c. Romance
5. Describe the following characteristics of English:
  - a. origin and historical development
  - b. worldwide diffusion
  - c. spatial variation
  - d. role in cultural convergence
6. Explain the how, why, and where of language change.
7. Discuss the regional and local variety in language using the following terms:
  - a. slang
  - b. isogloss
  - c. accent
8. Explain how toponyms are derived and classified and give various examples.

### **Video Case Study**

- *The Power of Place*, Program 25-2, “Montreal: An Island of French”

*Days 57–67: Geography of Religion*

## Reading Assignment

- Rubenstein, Chapter 6: “Religions”

## Unit Objectives and Activities

1. Identify the following characteristics of all major religions:
  - a. point of origin
  - b. method of diffusion
  - c. current distribution
  - d. landscape expression
2. Map the religious regions of the United States.
3. Discuss the major branches, their origins, and their current distributions for the following religions:
  - a. Christianity
  - b. Islam
  - c. Buddhism
4. Distinguish between ethnic and universalizing religions:
  - a. holy sites
  - b. holy days
  - c. methods of diffusion
5. Describe ways in which the environment influences religion and ways in which religions affect the natural environment.
6. Discuss various specific religious conflicts around the world in terms of the following:
  - a. religion versus politics
  - b. religion versus religion—interfaith conflicts
  - c. religion versus religion—intrafaith conflicts

## Video Case Study

- *The Power of Place*, Program 17-1, “Jerusalem: Capital of Two States?”

*Days 68–78: Ethnicity, Gender, and Geography*

## Reading Assignment

- Rubenstein, Chapter 7: “Ethnicities”

## Unit Objectives and Activities

1. Describe the distribution of major ethnicities within the United States:
  - a. identify states/regions in which they are clustered
  - b. identify regions in which they are mostly absent
  - c. provide reasons for the present distribution
2. Examine case studies of ethnic conflicts from different regions.

3. Consider ways in which gender-related issues are expressed spatially, particularly in regards to:
  - a. economic roles and activity
  - b. health and reproduction
  - c. level of education
4. Discuss and illustrate with examples various nation-state configurations including:
  - a. nation-state
  - b. part-nation state
  - c. multinational state
  - d. stateless nation

### **Video Case Studies**

- *The Power of Place*, Program 24-1, “Boston: Ethnic Mosaic” (Key Issue 1)
- *The Power of Place*, Program 8-1, “Dagestan: Caucasus Disconnect?” (Key Issue 3)
- *The Power of Place*, Program 19-1, “South Africa: This Land Is My Land” (Key Issue 2)

*Days 79–90: Political Geography*

### **Reading Assignment**

- Rubenstein, Chapter 8: “Political Geography”

### **Unit Objectives and Activities**

1. Explain the concept of state by:
  - a. identifying necessary qualifications and characteristics
  - b. listing examples of states in various regions
  - c. describing quasi-states
2. Describe the problems of multinational states and stateless nations.
3. List advantages and disadvantages of different types of boundaries and provide real-world examples of:
  - a. natural/physical boundaries
  - b. cultural boundaries
  - c. geometric boundaries
4. List advantages and disadvantages of different shapes of states and provide examples.
5. Discuss the concepts of imperialism and colonialism and illustrate some of their consequences on the contemporary political map.
6. Define irredentism and devolution and illustrate with examples.
7. Summarize the history of the United Nations and identify issues of current importance regarding it.

### **Video Case Studies**

- [\*The Power of Place\*, Program 13-1, “Laos: Isolated Heart”](#)
- [\*The Power of Place\*, Program 3-2, “Slovakia: New Sovereignty”](#)

*Days 91–101: Geography of Agriculture—Primary Economic Activities*

### **Reading Assignments**

- Rubenstein, Chapter 9: “Food and Agriculture”

### **Unit Objectives and Activities**

1. Explain how agriculture originated and identify its various hearths.
2. Describe the evolution of agricultural practices from their first use until today.
  - a. Neolithic Revolution
  - b. Second Agricultural Revolution
  - c. Green Revolution and biotechnology
3. Consider how each of the following correlates with specific agricultural regions:
  - a. climate
  - b. terrain
  - c. culture
  - d. situation with regard to world markets
4. Describe and apply the von Thünen model to both small-scale and large-scale situations.
5. Identify the predominant agricultural practices associated with various regions of the world.
6. Use agricultural practice to differentiate between less developed and relatively developed countries.
7. Compare and contrast different types of rural landscapes and settlements:
  - a. linear villages
  - b. cluster villages
  - c. dispersed settlements

### **Video Case Studies**

- *The Power of Place*, Program 13-2, “Vietnam: Fertile Dreams”
- *The Power of Place*, Program 22-2, “Chile: Pacific Rim Player”
- *The Power of Place*, Program 12-1, “Northern Japan: Protecting the Harvest”
- *The Power of Place*, Program 16-2, “Dikhatpura: Help through Irrigation”

*Days 102–112: Economic Development*

### **Reading Assignment**

- Rubenstein, Chapter 10: “Development”

### **Unit Objectives and Activities**

1. Use examples of human welfare indicators to distinguish between relatively developed and less developed countries.
2. Use examples of economic indicators to classify countries as less developed or relatively developed.
3. Draw the Brandt line on a world or regional map.
4. Compare and contrast different theories and models of economic development and the relationship between less developed and relatively developed countries.
5. Provide examples of the different sectors of a country's economy and explain the economic relationship between them.

### **Video Case Study**

- *The Power of Place*, Program 18-2, "Oman: Looking Beyond Oil"

*Days 113–123: Geography of Industry—Secondary Economic Activities*

### **Reading Assignments**

- Rubenstein, Chapter 11 : "Industry and Energy"

### **Unit Objectives and Activities**

1. Explain the Industrial Revolution by:
  - a. describing its origin
  - b. describing its diffusion and current pattern of industrial regions
2. Map regional manufacturing zones in each continent and identify the following for each:
  - a. origin and resources
  - b. current strengths and/or problems
3. Compare and contrast preindustrial, industrial, and postindustrial life and landscape.
4. Describe how site and situation factors influence the location of manufacturing and give examples.
5. Discuss the problems created by or associated with industrialization in:
  - a. developed countries
  - b. developing countries
6. Make graphic models that describe the inputs and connections of various industries.

### **Video Case Studies**

- *The Power of Place*, Program 8-2, "Bratsk: The Legacy of Central Planning"
- *The Power of Place*, Program 26-2, "U.S. Midwest: Spatial Innovations"
- *The Power of Place*, Program 9-1, "Shanghai: Head of the Dragon"

*Days 124–145: Urban Geography—Tertiary Economic Activities*

### **Reading Assignments**

- Rubenstein, Chapter 12: “Services and Settlements”
- Rubenstein, Chapter 13: “Urban Patterns”

### **Unit Objectives and Activities**

1. Contrast European and North American cities:
  - a. central business districts
  - b. suburbs and suburban growth
2. Compare and contrast elements of the following urban models:
  - a. concentric zone
  - b. Sector
  - c. multiple-nuclei
  - d. galactic city/edge cities
3. Describe the move of retail and industry to the suburbs.
4. Explain the growth of suburbs in terms of social, transportation, and economic changes.
5. Differentiate between three models of North American cities.
6. Compare and contrast spatial characteristics of cities in the following regions:
  - a. Latin America
  - b. Africa
  - c. Southeast Asia
7. List and evaluate the problems of the inner city.
8. Explain and illustrate important models dealing with the urban hierarchy for:
  - a. central-place theory
  - b. rank-size rule and primate cities

### **Video Case Studies**

- *The Power of Place*, Program 16-1, “Sao Paulo: The Outer Rim”
- *The Power of Place*, Program 24-2, “Chicago: Farming on the Edge”
- *The Power of Place*, Program 12-2, “Tokyo: Anatomy of a Mega-City”

*Days 146–154: Review*

I review for the AP® Exam by providing students with a copy of the Course Outline from the AP® Human Geography Course Description and asking them to define, illustrate, or comment on each item.

*Day 155: Friday, 18 May 2018-Advanced Placement® Human Geography Exam*

*Days 156-176: Exploring Careers in and Applications of Geography*

## Teaching Strategies

I have structured my class around four main activities: (1) discussion of key terms and concepts, (2) examination of case studies, (3) practice of key geographical skills, and (4) practice of written expression via free-response questions. A typical day includes two of these activities: classroom discussion focused on new concepts covered in the previous reading assignment, presentation of illustrative case studies (video, teacher presentation, or readings from a newspaper or magazine), practice writing an answer to a free-response question and reviewing a scoring guideline that might be used to grade it. The fourth main activity is the one I use most commonly: practice of key geographical skills. Nearly every day I ask students to examine a map(s) or graphed or textual information and respond to it using such concepts as scale, region, location and place, or association and interconnection.

Homework in the form of a reading assignment and study guide is assigned daily. Video case studies always include a previewing focus activity and a debriefing activity. Class discussions (lectures) are always accompanied by listening guides. For the reading of articles from newspapers or journals, I require students to fill in a generic reader-response form or annotate a map.

## Student Evaluation

Students' grades are based on the completion of assignments and study guides and keeping them in an organized notebook (20 percent), reading quizzes and other regular assessments (65 percent), and AP practice exams (15 percent). Half of the exam grade is for multiple-choice questions and the other half for free-response questions. Grades are assigned as indicated here:

Letter Grade	Percentage
A	90.00 % and above (5AP)
A-	85.00% - 89.99% (4AP)
B+	83.00% -84.99 % (4AP)
B	77.00% - 82.99% (4AP)
B-	75.00% - 76.99% (3AP)
C+	73.00% - 74.99% (3AP)
C	67.00% - 72.99% (3AP)
C-	65.00% - 66.99% (2AP)

D	55.00% - 64.99% (2AP)
F	54.99% and below (1AP)

### **Re-Do Policy**

- Assessments are eligible for redo up to 100%, except AP practice exams
  - Students are eligible to redo assessments when key supporting assignments are complete. Key assignments provide evidence that students are ready to show mastery of a standard.
- Students are eligible to redo key assignments as long as they have excused absences.
- There are assignments that may not be redone because they do not bear enough weight or the learning target for that assignment will be measured on another larger assignment.

### **Extra Help**

Teachers will provide information regarding tutoring in classroom procedures. Students are encouraged to take advantage of tutoring opportunities. As well, one-on-one help will be offered in class.

### **OHHS Plagiarism Policy**

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced.