**AP HUMAN GEOGRAPHY 2015-16**

**Mr. Parsons**

[www.themisterparsons.com](http://www.themisterparsons.com)

Clear Falls High School

4380 Village Way League City, TX 77573

1st Period Conference 7:20-8:10

Tutorials: Tues/Thurs 2:45-3:15

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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. (<https://apstudent.collegeboard.org/apcourse/ap-human-geography>)

**Goals from the Course Description**

1. Use and think about maps and spatial data.

2. Understand and interpret the implications of associations among phenomena in places.

3. Recognize and interpret at different scales the relationships among patterns and processes.

4. Define regions and evaluate the regionalization process.

5. Characterize and analyze changing interconnections among places.

**Expectations**

AP Human Geography is a college level course. Toward the end of the Spring Semester (05.15.15) 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 every day 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 and better appreciate how really, super cool it actually is.

**Course Materials Needed**

□ 5 subject college-ruled notebook

□ Email Address

□ Flash/USB Drive (recommended)

□ Charged CCISD Laptop or personal device

□ Internal curiosity toward the human race

□ Class period specified supplies

**Required Textbooks**

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography.* 11th ed. Upper Saddle River,NJ: Prentice Hall, 2015. Abbreviation used in syllabus is: “R”

**Books Used Frequently in Class Lessons and Class Readings**

*The Introductory Reader in Human Geography: Contempory Debates and Classic Writings*

 ed. Moseley/Lanegran/PanditAbbreviation used in syllabus is: “M”

de Blij, Harm and Murphey, Alexander *Human Geography: People, Place, and Culture* 10th ed.

 Abbreviation used in syllabus is: “B”

*Guns, Germs, and Steel* and *Collapse* by Jared Diamond

*The Geography of Bliss: One Grump's Search for the Happiest Places in the World* by Eric Weiner

*Hungry Planet* by Peter Menzel and Faith D’Aluisio ; *Material World* by Peter Menzel

Excerpts from: *The Road* by Cormac McCarthy, *The World Is Flat* by Thomas L. Friedman,

*On the Map* by Simon Garfield, *Maphead* by Ken Jennings, *A Long Way Gone* by Ishmael Beah, *Why Geography Matters* by Harm de Blij, and others…

**Potential Web Sites / Video Series**

Mr. Parsons’ Website<http://www.themisterparsons.com>

Mr. Parsons Scoop.it! Page <http://www.scoop.it/u/themisterparsons>

Gapminder <http://www.gapminder.org>

Geoguessr <http://geoguessr.com/>

Geo Games <http://www.sporcle.com/games/category/geography>

Population Reference Bureau (PRB): <http://www.prb.org>

The Power of Place <http://www.learner.org/series/powerofplace/>

The United States Census Bureau (CB): <http://www.census.gov>

World Atlas of Maps Flags and Geography Facts and Figures: <http://worldatlas.com>

The European Union: <http://europa.eu>

The United Nations: <http://www.un.org>

USDA National Agricultural Statistics Service: <http://www.nass.usda.gov>

Food Inc.: <http://www.takepart.com/foodinc>

CIA World Fact book <https://www.cia.gov/library/publications/the-world-factbook/>

National Geographic <http://www.nationalgeographic.com/>

Worldmapper (cartograms) <http://www.worldmapper.org>

Ted Talks<http://www.ted.com/talks>

**Units**

**Fall Semester**

1. Basic Concepts of Geography: Nature and Perspectives (4 weeks)

2. Population and Migration (4 weeks)

3. Cultural Practices and Processes (7 weeks)

a. Folk and Popular Culture

b. Language

c. Religion

d. Ethnicity

**Spring Semester**

4. Political Organization of Space (3 weeks)

5. Agricultural and Rural Land Use (4 weeks)

6. Industrialization and Economic Development (4 weeks)

7. Cities and Urban Land Use (3 weeks)

 - AP Exam Camp (2 weeks)

8. Globalization, World Issues, etc. (2 weeks)

***AP Exam: Friday, 8:00 am, May 13th, 2016***

**Unit Overviews**

For each Unit the student may do the following:

1. Define and understand a list(s) of vocabulary.

2. Complete a test on each Vocabulary List.

3. Complete unit assignments and enrichments.

4. Complete outlines for each Rubenstein chapter covered.

5. Complete a Unit Test. The Unit Tests are multiple choice questions and short essays (FRQ’s). They are the same format as the AP Human Geography Test.

6. Maintain Interactive Student Notebook

7. Major Projects

8. Map Tests

**FIRST SEMESTER**

**Unit 1**

**Basic concepts of Geography: Its Nature and Perspectives (4 weeks)**

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 interrupt the different patterns found at the different scales.

**Some Required Reading(s)**

R Chapter 1

M Chapter 1 “The Four Traditions of Geography” (printouts available)

ARTICLE: “Why Geography Matters . . . But Is So Little Learned” by Walter A.

McDougall (http://www.fpri.org/orbis/4702/mcdougall.geographymatters.html)

**Unit 2**

**Population (4 weeks)**

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 lower 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 Ike and Katrina’s effects on the Gulf Coast.

**Some Required Reading(s)**

R Chapter 2 and 3

“The Population Implosion” by Nicholas Eberstadt

“Gray Dawn: The Global Aging Crisis” by Peter G. Peterson

“An Essay on the Principle of Population” by Thomas Malthus (1798)

**Unit 3**

**Cultural Patterns and Processes (7 weeks)**

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.

**Some Required Reading(s)**

R Chapters 4, 5, 6, and 7

“Cultural Patterns and Processes in Advanced Placement Human Geography” by Mona Domosh

 “The Nine Nations of North America” by Joel R. Garreau

Excerpts from “Northern Ireland: Troubles Brewing” by Landon Hancock

Excerpts from *The Road* by Cormac McCarthy

**SECOND SEMESTER**

**Unit 4**

**Political Organization of Space (3 weeks)**

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.

**Some Required Reading(s)**

R Chapter 8

“Africa’s Geomosaic Under Stress” by H.J. de Blij

“The Troubles, 1963-1985” by BBC History

*How the States Got Their Shapes* by Mark Stein

**Unit 5**

**Agricultural and Rural Land Use (4 weeks)**

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.

**Some Required Reading(s)**

R Chapter 10

Excerpts from *Guns, Germs, and Steel* by Jared Diamond, *Crunchy Cons* by Rod Dreher, *An Edible History of Humanity* by Tom Standage, *Why Some Like It Hot* by Gary Paul Nabhan, *Where Am I Eating?* by Kelsey Timmerman, *Why We Eat What We Eat* by Raymond Sokolov, and others…

**Unit 6**

**Industrialization and Economic Development (4 weeks)**

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.

**Some Required Reading(s)**

R Chapters 9, 11, and 12

Excerpts from *The World is Flat* by Thomas Friedman

**Web Sites**

Development Alliance: www.developmentalliance.com

Site Selection: www.siteselection.com

**Unit 7**

**Cities and Urban Land Use (3 weeks)**

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

Houston, Texas.

**Some Required Reading(s)**

R Chapter 13

“Reining In Urban Sprawl” by Thomas B. Stoel Jr.

*The Geography of Nowhere* by James Kunstler

“Megacities” by Richard Dobbs (Foreign Policy magazine article)

“U.S. Cities in the ‘World City Network’” by Peter J. Taylor and Robert E. Lang

“Fighting Gentrification with Money in Houston” text/audio from NPR (9/17/2009)

“Urban Farming is Growing a Green Future” from National Geographic:

<http://environment.nationalgeographic.com/environment/photos/urban-farming/?source=photogalleries>

**Unit 8**

**Globalization and Resources (2 weeks)**

1. Understanding how the world has eliminated or weakened barriers to trade / capital and the diffusion of cultural ideas.

2. Understanding the importance of international relations as it relates to business, trade, and communications.

3. Understanding the global impact on world resources, environment, and conservation efforts.

4. Discussing the impacts of the new international division of labor as it relates to outsourcing.

5. Creating solutions to global challenges.

6. Analyzing and creating solutions for specific struggles in Africa.

**Some Required Reading(s)**

*A Long Way Gone* by Ishmael Beah

**CCISD Grading Scale**

A 90 - 100

B 80 - 89

C 70 - 79

F 0 - 69

**Class Grading Percentages**

45% Class work/Quizzes/Participation

50% Tests/Major Projects

5% Reading

**Instructional Strategies**

Throughout the course the following instructional strategies are used:

1. Really exciting direct instruction with class discussion

2. Individual and Group Activities

3. Internet Research for Unit Projects

4. Visual Analysis using pictures and videos

5. Mapping Exercises and map quizzes

6. Examination of Case Studies using articles and videos

7. Timed writings for each unit to simulate the AP Exam

8. Global/Local current event research, discussion and activities

**Assignments**

All assignments completed in class should be done in legible handwriting and in pencil or blue/black ink. Out of class assignments should be typed and double-spaced. There will be in-class timed writing assessments to prepare for the AP Exam. The AP Exam is a timed test, and it is important that the students practice timed writings. Some assignments will be weighted differently to represent time/effort spent.

**Quizzes/Daily Grades**

Vocabulary / Identification quizzes will be given on each unit.

Location quizzes on countries, cities, and geographic features will also be given occasionally.

Quizzes/Written responses may be given on outside reading / video assignments with each quiz.

**Tests /Major Projects**

A test will be given at the end of each unit. Each unit test will comprise of multiple choice questions and two to three writing responses /essays similar to the FRQ’s on the AP exam. Some parts of the unit test may be timed. On all Unit Tests students will be REQUIRED to correct the questions missed and explain why the right answer is correct to earn back a percentage of points lost. Each unit may have one to two projects.

**Make Up Procedures**

Students are expected to turn in all assignments on time. If a student has an absence they are given the amount of days missed to finish work assigned on those days. If an absence is over one week, student will need to make arrangements with the teacher. If students fail to turn in an assignment on the day it is due, then they are expected to turn in the assignment the next 2 school days for 75% credit. On the 3rd day it drops to 50%. After that is a zero.

**Homework**

This is a college level course and therefore will require more work than other courses. Students should expect anywhere from 1-4 hours of homework each week. Some weeks will be considerably more work and some units may have more intensive homework than others. Other weeks will have very little homework necessary.

**Academic Dishonesty**

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

**AP Summer Reading**

There is no required summer reading for AP social studies classes. However, if a student has read one of the suggested social studies books, they can complete the AP Readers Journal for up to 3 of the books for 3% total increase to their 1st 9 weeks grade. **Due 9/30**. Check my website for the eligible books and the book report requirements. You may request a book to use that is not on the list, but Mr. Parsons must approve.

**Extra Credit**

There will be at least one extra credit assignment each nine weeks. It will be worth in total one (1) additional point to the student’s overall average. A student can only receive credit for extra credit if all assignments are turned in for the nine week grading period. Details on my website.