**Advanced Placement Human Geography**

**Lakewood High School 2016-17**

Carl Spetzler: Instructor Email: [cspetzle@jeffco](mailto:cspetzle@jeffcoschools.us).k12.us.co

Room: A208, Office: D202 Voicemail: (303) 982-7041

**Office Hours**: Before or after school, blocks 1, 3, 8 in D202 and Study Deck on Orange Thursdays from 12:00 -1:30pm. Appointments are recommended.

**Materials**: Bring the following items to class daily: Text, Test Prep Booklet, 3 ring notebook or folder, college ruled paper, pens, pencils, colored pencils, and red pens to grade quizzes.

**Attendance**: Feel free to come to class if you want to be successful. If you are absent it is your responsibility to find out what you missed before returning to class by checking the web page.

**Overview**

The purpose of the Advanced Placement® (AP) course in Human Geography 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 analyze human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Advanced Placement Human Geography (APHG) students will learn to think geographically and ask critical geographic questions.

The primary text used is ***The Cultural Landscape, An Introduction to Human Geography***, 10th Edition (2011) by James M. Rubenstein. All students will be able to check out the book for the semester. Purchasing a copy for the student’s use is useful, but not required.

***Barron’s AP Human Geography***, by [Meredith Marsh, Ph.D. and](http://www.barnesandnoble.com/c/meredith-marsh-ph.d.-meredith) Peter S Alagona, Ph.D.  This is a test prep booklet that should be ordered and purchased the first week of school.

Students will also use eight other human geography texts to supplement lectures and student activities needed to satisfy the APHG course outline as dictated by the College Board® (CB). The teacher will assign readings from alternate textbooks, web pages, newspapers, journals and other sources to underscore geographic concepts from the APHG course outline. Multiple video segments will highlight course content.

**Course Skills**

Students will learn the following college-level goals that build on the National Geography Standards and the AP program of the College Board. Upon successful completion of the course, the student should be able to:

1. Use and think about maps and spatial data sets. In other words – THINK GEOGRAPHICALLY
2. Use geographic skills to make connections
3. Understand and interpret the implications of associations among phenomena in places
4. Recognize and interpret at different scales the relationships among patterns and processes
5. Define regions and evaluate the regionalization process
6. Characterize and analyze changing interconnections among places
7. Take notes from lectures and printed materials
8. Write free response essays
9. Construct and interpret maps and charts
10. Plan and complete geography-based projects
11. Learn geographic principles/concepts of and use basic geographic information systems
12. Learn to ask geographic questions about everything one sees around them

**Course Assessments** Students will be assessed in a variety of ways. Primarily, students will be assessed in the classroom as they will be assessed on the May APHG Exam. Students will take unit multiple choice exams (75 questions in 50 minutes) and free response exams (1-3 FRQs in 50 minutes) on consecutive days. This is done to emulate (as closely as possible) the actual APHG Exam. Also, students will take chapter quizzes using handwritten outlines they have constructed. Mini-projects will be done. Details will be discussed in class.

**Outlining, Note-taking and Metacognition**

We will spend time working on how to outline, take notes and think about how we think – or, metacognition. These are life and school skills you will hone this year. *Students will read a collection of textbook pages as assigned. The assigned pages in a chapter will be designated as “due” on a predetermined date. The student is to come to class with a* ***handwritten*** *outline of the assigned pages on this due date. There will be a quiz given on that reading and the outline may be used on the quiz. Both the outline and the quiz will be graded. Outlines will be assessed using a completion or partial completion grade , while quizzes will be graded on correct and incorrect answers.*

**Map Skills and Map Reading**

Did you know that if you consistently read maps and other spatial data, you can increase the size of your hippocampus? Don’t take my word for it. Look at some of the research:

<http://www.gislounge.com/spatial-orientation-and-the-brain-the-effects-of-map-reading-and-navigation/>

**Classroom Expectations**

Be in your seat when the last bell rings.

Be prepared for class . Bring texts, notebook, pen/pencil and any extra materials as instructed. Use the restroom between classes and bring water so you can be present.

Be respectful of people and property.

Class participation is expected and will enhance your grade.

**Please recycle!**

**Computer/Tablet/Smartphone/Technology Device Usage**

Use your technology devices (laptop, tablet, phone, etc.) responsibly. That means, follow directions from the teacher.

Use devices when and how you are directed. Texting, snapchatting, social networking, etcetera are not an appropriate use of your device during class.  ***No videoing, recording or photographing the teacher unless you ask for and receive permission from the teacher.***  ***No videoing, recording or photographing class members unless you ask for and receive permission from the class member(s) and the teacher.***

**Guidelines for Grades**

APHG is a college-level course. The content of the course is directed by College Board® requirements and the end-of-course APHG exam. Each student is expected to attempt the exam in May. We will talk more about the exam as the course progresses.

Points made will be divided by total points possible.

A=90%-100%

B=80%-89%

C=70%-79%

D=60%-69%

F=59%-Below

Exams, Quizzes and other major assignments – 70% of your grade

Activities, Outlines, Exercises, etc. – 30% of your grade

As this is college material and students will progress at different levels/paces, a curve may be utilized on some exams or specific exam items.

EXAMS – multiple choice, map/chart construction and interpretation, identification and free response essays will be utilized.

ASSIGNED READING OUTLINES – read assigned chapters and make **handwritten** outlines as assigned.

QUIZZES – will be utilized over readings and your handwritten outline may be used.

OTHER READING ASSIGNMENTS – it is very important to read your assignments in a timely manner.

MAKE-UP WORK – This is your responsibility!!! Use the website to keep up to date if you miss a class and come as prepared as possible to the next class. **The number of days absent is the number of days allowed for make up work to be on time.**

MAKE-UP EXAMS – Make-up exams will be scheduled as soon as possible upon your return.

MINI-PROJECTS – these will generally be done on specific case/topic studies. Current issues in geography will drive these assignments. These projects will be small in nature and typically done in groups.

**Other activities in AP Human Geography**

Review sessions will be facilitated after school and on certain Saturdays in April and May to prepare for the exam. I will post the time and place for these sessions on the  website in early February.

AP Human Geography Exam – May 12, 2017 – 8:00 am

Students, please consider this – You may not have the most: money, power, brainpower, ability, advantages in life. BUT…No matter what your situation is…if you set a goal or dream…Remember that NO ONE can outwork you! So, let’s work hard together to realize your goals.

***Please note: The activities, readings, resources, videos, etc. are typical; however, additions, deletions and other adjustments are at the instructor’s discretion.***

**Course Outline**

**I.Geography and Human Geography (Chapter 1)**

**(Geography: Its Nature and Perspectives)**

What is human geography?

Basic terminology of geography – globalization, spatial distribution, 5 themes of geography, perception of places, patterns, distribution, scale, location (absolute and relative), environmental determinism, cultural landscape, sense of place, built environment, possibilism, place, centrality, GIS, diffusion (expansion, contagious, hierarchical, stimulus, relocation), cultural barrier, time-distance decay, mental maps, remote sensing, regions (functional, formal, perceptual), mental maps, sequent occupance, hearths, independent invention

Geographic map skills

Examples of Geographic Activities for Unit One

Making a world map out of an orange

“Driving Miss Daisy: Analyzing how you get around in town.”

“Mental Mapping: What the heck is wrong with my brain?”

Video – “Why are we changing maps?”

“Regions – Gotta Do the Zelinsky” and “Did the South Move?”

Word Wall – student discussion on Unit 1

Kuby Exercise– Making, Manipulating, and Interpreting Maps

EXAM I – Multiple Choice and Free Response

**II. Population Patterns and Processes (Chapters 2-3) (Population & Migration)**

Population terminology – distribution, density, arithmetic and physiologic density, dot maps, megalopolis census, demography, dependency ratio, J-curve, fertility, crude birth rate, crude death rate, total fertility rate, infant mortality, child mortality, natural increase, sex ratios, negative population growth, eugenics, carrying capacity, cohort, natal, demographic momentum, exponential growth, doubling time, age-sex diagrams, mortality types/rates, step migration, chain migration, intervening opportunity, immigration (internal, external, forced, international), transhumance, activity space, emigration, push/pull factors, refugees, guest workers, quotas, history of US migration

Models – What is a model? Why do geographers use models?

Population Models and Theories – Demographic Transition Model, Gravity Model, Malthusian population issues

Migration – internal, external, forced and reasons for migration

Population Policies – pro-natal and anti-natal policies, case studies from China, India, Japan, Indonesia, Germany and Denmark

Examples of Geographic Activities for Unit Two

Fun times with Hans Rosling!!! [www.gapminder.org](http://www.gapminder.org/)

Choropleth Maps – “Mapping population issues in Arkansas”

Field Work with AP Environmental Science - Cemetery Study – collecting, collating and analyzing mortality data

Age-Sex Diagrams – “Using age-sex diagrams” via various web sites such as [www.prb.org](http://www.prb.org/), [www.census.gov](http://www.census.gov/), and others

Demographic Calculations – calculating RNI, total population, etc.

Word Wall – student discussion on Unit 2

Kuby Exercise – The Gravity Model

EXAM II – Multiple Choice and Free Response

**III. Cultural Geography - Geographies of Culture, Language, Religion, Gender, Race, Ethnicity and Sexuality (Chapters 4-7)**

Geographies of Local (Folk) and Pop Culture and Cultural Landscapes

(Cultural Patterns and Processes)

What is culture, how does it work and why is it so powerful?

Cultural Terms – folk and pop culture, local culture, material and nonmaterial culture, built environment, acculturation, assimilation, cultural appropriation, neolocalism, ethnic neighborhoods, commodification, distance decay, time-space compression, placelessness, globalization, maladaptive diffusion, sequent occupance, architecture, folk foods

Race, Ethnicity, Gender, Identity and Sexuality – changing US populations of race, racial segregation in cities, invasion and succession, identity and space, cultural identity, sexuality and space, women, gender issues, power and space, barrioization

Language terminology – standard language, dialect, groups, families, isogloss, language (family, group, divergence & convergence), Renfrew hypothesis, Indo-European languages

Language theories & diffusion – agricultural, dispersal & conquest theories

Modern language issues – lingua franca, Creole, pidgin, multi-lingual states, sound shifts, Esperanto, linguistic transition zones, official languages, linguistic revival, extinct languages, languages laws

Toponymy– post-colonial, post-revolution, memorial, commodification

Difficulties in mapping cultural regions - Zelinsky

Religion terminology – secularism, animism, syncretism, ethnic religion, universalizing religion, proselytizing, monotheism, polytheism, Shamanism, diaspora, sacred sites, pilgrimage, geomancy, reincarnation, social distance

Political Conflict and Religion – ethnic cleansing, enclave, exclave, jihad, fundamentalism, extremism, Israel and Palestine, Northern Ireland, former Yugoslavia, Horn of Africa

Christianity (Catholic, Protestant, Orthodox, others), Islam (Sunni, Shi’a, Sufi), Judaism (Orthodox, Conservative, Reform), Buddhism (Theravada, Mahayana), Sikhism, Taoism, Confucianism, Shintoism and other religions

Sacred architecture, sacred space, sacred directions, burial practices, Feng Shui

Issues not in the primary textbook - Characteristics of Popular and Folk Culture, Ethnocentrism, Cultural Relativism, Homogeneity, Heterogeneity, Material and Nonmaterial Culture, Housing types

Examples of Geographic Activities for Unit Three

“Toponyms: Seriously! Possum Grape and Booger Hollow?”

Video – “In French, Please!!”

Pop –vs- Soda – students use the [www.popvssoda.com](http://www.popvssoda.com/) webpage to attempt to define cultural regions using linguistic differences among users of soft drinks

“English Will Be the Global Lingua Franca of the Future” – Classroom debate (pro and con) over this statement

Dead Men and Women Do Tell Tales! – Culture Activity Using Obituaries

“Is Your Religion What You Think It Is?” – Students use a SelectSmart.com webpage to learn about 27 different religions

“Re-mapping Africa: Creating non-Colonial Boundaries” – Students work in groups to create new political boundaries in Africa using cultural data. Students decide if boundaries should be based more on ethnolinguistic, religious, tribal and/or other cultural characteristics

Word Wall – student discussion on Unit 3

EXAM III – Multiple Choice and Free Response

**IV. The Political Imprint (Chapter 8) (Political Organization of Space)**

Political terminology – sovereignty, territorial integrity, boundary types, evolution of boundaries, territorial morphology types, nation, state, nation-state, stateless nation, Conference of Berlin, mercantilism, Peace of Westphalia, irredentism, enclave, exclave, theocracy, landlocked, centripetal/centrifugal forces, unitary/federal states, core, periphery, semiperiphery, tribalism, colonialism, neocolonialism, electoral geography, gerrymandering, reapportionment, majority-minority district, forward capital, primate city, median-line principle, EEZs, law of the sea, devolution, supranationalism, geopolitics, gateway state, Nunavut, raison d’être, shatterbelt, Balkanization, annexation, confederation

Territorial Morphology and Boundaries – all terms

Political Theories – Heartland, Rimland, Organic, World Systems Analysis

Examples of Geographic Activities for Unit Four

“Mapping Electoral Change” – Students map electoral changes using web resources. Major focus during national elections. [www.redistrictinggame.com](http://www.redistrictinggame.com/)

“Devolution and Supranationalism” – Students read and use case studies to apply these terms

Word Wall – student discussion on Unit 4

Kuby Exercise – The Rise of Nationalism and the Fall of Yugoslavia

EXAM IV – Multiple Choice and Free Response

**V.** **Agriculture (Chapter 10) (Agricultural and Rural Land Use)**

Agricultural terminology – organic agriculture, economic activities (primary, secondary, tertiary, quaternary, quinary), plant/animal domestication, hunting/gathering, subsistence farming, shifting agriculture (milpa, swidden, patch, slash and burn), land survey systems (metes & bounds, long-lot, township-&-range, rectangular land), nucleated and dispersed settlements, plantation agriculture, extractive activities, luxury crops, staple crops, cash crops, dairying, livestock, ranching, Mediterranean agriculture, organic agriculture, truck farm, market gardening, yields, double-cropping, transhumance, illegal drug crops, sustainable agriculture, aquaculture, favela, debt-for-nature swap, intertillage, feedlot, loss of productive farmland

Agricultural Revolutions – 1st, 2nd,3rd, biotechnology, biogenetics, cloning, genetically modified foods

Intensive and Extensive Agriculture

Plant Origins

Agricultural Models and Major Concepts - von Thünen’s Model, Agribusiness, Vertical Integration, Commercial Agriculture, Green Revolution, Organic Agriculture, Genetically Modified Foods/Organisms (GMF/O)

Geographies of Illegal Drugs and Alcohol

Gender issues in agriculture

Examples of Geographic Activities for Unit Five

“Where is What Grown?” – Students use the 21st Edition of *Goode’s Atlas* to ascertain what crops are grown where and in what quantities

Scivee.tv videos – corn, potatoes, genomes and cotton

Videos - *The Butcher* – study of meat processing and the rise of agribusiness and *Harvesters* – study of modern agricultural mechanization and hybridization of crops to allow for machine harvest

Videos – *The Meatrix I, II and II½, Grocery Store Wars*

Word Wall – student discussion on Unit 5

Kuby Exercise – Market Areas and the Urban Hierarchy

EXAM V – Multiple Choice and Free Response

**VI. Urban Geography (Chapters 11, 12, 13) (Cities and Urban Land Use)**

Urban terminology – urban morphology, agricultural surplus, urban hierarchy, urban function, Sunbelt phenomenon, hinterland, site, situation, central business district, suburbs, exurbs, edge cities, hamlet, village, town, city, metropolis, megalopolis, redlining, blockbusting, white flight, gated communities, tear-downs, McMansions, covenants, zoning, gentrification, NIMBY, DINKs, suburbanization, rank-size rule, basic/nonbasic sectors, multiplier effect, urban specialization, range of sale (economic reach), threshold, nesting, centrality, megacities, world cities, tenement, census, in-filling, sprawl, bid rent, peak land value intersection, informal economy

Urban Models – Central Place Theory, Concentric Zone, Sector, Multiple Nuclei, Urban Realms, World City, Latin American, Southeast Asian, African

Gender Issues in Urban Geography

Additional Texts will be used in this unit

Examples of Geographic Activities for Unit Six

“Who is Moving Where?” – students study shifting U.S. urban patterns using <http://www.forbes.com/2010/06/04/migration-moving-wealthy-interactive-counties-map.html>

Video - Veggie Tales (did he say, “Veggie Tales?!) – Gated Communities

“Three Classic Models of Urban Structure” – students compare and contrast the three classic urban models

“Urban Geography using the NFL, NHL, MLB and the NBA” – students map professional sports franchises in 1950 and again today to see the  shifts in urban population and patterns.

New Urbanism

Video Clips – Howard Kunstler, *Radiant City*, *Little Boxes*, and others

Word Wall – student discussion on Unit 6

EXAM VI – Multiple Choice and Free Response

**VII. Economic Geography - Development and Industry and Services (Chapters 9, 12, 14) (Industrialization and Development)**

Development terminology – commodity chain, GNP, GDP, GNI, formal and informal economy, HDI, PPP, neo-colonialism, barriers of economic development, export processing zones, maquiladoras, special economic zone (SEZ), NAFTA, government policy and development, non-governmental organizations (NGOs), microcredit

Industry and Services terminology – industrial revolution, locational interdependence, location theory (agglomeration, deglomeration, transportation costs, labor costs, raw materials), globalization, deindustrialization, outsourcing, offshore, Fordist, post-Fordist, just-in-time delivery, global division of labor, intermodal connections, break-of-bulk point,

Additional Texts - comparative advantage, friction of distance, distance decay, footloose industries, location theory, substitution principle, variable costs, bid rent, zonal costs, isotim, inputs, economic sectors (primary, secondary, tertiary, quaternary, quinary), weight-gaining and weight-losing industries

Economic/Industrial/Development Models and Theories – Weber’s Least Cost Theory, Dependency Theory, Rostow’s Modernization Model, Liberal Model, World Systems (three-tier)Theory, Structuralist Theory, Hotelling’s Model

Global Shifts in Economic Geography

Examples of Geographic Activities for Unit Seven

Exercise - “Where Do I Manufacture?” – Isotim exercise where students have to calculate the best location for a manufacturing plant

Exercise - “Thirsty Town” – Where would a beer or cola manufacturer locate?

Exercise - “What does it take to have a Buffalo Wild Wings?”

“Outsourcing – Who is doing what and where?” – A look at global outsourcing

Exercise - “Transport and Shipping Modes” – An exercise for students to determine what products are shipped cheapest by which transport mode

Video – Containerized Shipping

Word Wall – student discussion on Unit 6

Kuby Exercise – The Dimensions of Development

EXAM VII – Multiple Choice and Free Response

Parent form below

PARENT FORM

Parents of AP Human Geography Students,

I am happy your student has joined our AP Human Geography program at Lakewood High School. Your student will be learning a great deal this semester. More importantly, I hope your student will learn to interpret their world through making connections using geographic thinking, skills and technologies. We will grow your student’s hippocampus (as the consistent use of spatial data, such as maps, has shown growth of the hippocampus in the brain).

There will be very little traditional homework in my class; however, your students will be expected to *read and do* a great deal this year. I expect students to *handwrite* outlines of assigned readings and for exam preparation. They can then use those outlines on the quizzes in class. These outlines and quizzes can significantly affect grades – positively! Encourage your student to read and interpret maps and charts in the text. After all, maps are the primary tools of geographers.

If you have any questions, please do not hesitate to contact me via phone, email or conference at LHS. The website will be updated frequently with daily assignments and upcoming due dates. Please indicate your preferred email and text options below. My contact information is at the top and bottom of this page.

**As a reminder from the Computer section on page 2 from above:**

Use devices when and how you are directed. Texting, snapchatting, social networking, etcetera are not an appropriate use of your device during class.  *No videoing, recording or photographing the teacher unless you ask for and receive permission from the teacher.*  *No videoing, recording or photographing class members unless you ask for and receive permission from the class member(s) and the teacher.*

Parents, please stress the importance of this policy. It is for the protection of students and teachers as they all work in the learning environment.

Please sign below to indicate your awareness of the expectations of APHG. Please have your student bring back this completed form (just the signature page) by ***Tuesday, January 17 for Orange classes and Wednesday, January 18th for Orange classes .***

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Period\_\_\_\_\_\_\_

Parent/Guardian Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number you would like me to call/text\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Addresses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent/Guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(signature)