

**AP Human Geography Syllabus**  
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**Office hours 7:30-3:30**

**Instructor: Ms. Wiles**

### **INTRODUCTION:**

The Advanced Placement course in geography gives students the opportunity to earn college credit in geography while still in high school. More importantly, the content of an AP Geography course helps students develop critical thinking skills through the understanding, analysis and application of the fundamental concepts of geography. Through AP Geography, students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students will meet the five college-level goals as determined by the National Geographic Standards. They also learn the methods and tools geographers use in their science and practice.

In preparation for the AP Geography examination, this course will be divided into eight sections: nature & perspectives, population, culture, politics, agriculture, urbanization, industrialization, and environmental/social issues. There will be approximately three to five tests per semester, as well as a mid-term exam. Grades are accrued on a point basis through test scores, quizzes, projects, and class participation.

### **AP Human Geography Themes:**

The general themes of AP Human Geography are as follows:

Geography is fundamentally concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes.

Geography looks at the world from a spatial perspective—seeking to understand the changing spatial organization and material character of Earth's surface.

Geographical analysis requires a sensitivity to scale—not just a spatial category but as a framework for understanding how events and processes at different scales influence one another. Geography is concerned not simply with describing patterns, but with analyzing how they came about and what they mean.

Geography is concerned with the ways in which events and processes operating in one place can influence those operating at other places.

The overall goal of AP Human Geography is to introduce students to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems.

AP Human Geography meets the Oregon State standard requirement for Global Studies. It is a year-long class with an AP exam at the end of the year which allows students with qualifying scores to obtain college credit.

### **The course addresses the following State of Oregon Geography standards:**

HS 5. Apply geographic skills, concepts, and technologies (e.g., maps, GIS, Google Earth) to gather, display, and analyze spatial information.

HS 6. Analyze economic, social, human migration, settlement, and distribution patterns.

HS 7. Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.

HS 8. Evaluate how human cooperation and competition for resources shape the earth's political, economic, physical, and social environments.

HS 9. Evaluate how technological developments, societal decisions, and personal decisions and actions influence the earth's sustainability.

HS 10. Examine the relationship between government and citizens to distinguish and evaluate the ways that civic participation occurs in local, state, tribal, national, and global communities.

HS 18. Examine the interdependence of economic systems and institutions and its effects upon individual, local, regional, national, and global decision-making.

HS 20. Explain how changes in economic markets are related to availability of resources, production, distribution, and technological developments.

HS 21. Analyze the allocation of scarce resources through individual choice, market interaction, and public policy.

Additionally, Common Core Literacy Standards will also be met and can be found at the following link: <http://www.ode.state.or.us/wma/teachlearn/commoncore/or-ccss-ss-highschool.pdf>

#### **MATERIALS NEEDED:**

Students should have the following materials available to use:

- A) Spiral Notebook, folder, paper, and colored pencils, highlighters
- B) Access (web or mail) to one of the following magazines online or otherwise; The Week, Time, Newsweek, Upfront –Once per week they should read about current events.
- C) A “jump” drive useful for saving work from computer projects

#### **Notification of the Right to Object to the Use of Materials**

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

**Evaluation (grading)** The standards will be assessed based on the demonstrated proficiency of a skill or piece of information. Standards can be assessed in any of the following ways: Daily opener, daily assignment/homework, projects, presentations, quizzes, exams etc.

**Cheating:**

Cheating or plagiarism of any kind (accidental or intentional) is a major referral and will receive a zero for the assignment. One additional chance to complete the assignment will be given. See Writing Resource guide on how to prevent this situation from happening to you.

**Grading Scale**

Grading in this class will be divided into two segments:

- **Standard Assessments**, which may include exams, quizzes, essays, and/or projects. will comprise **90 percent** of the final grade.

*If a student earns below a 70% score on a Standard assessment, s/he will have until mid-term to demonstrate proficiency of the standard. In the second half of the term, the student will have until two weeks prior to the end of the term to retake assessments that did not meet the minimum standard.*

- Daily work and homework will make up the remaining **10 percent** of the final grade.

Final Grades will be earned as follows:

100-90% = A/Exemplary

89 - 80% = B/Mastery

79 – 70% = C/Proficient

69 – 60% = D/Not There Yet

59 – 0% = Fail or No Attempt

**AP Test:** This course is designed to prepare students to take the AP Human Geography exam. The exam is not a required component of the course however; it is strongly encouraged that students attempt the exam. The AP Human Geography test is to be administered between May 15<sup>th</sup>, 2019. More detailed information will be forthcoming as it is available.

**Materials:**

Film, Videos/ Other Electronic Media:

A variety of relevant and educational multi-media materials will be utilized in this course. We will view Crash Course World History, Guns, Germs and Steel, God Grew Tired of Us and A Well Founded Fear. Most of our movies are documentaries.

Others: Primary sources (artifacts, documents etc.)

Secondary sources (lecture, handouts, internet research, etc.)

Field Trips-Multiple within Crook County, and possibly one out of Crook County

Permission slips will be sent home only for the out of Crook County field trips. By signing this syllabus, you agree to allow your student to participate in the field trips within Crook County.

### **COURSE OBJECTIVES:**

- A. To introduce students to the systematic study of patterns and process that have shaped human understanding, use and alteration of Earth's surface or how humans have interacted with their environment over time.
- B. To learn and practice the methods of geographers including mapmaking, observation, data gathering and reporting and technical writing.
- C. To employ spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations around the globe and in local areas.
- D. To develop a geographic perspective and use it to understand landscapes and current events.

### **TEXT AND MATERIALS**

**Human Geography: Landscapes of Human Activities by Jerome D. Fellman, Mark D. Bjelland, Arthur Getis and Judith Getis**

**-Guns, Germs and Steel by Jared Diamond-video version**

**-Human Geography: People, Place and Culture by Erin H. Fouber, Alexander B. Murphy and H.J. de Blij**

**-Hudson John C. Goode's Atlas**

**-The Power of Place: Videos by Anneberg**

**-Human Geography in Action: Michael Kubly, John Harner and Patricia Gober**

### **COURSE PLANNER**

**Appendix A-Human Geography by Fellman**

**Reading Assignments: Appendix A-Fellman**

1. Identify types of scale and projections used in mapmaking identifying the advantages and disadvantages of different projections.
2. Distinguish between different types of maps and mapped information (e.g., dot distribution, choropleth, etc.) and provide explanations of strengths and weakness of each.

**Chapter 1-Introduction: Basics of Geography**

**Reading Assignments:**

**Chapter One- Human Geography by Fellman**

## **Chapter One-Human Geography by Fouberg**

### **Learning Objectives:**

1. Describe what geography is and why it is important.
2. Compare and contrast the differences between human and physical geography.
3. Explain placelessness
4. Explain site and situation.
5. Describe the relationships between places.
6. Explain the types of data maps can show.
7. Define geography, human geography; explain the meaning of spatial perspective.

## **Chapter 2-Roots and Meaning of Culture**

### **Reading Assignments**

#### **Chapter Two-Human Geography-Fellman**

**National Geographic –The Maya Underworld-illustration of syncretism  
Guns, Germs and Steel**

#### **Case Studies-Three Gorges Dam, The Great Plains, The Netherlands**

1. List different types of diffusion and provide examples/illustrations of each in the real world.
2. Describe how cultural traits are affected by the natural environment.
3. Identify cultural hearths and explain diffusion routes.
4. Define culture and cultural geography.

## **Chapter 3-Spatial Interaction and Spatial Behavior**

### **Readings:**

#### **Chapter Three-Human Geography-Fellman**

**Biographies-Lost Boys of the Sudan**

<http://www.godgrewtiredofus.com/lostboys2.html>

1. Distinguish between and give characteristics of the following types of movement: circulation and migration, forced and voluntary migration and push and pull factors.
2. Use the gravity model to predict migration and evaluate its usefulness and efficiency.
3. Discuss the contributions of Ravenstein to the study of human geography and
4. Discuss the migration history of the United States and current migration patterns.

## **Chapter 4-Migration**

**Readings-Chapter Three-Human Geography-Fouberg, Murphy, deBlij**

**Why Migration Matters-Khalid Koser (Global Issues-Robert Jackson)**

1. Explain why people migrate.
2. Identify and explain push and pull factors
3. Explain current migration events and problems
4. Define and discuss refugees and guest workers

## **Chapter 5-Population**

### **Readings:**

**Chapter Two-Human Geography- Fouberg, Murphy, deBlij**

**Population and Sustainability-Robert Engelman (Global Issues-Robert**

## **Jackson)**

### **The New Population Bomb-Jack Goldstone (GI-Jackson)**

1. Map major and emerging population concentrations and describe demographic characteristics of each.
2. Utilize crude birth rate, fertility rates and death rates to analyze maps and charts.
3. Analyze a population pyramid and the implications of pyramid shapes.
4. Answer the following questions based on the terms ecumene and nonecumene:
  - a. Why do most people live where they live?
  - b. For what reasons have people historically avoided some places?
  - c. Where do non-examples of both exist and why?
5. Calculate arithmetic, agricultural and physiological densities and describe the strengths and weakness of both.
6. Explain the demographic transition model.

## **Chapter 6-Political Geography**

### **Readings:**

#### **Chapter Eight-Human Geography-Fouberg, Murphy, deBlij**

1. Explain the differences between state, State, nation and nation-state
2. Identify and explain the purpose of multinational organizations
3. Identify and explain the roots and meanings of conflicts throughout the world
4. Describe the purpose of boundaries and how they developed

## **Chapter 7-Urban Geography**

### **Readings:**

#### **Chapter Nine-Human Geography- Fouberg, Murphy, deBlij**

1. Describe the difference between urban and suburban.
2. Identify and describe megacities.
3. Explain the origin of cities.
4. Identify the functions of cities.
5. Define gentrification and give examples.
6. Analyze the reasons for gentrification.
7. Explain the nature of the homeless problem.
8. Explain the purpose of a city
9. Explain the urban hierarchy
10. Explain Central Place Theory, Core Periphery, Hinterlands and urban models

## **Chapter 8-Agriculture**

### **Readings: Chapter Eleven-Human Geography-Fouberg, Murphy, deBlij**

1. Analyze Oregon Agriculture.
2. Trace the change from hunting and gathering to agriculture.
3. Compare and contrast the 1<sup>st</sup> and 2<sup>nd</sup> Agriculture revolutions.
4. Compare and contrast subsistence agriculture and industrial agriculture.
5. Map global agriculture.
6. Evaluate the challenge of feeding 7 billion people.
7. Describe and apply the von Thunen model.
8. Display how each of the following correlates with specific agricultural regions:

- a. Climate
  - b. Terrain
  - c. Culture
  - d. Access to the global market
9. Describe the evolution of agricultural practices: Neolithic, Second and Green Revolutions.
  10. Explain the use of natural resources in varying areas.

## **Chapter 9-Globalization**

### **Readings:**

#### **Chapter Fourteen-Human Geography-Fouberg, Murphy, deBlij**

1. Describe the positives and negatives of globalization.
2. Evaluate whether globalization is positive or negative and support.
3. Identify the process of globalization.
4. Trace the history of globalization.
5. Map the global network.
6. Compare personal connectedness.

## **Chapter 10-Religion, Language, Ethnicity and Race**

#### **Chapter Four-Human Geography-Fouberg-Field Note**

##### **Selected Folk Tales**

1. Define culture and cultural geography.
2. Compare and contrast different aspects of folk and popular culture including origins, methods of diffusion and culture regions.
3. Examine different religions of the world.
4. Compare religions.
5. Explain language loss.
6. Identify the lingua franca
7. Explain the distribution of language.
8. Describe the history of race in the United States.

## **AP Human Geography**

Please sign this form and return it to Ms. Wiles.

**My student has shared the online syllabus with me and I have read and understood its contents. I agree to allow my student to attend any field trip within Crook County and to watch the movies listed in the syllabus.**

**Student Signature** \_\_\_\_\_

**Student printed name** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_

**Parent email** \_\_\_\_\_

**Comments or questions:**