**Robbie Biddle 2017-2018**

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**AP® Human Geography  
Henry Clay High School**

**Course Overview**

AP® Human Geography is a year long 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.

**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**

Rubenstein, James M. The cultural landscape : an introduction to human geography. Upper Saddle River, NJ: Pearson, 2017.

**Video Case Studies**

*The Power of Place: Geography for the 21st Century* series. Video.N.p.: Annenberg/

CPB Project, 2003.

The programs in this series are used for the video case studies.

**Other Course Materials**:

Some of the best material for illustrating concepts and ideas can come from newspapers. 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.

Additional case studies, films, articles and websites are incorporated in the units. In order to apply the concepts and illustrate the connectivity of people and places continual incorporation of outside materials is essential. Some of those sources include: *The Economist, Foreign Policy, New York Times*, Population Reference Bureau, *GeoTimes*, Census Department, *Annual Editions: Urban Society, Development, Geography, Global Issues, World Politics, A Global World, A Place in the World, A Shrinking World* among others.

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/

**Digital Atlas of the United States**  
www.nationalatlas.gov/

**Agricultural Atlas of the United States**

http://www.agcensus.usda.gov/index.php

**CIA World Factbook**

<https://www.cia.gov/library/publications/the-world-factbook/>

**Course Organization**

Students meet each day in 55 minute periods for two semesters. The Course is conducted over an thirty six week period, incorporating each unit requested by the AP audit. Students should expect to participate in the following types of activities during class;

1. Introduction to New Material: students will be introduced to various AP Human Geography concepts, models, and vocabulary through a variety of methods, including but not limited to lecture, discovery activities, and reading assignments.
2. Case Studies: students will be expected to make connections between class concepts and their real-world applications. This will be done in a number of ways, including the use of the “Power of Place” and other video series, frequent articles presented from different sources at different scales, and in-depth online research. I have listed a series of “Major Case Studies” for each unit. As application is present in each lesson, this list should not be construed as a complete list of examples presented.
3. Mapping Activities: Students will be required to map various phenomenon discovered during class onto a variety of thematic maps (Chloropleth, Dot, Cartograms) at a variety of scales.
4. Practice and Review: Students will summarize, synthesize, and apply various class conflicts. Practice will focus on tying together class concepts from a variety of units in order to create a better understanding of the course.
5. Free Response Practice: Students will show mastery of class concepts through writing questions that mirror those they will see during the AP test.
6. Socratic Seminars: Students will conduct significant research in order to participate in student-led discussions about issues facing modern geographers.
7. Study Guides: Students will be required to create comprehensive study guides based on required course readings to prepare themselves for the AP exam. Rigor will be gradually released, starting with teacher-generated questions and ending with fully student-driven work.

**Student Evaluation**

* Category 1 = Formative 40%
  + Daily work
  + Formative in nature
* Category 2 = Summative 40%
  + Long-term assignments
  + Assessments
  + Summative in nature
* Category 3 = End of Course Exams/Final Exams 20%

**Course Planner**

**I. Geography-Its Nature and Perspectives** (3 weeks)

**Reading Assignments**

* Rubenstein, Chapter 1: “Thinking Geographically”

**Unit Objectives and Activities**

1. Define geography, human geography; explain the meaning of the spatialperspective.

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.

**Video Case Studies**

Program 1: *One Earth, Many Scales*

**II. Population (6 weeks)**

**Weeks 4–6: Population**

**Reading Assignment**

* Rubenstein, Chapter 2: “Population”

**Unit Objectives and Activities**

1. Map major and emerging population concentrations and describe demographic characteristics of each.

2. Consider the concepts of ecumene and nonecumene and consider:

a) Why do most people live where they do?

b) For what reasons have humans historically avoided certain areas?

c) Where do nonexamples 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 antinatalist 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

**Major Case Studies**

Program 16*:* “Urban and Rural Contrasts”

Program 21*: “*Population Geography”

Comparing Population Growth in China and India: The role of anti-natalist policies

Stage Five: Germany and Japan

**Weeks 7–9: Movement**

**Reading Assignments**

* 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.

1. Correlate migration patterns to the demographic transition model.

**Major Case Studies**

Program 14-1, *Mexico: Motive to Migrate*

Program 19-1, *Ivory Coast: The Legacy of Colonialism*

Migration of Refugees in Sudan

**III. Cultural Patterns and Processes (8 weeks)**

**Weeks 10–11: Culture**

**Reading Assignments**

* 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.

**Major Case Studies**

Program 26-1, *Indonesia: Tourist Invasion*

Surviving Folk Cultures: Basque, Gullah, Amish

**Weeks 12–13: Geography of Language**

**Reading Assignment**

* Rubenstein, Chapter 5: “Language”

**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

1. Explain how toponyms are derived and classified and give various examples.

**Video Case Study**

Program 10-1, *Quebec: An Island of French*

**Weeks 14–15: Geography of Religion**

**Reading Assignment**

* Rubenstein, Chapter 6: “Religion”
* Wright, Robin “The Pink Hijab” from Annual Editions: World Politics (12/13)

**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

**Major Case Study**

Program 17-1, *Jerusalem, Sacred Space Under Siege*

**Weeks 16–17: Ethnicity, Gender, and Geography**

**Reading Assignment**

* Rubenstein, Chapter 7: “Ethnicity”
* Monroe, Don “When Diversity Vanishes” from Annual Editions:

Geography (23rd ed)

**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:

a) economic roles and activity

b) health and reproduction

c) level of education

4. Discuss various nation-state configurations and illustrate them with examples:

a) nation-state

b) part-nation state

c) multinational state

d) stateless nation

**Video Case Studies**

Program 9-1, *Boston: Ethnic Mosaic*

Program 7-1, *Dagestan: Russia’s Southern Challenge*

Program 20-2, *South Africa: This Is My Land*

South Africa and the United States: Historical Systems of Discrimination

**IV. Political Geography (3 Weeks)**

**Weeks 18-20: Political Geography**

**Reading Assignment**

* Rubenstein, Chapter 8: “Political Geography”
* Newman, David “Barrier or Bridges”
* Haass, Richard “Sovereignty”

**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**

Program 25-1, *Laos: Isolated Heart*

Program 3-2, *Slovakia: New Sovereignty*

**V. Agriculture and Rural Land Use (4 weeks)**

**Weeks 21-24: Geography of Agriculture—Primary Economic Activities**

**Reading Assignments**

* Rubenstein, Chapter 10: “Agriculture”
* Rubenstein, Chapter 14: “Key Issue 3”
* Brown, Lester “The New Geopolitics of Food” from Annual Editions: World Politics (12/13)
* “Teaching Note: The US Ethanol Industry with Comments on the Great Plains” from Annual Editions: Geography (23rd ed).
* N.V. Fedoroff “Radically Rethinking Agriculture for the 21st Century” from Annual Editions: Environment (12/13)
* Brown, Lester “How to Feed 8 Billion People” from Annual Editions: Environment (12/13)

**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- 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

**Major Case Studies**

Program 25-2, *Vietnam: Fertile Dreams*

Program 12, *Small Farms, Big Cities*

Program 21-2, *Dikhatpura: Help through Irrigation*

Agribusiness in the United States

Video Case Study: Agribusiness as presented in “Food, Inc.”

Von Thunen’s model in LDCs and MDCs

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

**Weeks 25-26: Economic Development**

**Reading Assignments**

* Rubenstein, Chapter 9: “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.

**Major Case Studies**

Power of Place 18: Oil and Water

Comparing Core, Periphery, and Semi-Periphery states

**Weeks 27-28: Geography of Industry—Secondary Economic Activities**

**Reading Assignments**

* Rubenstein, Chapter 11 : “Industry”
* Rubenstein, Chapter 14: “Key Issue 1”
* Rubenstein, Chapter 14: “Key Issue 2”

**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**

Program 8-2, *Bratsk: The Legacy of Central Planning*

Program 11 -2, *U.S. Midwest: Spatial Innovations*  
Program 23-1, *Shanghai: Awakening the Giant*

The United States and United Kingdom during the Industrial Revolution

**VII. Urban Land Use (3 weeks)**

**Weeks 29-31: Urban Geography—Tertiary Economic Activities**

**Reading Assignments**

* Rubenstein, Chapter 12: “Services”
* 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:

a) central-place theory

b) rank-size rule and primate cities

**Video Case Studies**

Program 16-1, *Sao Paulo: The Outer Rim*

Program 9-2, *Chicago: Farming on the Edge*

Program 12-2, *Tokyo: Anatomy of a Mega-City*

**VIII. Review and Link Concepts (4 weeks) 32-35**

A. Review Environmental Impact

a. Population

b. Urbanization

c. Development

d. Agriculture

B. Review of Globalization and its impacts

C. Review for the AP Exam

**Additional Online Resources:**

www.Gapminder.com

www.Ted.com

www.nationalgeographic.com

www.csiss.org

http://www.pbs.org/frontlineworld/stories/bytheme.html

http://www.loc.gov/exhibits/maps/maps-exhibit.html

http://www.pbs.org/speak/

http://pewsocialtrends.org/

http://www.oanda.com/products/bigmac/bigmac.shtml

http://www.redistrictinggame.org/

http://nationalatlas.gov/

http://www.dni.gov/nic/NIC\_2025\_project.html

http://www.themeatrix.com/