

AP HUMAN GEOGRAPHY

COURSE DESCRIPTION AND OBJECTIVES

The purpose of this course is to make the student aware of the globe on which they live. This course will take a **human** geography approach. This approach emphasizes the **interdependence** aspect of the world, not only on a global plane, but regional and local ones as well. In this approach **process** is just as important as **outcomes**. Human geography also attempts to explain the social and cultural differences noted across the globe.

Course Outcomes

By the completion of the course AP students should be able to comprehend:

The relationship between global processes and their local manifestations.

The diversity and impact of culture across regions.

The interdependence of people and places, especially the interactive relationships between core and peripheral regions.

The nature and significance of political boundaries.

The development and diffusion of agriculture throughout the world.

6. Economic development and industrialization with an emphasis on the application of ideas, concepts, models and the impact of this development.

Social and cultural differences that are embedded in human geography.

A global view making sense of the social, economic, cultural and political systems in use today.

The usefulness of maps and data sets in analyzing and classifying spatial characteristics, demographic issues and the like.

Unit 1
THE NATURE OF GEOGRAPHY

Reading Assignment

Knox/Marston Chapters 1 and 2

Time Frame

5%-8% of the time for the course

Topics

Why Geography Matters
Interdependence of Places and Scales
Interdependence as a Two-Way Process
Basic Geographic Tools
Spatial Analysis
Principles of Economic Location
Hearth Areas
Geography and the Early Empires of the Pre-Modern World
Cores and Peripheries
Industrialization of the Core Regions
Imperialism
Neocolonialism
Causes and Consequences of Globalization

Assessment

Unit exam

Skills

Reading and Vocabulary
Map Analysis
Essay Structures
Data Interpretation

Unit 2
Nature and Society/Interpreting Landscapes

Reading Assignment

Knox/Marston Chapters 4 and 6

Time Frame

10-15% of course time

Topics

Nature-Society Interactions
Paleolithic and Neolithic Impacts
European Expansion and Impacts
Recent Environmental Changes
Global Environmental; Politics and Sustainability
Territoriality
Landscape as Text
Semiotics
Sacred Spaces

Assessment

Unit exam

Skills

Reading and Vocabulary
Map Analysis
Essay Structures
Data Interpretation

AP Human Geography
Unit 3
Geographies of Population

Reading Assignment

Knox/Marston Chapter 3

Time Frame

10-15% of course time

Topics

Census and Vital Records
Population Distribution
Population Density and Composition
Age-Sex Pyramids

Birth and Fertility Rates
Death and Mortality Rates
Demographic Transition Theory
Mobility and Migration
International and Internal Migrations
Population Policies and Programs
Population and Sustainable Development

Assessment

Unit exam

Skills

Reading and Vocabulary
Map Analysis
Essay Structures
Data Interpretation

AP Human Geography
Unit 4
Cultural Geographies

Reading Assignment

Knox/Marston Chapter 5

Time Frame

10-15% of course time

Topics

Culture as a Geographical Process
Cultural Systems
Geography and Religion, Language and Society
Cultural Nationalism
Culture and Identity
Globalization and Cultural Change
Cultural Regions

Assessment

Unit exam

Skills

Reading and Vocabulary
Map Analysis
Essay Structures
Data Interpretation

AP Human Geography
Unit 5
The Politics of Territory and Space

Reading Assignment

Knox/Marston Chapter 7

Time Frame

10-15% of course time

Topics

Geopolitical Model of the State
Boundaries and Frontiers
States and Nations
Theories and Practices of States
Transnational Political Integration
Regionalism and Sectionalism
Geographical Systems of Representation
Suburbs vs. Cities
Rural vs. Urban

Assessment

Unit exam

Skills

Reading and Vocabulary
Map Analysis
Essay Structures
Data Interpretation

AP Human Geography
Unit 6
Agriculture and Rural Land Use

Reading Assignment

Knox/Marston Chapter 8

Time Frame

10-15% of Course Time

Topics

Subsistence Agriculture

Pastoralism

Industrialization and Agricultural Revolutions

Forces of Globalization and Agriculture

Agro-Food Systems

Biotechnology and Agriculture

The Impact of the Environment on Agriculture

The Impact of Agriculture on the Environment

Famine and Undernutrition

GMO's

Urban Agriculture

Thunen Model

Assessment

Unit exam

Skills

Reading and Vocabulary

Map Analysis

Essay Structures

Data Interpretation

Outside research (will be needed for the Thunen model)

AP Human Geography
Unit 7
Industrialization and Economic Development

Reading assignment

Knox/Marston Chapter 9

Time Frame

10-15% of Course time

Topics

Unevenness of Economic Development
Gross Domestic Product (GDP)
Resources and Development
Types and uses of Energy
Cultivable Land
Industrial Raw Materials and resources
Newly Industrializing Economies (NIC's)
Agglomeration Effects and Ancillary Industries
Deindustrialization and Creative Destruction
Shifting patterns of Industrialization
International Trade, Aid and Debt
GATT and WTO
Interpretations of Patterns of Development
Regional Economic Cores and Regional Development
Core-Periphery Patterns
The Global Assembly Line-Role of the Third World in Industrialization
Economic Development and the Environment
Tourism and Economic Development

Assessment

Unit exam

Skills

Reading and Vocabulary
Map Analysis
Essay Structures
Data Interpretation

Unit 8

Urbanization

Reading:

Knox/Marston Chapters 10 and 11

Time Frame:

10%-15% of Course time

Topics

Urbanization

Urban Origins

Peripheral Urbanization

World Cities

Regional Trends and Projections

Megacities

Networking and Urbanization

Patterns of Urban Structure

Congregation and Segregation

Infrastructure Issues

Urban Design and Planning

New Patterns of Urbanization

COURSE WORK AND EVALUATION

The text is divided into 12 chapters and it is expected that the student will read the whole book by the end of the course. Each unit will count as 1/8 of the final grade. There will not be a separate mid-term or final examination. Each unit will include a set of questions/exercises/problems to be answered and returned to the instructor on a timely basis. There will also be some questions posted on the Discussion Board that students are expected to participate. Video conferencing opportunities will also occur. Some of the questions will come from the website that is connected to the course

(www.prenhall.com/knox) so Internet access is required. **It is expected that the course will be completed in 9 months. Any extensions must come from the Center For Talent Development.**

Course Due Dates

It is expected that the student complete 1/3 of the units within every 3 month period. You may only submit 1 unit in the last 2 weeks of any 3 month period as well. Please plan your schedule accordingly.

Text

Knox, Paul L., and Sallie A. Marston. *Places and Regions in Global Context: Human Geography*. 3rd edition Upper Saddle River, NJ: Prentice Hall. 2004
ISBN # 0-13-101518-4

EVALUATION PROCESS:

A grade of A- or higher means you demonstrate excellent retention and comprehension of the facts in question, and/or an ability to insightfully communicate your ideas.

A grade of B- to B+ indicates that you demonstrate skills that are above average and are carefully prepared, but lack the high level of mastery and/or insight of A work.

A grade of C- to C+ indicates average work. You have met the minimum requirements, but have demonstrated little in the areas of mastery and/or insight.

Below average work receives grades of D or D+. Such a grade indicates poor quality of intellectual ideas and/or retention of the facts in question. D grade usually signifies that the student has not read the materials.

F's are given to work that completely fails to comprehend, analyze, or reflect upon the material under consideration.

NU CTD Academic Honesty Policy

Students are expected to act with honesty and personal integrity in all of their academic work. This applies to all academic exercises including assignments, papers, labs and assessments. As you are learning, it is understandable that you will use the theories, ideas and finding of others. As a student you must demonstrate that you have synthesized the material in your answers and presentations. Using the words and ideas of someone else as your own is intellectual theft that robs you of an important opportunity to learn. Consequences for academic dishonesty may include grade deduction or failure of the course.

MEET YOUR INSTRUCTOR

Hank Haake (pronounced like the game hockey) has been teaching Advanced Placement Economics and Advanced Placement U.S. History for Glenbard West High School in Glen Ellyn, Illinois. A veteran of the classroom for 31 years Hank received his BA from Northwestern University and his MA from Northeastern Illinois University as well as countless post-Masters courses in Economics. He has also taught Online courses for the past 15 years for Northwestern University through their Center For Talent Development. He also teaches Economics at the undergraduate and graduate level for the University of St. Francis in Joliet, Illinois in both Online and traditional classroom formats. Hank has been selected for the Who's Who Among America's Teachers award for the last six editions.

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