AP Human Geography (APHuG)  
Course Syllabus 2014-2015

Instructor
David C. Burton, Southmoore High School Social Studies Department, Classroom N206
- MA in Political Science: International Affairs, 2003, University of Central Oklahoma.
- Mr. Burton maybe reached by telephone at 735-4900 (school) or 735-4947 (classroom) or by e-mail at davidburton@mooreschools.com.
- Information available on www.mooreschools.com/Page/25651
- Daily Schedule:
  8:20 to 9:17  AP United States History
  9:22 to 10:22 AP Human Geography
  10:27 to 11:24 Teacher Planning Period
  11:24 to 1:11  Departmental Planning Period/Lunch
  1:11 to 2:08 AP United States History
  2:14 to 3:11 AP United States History
*Mr. Burton is available outside of class time by appointment

Course Description
APHuG introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students will make use of spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools that geographers use in applying their science and practices. APHuG allows students to learn about world population issues, border disputes, and international conflicts. In addition, students are exposed to economic theories and models as well as world religions and the origins and diffusion of languages. Students will study urban development, industrialization, and city planning. APHuG prepares students for intermediate and advanced level college courses by making demands upon them equivalent to those made by a one semester introductory level college course. Students must be able to draw upon factual knowledge in order to exercise analytic skills intelligently. Solid reading and writing skills, along with a willingness to devote time to independent reading, homework, and study are necessary to succeed.

APHuG students can potentially earn college credit. College credit is determined both by the student’s score on the national AP Exam (given on May 15, 2015) and by individual university policies. Students and parents should understand that the focus of this course is the AP Exam and that all students, whether or not they intend to take the AP Exam, will be required to meet all expectations of the course.

Course Texts
other appropriate readings and resources (print and electronic) as selected by the teacher

Burton—APHuG—Syllabus—Page 1
## Course Outline

**Beginning of First Semester—August 19, 2014**

### Maps and Capital Cities

**Reading/Activities**
- Identifying locations of countries on maps of each of 4 regions: Europe, Africa, Asia/Pacific, and the Americas
- Identifying capital cities for each of the world’s countries

**Major topics:**
- Where are the various countries of the world located and what are their respective capital cities?

### Unit One: Geography: Its Nature and Perspectives

**Readings/Activities:**
- “Basic Concepts” (Landscape, Chapter 1)
- “Map Scale and Projections” (Landscape, Appendix)
- “True Maps, False Impressions: Making, Manipulating, and Interpreting Maps” (Kuby, Chapter 1)
- “Layers of Tradition: Culture Regions at Different Scales” (Kuby, Chapter 2)
- “Major Geographic Concepts” (Malinowski, Chapter 1)
- “Geography through the Ages” (Malinowski, Chapter 2)

**Major Topics:**
- How does geography help us to learn more about our surroundings and what resources and technologies are there to help us in this study?
- Who are the leaders of geographical study?
- How have the concepts and models of geographical study changed over time?
- How do the concepts of location, space, place, scale, pattern, regionalization, and globalization help us to learn more about our surroundings?
- What research and analysis skills are imperative for a thorough understanding of geography?

### Unit Two: Population

**Readings/Activities:**
- “Population and Health” (Landscape, Chapter 2)
- “Migration” (Landscape, Chapter 3)
- “Tracking the AIDS Epidemic in the United States: Diffusion through Time and Space” (Kuby, Chapter 3)
- “Newton’s First Law of Migration: The Gravity Model” (Kuby, Chapter 4)
- “One Billion and Counting: The Hidden Momentum of Population Growth in India” (Kuby, Chapter 5)
- “Population” (Malinowski, Chapter 3)
- “Geography of Health and Disease” (Malinowski, Chapter 4)
- “Migration Flows” (Malinowski, Chapter 5)

**Major Topics:**
- What are the significant issues for population density/distribution patterns?
- To what extent do the demographics of age, sex, race, and ethnicity impact population issues?
- In what ways do natural disasters/hazards and region variations impact population patterns?
- What historical trends are important for understanding population patterns?
- What are the significant theories surrounding population growth?
- How would the issues of health, fertility, and morality impact population patterns?
- What are the effects of economic, political, and social policies upon population demographics?
What factors, both voluntary and involuntary, prompt people’s choices for where they settle?
In what ways, both short and long-term, have populations impact their location?

<table>
<thead>
<tr>
<th>Unit Three: Cultural Patterns and Processes</th>
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<tbody>
<tr>
<td>Readings/Activities:</td>
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<tr>
<td>• “Folk and Popular Culture”</td>
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<tr>
<td>(Landscape, Chapter 4)</td>
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<td>• “Languages” (Landscape, Chapter 5)</td>
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<td>• “Religions” (Landscape, Chapter 6)</td>
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<td>• “Ethnicities” (Landscape, Chapter 7)</td>
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<td>• “Do Orange and Green Clash? Residential Segregation in Northern Ireland” (Kuby, Chapter 12)</td>
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<tr>
<td>• “Culture and Cultural Landscapes”</td>
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<tr>
<td>(Malinowski, Chapter 6)</td>
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<tr>
<td>• “The Geography of Language”</td>
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<td>(Malinowski, Chapter 7)</td>
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<tr>
<td>• “The Geography of Religion”</td>
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<tr>
<td>(Malinowski, Chapter 8)</td>
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<tr>
<td>• “Race, Ethnicity, and Gender”</td>
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<td>(Malinowski, Chapter 9)</td>
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| Major Topics:                           |
| • What are the significant traits or characteristics of human cultural? |
| • In what ways does culture become spread from one location to another? |
| • To what extent is the acculturation process obtainable within one generation? |
| • Where are the world’s primary cultural regions and what are their significant characteristics? |
| • To what extent are the world’s languages related to one another? |
| • What are the key similarities and differences of the world’s religions and ethnic groups and to what extent do they influence population? |
| • In what ways do perspectives of gender expectations distinguish cultures from each other? |
| • What influence does popular or folk culture have on human societies? |
| • In what ways do cultural attitudes and practices impact the environment? |
| • What are the significant aspects of cultural landscapes and identity? |

End of First Semester—Semester Exams—December 18 & 19, 2014
Beginning of Second Semester—January 6, 2015

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<thead>
<tr>
<th>Unit Four: Political Organization of Space</th>
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<tbody>
<tr>
<td>Readings/Activities:</td>
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<tr>
<td>• “Political Geography” (Landscape, Chapter 8)</td>
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<tr>
<td>• “Breaking Up Is Hard to Do: Nations, States, and Nation-States” (Kuby, Chapter 13)</td>
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<tr>
<td>• “A World of Nations and States” (Malinowski, Chapter 10)</td>
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<tr>
<td>• “Geography of Governance and Representation” (Malinowski, Chapter 11)</td>
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| Major Topics:                           |
| • What has been the historic purpose of defined territory and how does the concept of territory impact identity, interaction, and exchange? |
| • What prompted the transition from a city or village based state to the use of the ethnically based nation-state? |
| • To what extent has colonialism and imperialism facilitated the expansion of the nation-state concept and what issues
are present for future international interactions of nation-states?

- In what ways have unitary, confederation, and federal forms of government impacted the relationships of regions of people?
- In what way has the concept of sovereignty changed over time?
- In what ways has the fragmenting or uniting of nation-states and the international system of alliances impacted human populations?
- What is the spatial relationship between political patterns and the patterns of ethnicity, economy, and environment?
- In what ways has the division of territory into regional electoral districts impacted human populations and political activity, especially with regard to the practice of gerrymandering?

<table>
<thead>
<tr>
<th>Unit Five: Agricultural and Rural Land Use</th>
<th>Major Topics:</th>
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<tbody>
<tr>
<td>Readings/Activities:</td>
<td>What were the characteristics and influences of each of the major agricultural revolutions?</td>
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<tr>
<td>- “Food and Agriculture” (Landscape, Chapter 10)</td>
<td>Where are the primary bioclimatic zones and what are the primary agricultural systems within each zone?</td>
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<td>- “Food for Thought: The Globalization of Agriculture” (Kuby, Chapter 8)</td>
<td>In what ways are the economic markets of the world linked based on food production and consumption?</td>
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<td>- “The Geography of Economic Activity and Agriculture” (Malinowski, Chapter 15)</td>
<td>What inferences of land use are the basis for the major models of agricultural land usage?</td>
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<td>What patterns of settlement have been created based upon the type of agriculture developed within a region?</td>
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<td>In what sense has the Green Revolution and biotechnology effected modern agricultural techniques?</td>
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<td>In what ways has spatial organization of agriculture influenced the diffusion of industrial agriculture, the environment, and the availability of food supplies? What does the future hold?</td>
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### Unit Six: Industrial and Economic Development
#### @ Five weeks

**Readings/Activities:**
- “Development” (Landscape, Chapter 9)
- “Industry and Manufacturing” (Landscape, Chapter 11)
- “Help Wanted: The Changing Geography of Jobs” (Kuby, Chapter 6)
- “Rags to Riches: The Dimensions of Development” (Kuby, Chapter 7)
- “Preserving the Planet: Human Impact on Environmental Systems” (Kuby, Chapter 14)
- “Environment and Conservation” (Malinowski, Chapter 12)
- “Geographies of Production and Consumption” (Malinowski, Chapter 16)
- “Distribution and Transportation” (Malinowski, Chapter 17)
- “Development and Geography” (Malinowski, Chapter 18)

**Major Topics:**
- What are the key concepts in industrialization and development?
- How did the Industrial Revolution, and subsequent changes in the roles of energy and technology, effect human populations?
- In what ways have economic cores and peripheries evolved?
- What are the significant critiques of models of economic localization, industrial location, economic development, and world systems?
- How has spatial organization of agriculture influenced the variations in the development of the world economy?
- To what extent have deindustrialization and economic restructuring been influenced by issues of pollution, health, and an overall quality of life?
- In what sense has industrialization been influenced by environmental concern and issues of sustainability as well as local, regional, national, and international political policies?
- What is globalization and what role do networks play in globalization?

### Unit Seven: Cities and Urban Land Use
#### @ Four Weeks

**Readings/Activities:**
- “Services and Settlements” (Landscape, Chapter 12)
- “Urban Patterns” (Landscape, Chapter 13)
- “Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy” (Kuby, Chapter 9)
- “Reading the Urban Landscape: Census Data and Field Observation” (Kuby, Chapter 10)
- “The Disappearing Front Range: Urban Sprawl in Colorado” (Kuby, Chap. 11)
- “Urbanization and Urban Networks” (Malinowski, Chapter 13)
- “The Changing Structure of the City” (Malinowski, Chapter 14)

**Major Topics:**
- What is urbanism?
- What key historical patterns and system models of migration and urban growth led to the development of the city, the metropolis, and the megalopolis?
- Over time, how has the character of cities been impacted by changes to employment mixes, demography, and social structures?
- What are the models of internal city structuring, including the ideas of urban planning and design?
- How have the needs for transportation and infrastructure been addressed by local, regional, and national political organizations?
- To what extent have demographic
settlement patterns (de jure or de facto) based on race, ethnicity, gender, age, and socio-economic class effected the development of urban and suburban areas?

- What role(s) do urban regions play in globalization?

Review All Seven Units in Preparation for National AP Exam

National AP Human Geography Exam—May 15, 2015
End of Second Semester—Semester Exam—May 26 & 27, 2015

Course Assignments and Activities

Activities:
Various strategies will be used in class to assist students in developing factual knowledge. Lectures, discussions, debates, and various small group collaborative activities will be used to deepen students’ understanding of concepts gained through the required overnight readings. Significant time will also be used to develop students’ abilities to analyze physical representations of the earth (esp. various map projections), demographic data, regions and locations, and images. Relevant excerpts from documentaries and movies will be used to help enhance students understanding of the key concepts and locations addressed in the course (any video shown is for educational and not entertainment purposes).

Readings:
Linked on Mr. Burton’s school website is a calendar of all required readings and other homework assignments; students are expected to have that day’s reading assignment or homework completed by the time they arrive in class. Assigned overnight readings will come primarily from The Cultural Landscape: An Introduction to Human Geography (Landscape) with additional excerpts/selections from the supplemental course texts, periodicals, and websites. In the event that the assigned reading is from Landscape, students will need to be prepared for a reading quiz or other assessment covering the reading. Students are encouraged to take notes from each assigned section of Landscape on ONE side of ONE 3” x 5” index card; the note card may then be used during the potential reading quiz provided they are in the students’ individual handwriting. The exact date that a reading quiz will be given will NOT be announced ahead of time; therefore students are expected to consistently read and be prepared for the potential of having a reading quiz. Vocabulary, guided reading questions, and other homework assignments are due at the beginning of class on the day they are due.

Free Response Questions:
APHuG will help students to develop the skills necessary to present a cogent argument based upon critical analysis of the prompted question and their understanding of geography. Students will be presented with a multi-component prompt which will generally require 1) defining terms relative to geographic studies in an in-depth manner and then analyzing the terms within in the context of specific world regions or case studies or 2) identifying an example of a concept or term and then explain in an in-depth manner the overall relevance of the item identified to a specified geographic situation.

Tests:
At the conclusion of each unit of study, students will be a given a unit test. These unit tests are comprehensive and will include material previous covered within the course. Unit tests will be given in two parts and typically require two class days: 1) free response and 2) multiple choice. The free
response and multiple choice components of each unit test are designed to mimic the format of the College Board’s AP Exam. The College Board’s AP Exam is optional but strongly recommended.

**Assignments and Major Projects:**
Various in-class written assignments, projects, and activities will be used so as to facilitate students in a deeper interaction with APHuG curricular content. Such assignments will include analyzing information in various printed and electronic resources as well as evaluating maps, graphs, charts, and other statistical information relative to the interaction among Earth and its human populations.

- **Identifying Key Terms:** For each chapter of Landscape, a list of key terms will be given to each student. Students will need to compose a definition for each term in their own words and then give a real-world example for each term.
- **Online Country Portfolio:** Each student will create website portfolio so as to help compare/contrast each of four assigned countries. These countries will represent various regions of the world and levels of development. Throughout the school-year, students will research information for each country based upon the topics of the current unit. The website-portfolios will help students 1) apply abstract course concepts with concrete examples, 2) develop detailed and specific information upon which to use within potential free response questions in class and on the AP Exam, and 3) develop skills in and interact with twenty-first century technologies.

**Inclement Weather:**
Oklahoma’s weather can, at times, create occasions when school must be unexpectedly closed. This is especially true during winter ice storms. Students should understand that loss of classroom time due to such weather related closing does not change the date of the College Board’s AP Exam; MPS cannot change this date. As such, students **MUST** continue to keep up with the reading calendar despite school being closed. Dates on the calendar must remain intact so as to keep up the pace to prepare you for this high stakes exam. If we miss a unit test day, it will be made up on the next school day in session.

**Grading Policy**
Each assignment will be appropriately placed into one of the following categories: Homework Reading Assessments, In-Class Activities, Online Portfolio, and Free-Response Questions & Tests. Each category will be weighted as follows to determine the student’s overall grade:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework Reading Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>15%</td>
</tr>
<tr>
<td>Online Portfolio</td>
<td>20%</td>
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<tr>
<td>Free-Response Questions &amp; Tests</td>
<td>30%</td>
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<tr>
<td>Semester Test</td>
<td>15%</td>
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The weighting for the semester exam is part of SHS’s Social Studies Department policy. Letter grades, based upon MPS School Board Policy, are determined as follows:

- **A** = 90 to 100%
- **B** = 80 to 89.99%
- **C** = 70 to 79.99%
- **D** = 60 to 69.99%
- **F** = 59.99% and below

Mr. Burton does not support grade inflation, thus grade percentages in this class will not be rounded. Extra credit will be offered from time to time to the full class (not simply to individual students); extra credit, however, should not be considered as a substitute for class work.
Original Work
It is expected that all work submitted by each student will be his/her own work. In the event that an assignment has been specifically noted as a group project each student must productively contribute to the group’s product. Any form of cheating (giving OR receiving any form of assistance not specifically authorized by the teacher) and any form of plagiarism (unauthorized and/or undocumented use, even in part, of another person’s work, whether directly quoted or paraphrased) will constitute a zero being awarded for the project. Please reference the integrity contract for further information on this topic.

Make-Up Work
It is the responsibility of the student to contact the teacher regarding any assignments missed due to the student’s absence from class. This should be done on the very next school day that the student is in class. School Board policy, as noted in the Student Handbook, states that if the absence is due to a school related activity it is the responsibility of the student to request the assignment PRIOR to the absence and to have it completed upon returning to class. If the missed assignment is a quiz or a test the student must schedule a time outside of class to make-up the quiz or test; typically this will be before school, after school, or during lunch time. Credit for make-up work will only be considered once the absence has been verified by the student’s grade office (parent called in, doctor’s note, school activity, etc). Students will not receive credit for assignments missed due to truancy.

Late Work
SHS’s Social Studies Departmental Policy holds that regular classroom assignments which are not handed in on time will be accepted one day late for a 25% reduction in credit (75% is the maximum that can be earned)—no credit after that point. Projects with announced deadlines must be turned in on or before such deadline without exception—being sick on the deadline date is not an excuse for turning a project in late in that the project could have been turned in earlier.

Behavioral Expectations
All students are expected to:
1. adhere to all rules and regulations as outlined within the Student Handbook (attendance, behavior, electronic devices, dress code, and wearing student IDs, etc).
2. be in the classroom (or other designated area) and ready to work when the tardy bell starts to sound, otherwise the student will be counted as tardy.
3. take care of personal matters (drinks, restroom visits, locker stops, personal grooming, socializing, etc) prior to arriving within the classroom.
4. bring all necessary supplies (textbooks, notebooks, homework, pens/pencils, paper, agendas, etc.) to class each day; (failure to have necessary items may result in tardy).
5. pay attention to all directions and due dates that are given in class.
6. be respectful of all classmates and the instructor.

Failure to follow the listed expectations:
1st Time: Verbal Warning and/or Private Conference
2nd Time: 15-minute detention and/or 500 word essay
3rd Time: 30-minute detention and/or 1000 word essay; plus parental notification
4th Time: Written referral to grade office/principal
Severe Disruption: Student will be sent IMMEDIATELY to grade office/principal—failure to go will result in being counted absent.