

## **AP Human Geography Syllabus 2015-16**

**Instructor:** Mr. Vazquez

**Class:** J-223

**Office Hours:** Mon – Fri: 1<sup>st</sup> half of lunch,

After-school tutoring provided when requested - please schedule by email.

**Email:** [avazquez@gstarschool.org](mailto:avazquez@gstarschool.org)

### **Course Description**

The AP Human Geography course is designed to introduce students to a rigorous college-level instruction in a creative and effective learning environment. The course will provide insight into the environmental, social, and cultural aspects of Human Geography which will help prepare students for life in an ever-changing world.

### **Course Objectives**

1. Students will demonstrate an understanding of the principle themes in human geography.
2. Students will develop an ability to analyze geographic data.
3. Students will develop an ability to analyze and to express geographical understanding in writing.
4. Students will build their reading, writing, critical thinking and discussion skills.

### **Main Text**

Human Geography: People, Places, and Culture, 9<sup>th</sup> edition: *Fouberg, Murphy, and de Blij*

### **Materials Needed**

- Blue or Black ink pens and pencils
- Notebook dedicated to this class
- Highlighters (not required everyday)
- Textbook

### **Classroom Policies**

Classroom policies are the rules and guidelines our class follows, in addition to those established by G-Star School of the Arts (All G-Star rules and expectations are enforced). Each student is expected to know, understand, and follow these policies.

### **Attendance**

Prompt daily attendance is expected. All students must be seated and prepared to learn when the bell rings. Each tardy could cost you participation credit and negatively influence your grade. Additionally, if a student is aware of upcoming excused absences, it is her/his responsibility to arrange for make-up or alternative work. A friend in class is helpful to collect materials and information if you are absent.

## **Classroom Behavior**

You are a member of a community of learners. For any community to thrive, certain concepts must be embraced. It is expected that each student will:

1. Do their best at all times.
2. Use their imagination and creativity when doing assignments.
3. Come to class with a positive attitude.
4. Ask questions often.
5. Be respectful of their teacher and classmates at all times.
6. Do the classwork and homework and turn it in on time.
7. Come to class on time with all necessary materials.
8. Keep the work area neat by picking up trash at the end of the class.
9. Respect themselves and their abilities by setting high goals and working towards those goals.

***Active participation and preparedness is expected at all times.***

## **Grading Policy**

Quarterly grades will be determined by a variety of methods: homework, quizzes, tests, projects and participation. Your grade will always be accessible online (I will try to keep it as updated as possible). Grading scale is as follows:

**A = 100 – 90, B = 89 – 80, C = 79 – 70, D = 69 – 60, F = Below 60**

## **Assignments**

1. Homework is due at the beginning of class. If a student misses a class because they were late to school or left early, they are responsible to hand in their assignment that same day. Homework should be done with a pencil, a blue or black ink pen, or typed. I need a hard copy, not an email or digital file provided on a flash drive.
2. Students who have an EXCUSED absence for a class may turn in their homework and any class assignment that they missed at the start of the next class. Students are responsible for writing notes in the Cornell notes format.
3. Per the Social Studies Department Policy LATE assignments are not accepted.

## **Useful links:**

AP Human Geography – Student and Parent sites

<https://apstudent.collegeboard.org/apcourse/ap-human-geography>

<https://bigfuture.collegeboard.org/majors/social-sciences-geography>

AP Human Geography Course Home Page

[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/8154.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html)

## Course Outline and Schedule:

- I. Introduction to Human Geography** (~2 weeks) Aug 17 – Sept 4
    1. What is (Human) Geography?
    2. What are the questions geographers ask?
      - The 5 themes of geography
    3. Why do geographers use maps and what do maps tell us?
    4. How do geographers describe where things are?
    5. Why are some human actions not sustainable?
      - Map scale and projections (appendix) reading and map exercises
      - Unit 1: Geography: Its Nature and Perspectives – study guide handout
  
  - II. Population (and Health)** (~2 weeks) Sept 8 – 21
    1. Where is the world's population distributed? ...and why?
    2. Why is global population increasing?
    3. Why does population growth vary among regions?
    4. Why do some regions face health threats?
    5. How do governments affect population change?
      - Unit 2: Population - study guide handout
  
  - III. Migration** (~2 weeks) Sept 21 – Oct 5
    1. What is migration?
    2. Why do people migrate?
    3. Where do people migrate?
      - Interregional and intraregional migration
    4. How do governments affect migration?
      - AAG CGGE Migration Case Study
  
  - IV. Folk (Local) and Popular Culture, Cultural Landscapes** (~2 weeks) Oct 5 – 19
    1. What are the characteristics of Folk and Pop Culture?
    2. How are Local Cultures sustained?
    3. How is Pop culture diffused?
    4. How can Local and Pop Cultures be seen in the Cultural Landscape?
    5. Why do Folk and Pop Culture face sustainability challenges
- End of 1<sup>st</sup> 9 weeks**
- V. Identity: Race, Ethnicity, Gender, and Sexuality** (~2 weeks) Oct 19 – Nov 2
    1. What is Identity and how are Identities constructed?
    2. How do places affect Identities and how can we see Identities in Places?
    3. How does Geography reflect and shape power relationships among groups of people?
      - Why do ethnicities have distinctive distributions?
      - Why do ethnicities engage in ethnic cleansing and genocide?

**VI. Languages (~2 weeks) Nov 2 – 24**

1. What are languages and what role do they play in culture?
  2. Why are languages distributed the way they are?
  3. How do languages diffuse?
  4. What role does language play in making places?
- Language Diversity: preserving lesser-used languages
  - Global dominance of the English language

**VII. Religions (~2 weeks) Nov 30 – Dec 18**

1. What is religion and what role does it play in culture?
  2. Where did the major religions of the world originate and how did they diffuse?
  3. How is religion seen in the cultural landscape?
    - Why do religions organize space in distinctive patterns?
  4. What role does religion play in political conflicts?
    - Why do territorial conflicts arise among religious groups?
- Unit 3: Cultural Patterns and Processes - study guide handout

**End of 2<sup>nd</sup> 9 weeks – Holiday Break Dec 21 – Jan 4**

**VIII. Political Geography (~2 weeks) Jan 5 – 22**

1. How is space politically organized into states and nations?
    - What are the challenges in defining states?
  2. How do states spatially organize their governments?
  3. How are boundaries established and why do boundary disputes occur?
  4. What is Geopolitics and how does it help us understand the world?
    - competition, alliances, and terrorism
  5. What are Supranational Organizations and what is the future of the state?
- Unit 4: Political Organization of Space - study guide handout

**IX. Agriculture (~2 weeks) Jan 25 – Feb 8**

1. How and where did agriculture originate?
  2. How did agriculture change with industrialization?
  3. How and where is agriculture distributed?
  4. What imprint does agriculture make on the cultural landscape?
  5. What is the global pattern of agriculture?
    - Challenges facing farmer in the developed and developing regions
    - Agribusiness and sustainable agriculture
- Unit 5: Agriculture: Primary Economic Activity - study guide handout

**X. Development (~2 weeks) Feb 8 – 22**

1. How do you define and measure development?
2. How does Geographical Situation affect development?
3. What are the barriers to and the costs of economic development?
4. How do political and economic institutions influence development within states?
  - Gender inequality
  - Energy supply and demand

**XI. Industry and Services (~2 weeks) Feb 22 – Mar 17**

1. Where did the Industrial Revolution begin and how did it diffuse?
  2. How do location theories explain industrial location?
    - Why are Site and Situation factors important?
  3. How has industrial production changed over time?
  4. Where are the major industrial regions of the world and why are they there?
  5. What is the Service Economy and where are services distributed?
    - Consumer services, business services
  6. Why do Services cluster in settlements?
    - Rural, Urban
- Unit 6: Industrialization and Economic Development - study guide handout

**End of 3<sup>rd</sup> 9 weeks – Spring Break: Mar 21 – 25**

**XII. Urban Geography (~2 weeks) Mar 28 – Apr 11**

1. When and why did people start living in cities?
  2. Where are cities located and why?
  3. How are cities organized and how do they function?
  4. How do people make cities?
  5. Why are urban areas expanding?
  6. What are the challenges cities face?
  7. What role do cities play in globalization?
- Unit 7: Cities and Urban Land Use - study guide handout

**XIII. Human – Environment Interaction (~2 weeks) Apr 11 – 25**

1. How has the earth's environment changed over time?
2. How have humans impacted earth's environment?
3. What are the major factors contributing to environmental change today?
4. How are humans responding to environmental change?

**XIV. Globalization and the Geography of Networks (~1 week) Apr 25 – May 2**

1. What is globalization and what role do networks play in globalization?
2. At what scales do networks operate in the globalized world?

**Review and prepare for exam (~2 weeks) May 2 – 12**

**AP Human Geography Exam: May 13, 2015**

**Syllabus Signature Page**  
**Parent Contact Information**

Instructor: Mr. Vazquez  
Course: AP Human Geography  
Term: 2015-16

I \_\_\_\_\_, do agree that I received a copy of the course syllabus for the class mentioned above. I understand the course requirements and have reviewed the information with my parent/guardian.

\_\_\_\_\_  
Student Print Full Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Print Full Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Contact Information:**

Parent/Guardian Phone: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_

Preferred method of contact: Phone [ ] Email [ ]