

Advanced Placement Human Geography
Course Syllabus
DeWitt High School
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COURSE OVERVIEW

AP Human Geography is an 18-week course designed to fulfill the curriculum requirements of a university human geography course. The course 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 employ spatial concepts and landscape analysis to study human social organization and its environmental consequences. The geographic concepts emphasized throughout the course are: globalization, diffusion, assimilation, acculturation, integration, interaction, location, space, scale, pattern, regionalization, and place. The course is organized into a prescribed set of topics:

1. Geography: Its Nature and Perspectives
2. Population and Migration
3. Cultural Patterns and Processes
4. Political Organization of Space
5. Agriculture, Food Production, and Rural Land Use
6. Industrialization and Economic Development
7. Cities and Urban Land Use

COURSE OBJECTIVES:

1. The student will develop a geographic perspective to better understand the relationship between people and events at varying degrees of scale.
2. The student will use interpretive abilities to develop spatial concepts at different scales.
3. The student will use spatial concepts, geographic terminology, and landscape analysis to examine human organization of space at multiple levels of scale.
4. The student will use and interpret maps, data sets, and geographic models from different sources to evaluate the human landscape. This includes sources from GIS, aerial photographs, and satellite images and data sets from NGO's and Government agencies.

COURSE MATERIALS

The programs in this series are used for specific case studies within the required course themes. Additional case studies, reading from current resources, films, photographs, and field study work will supplement the main textbook.

Rubenstein, James M., *The Cultural Landscape: An Introduction to Human Geography*. New Jersey: Pearson, 2017.

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 the sources used in this course are:

Human Geography: People, Places, and Change;
Annenberg Films
The Economist
New York Times

Foreign Policy
Population Reference Bureau
Census Department
Earth Magazine

SELECTED WEBSITES:

United Nations Development and Trade
Globalization 101
GlobalPolicy forum
www.globalpolicy.org/globaliz/
NASA Photo Gallery
<http://www.nasa.gov/gallery/photo/index.html>
Teaching Geography/Annenberg/CPB
<http://www.learner.org/channel/workshops/geography/>
The Lonely Planet <http://www.lonelyplanet.com/>
Population Pyramids & World Info
<http://www.population.com/>
United States Census Bureau www.census.gov
Center for Immigration Studies <http://cis.org>
Economist.com
<http://www.economist.com/countries/>
Human Development Reports
<http://hdr.undp.org/reports/default.cfm>
UNHCR Statistics
<http://www.unhcr.ch/cgi-bin/taxis/vtx/statistics>

World Economic Forum
<http://www.weforum.org>
Environmental Protection Agency www.epa.org
Institute for Agriculture and Trade Policy
www.iatp.org
National Agricultural Library www.nal.usda.gov
National Agricultural Statistics Main Page
<http://www.usda.gov/nass>
U.S. Dept. of Agriculture www.USDA.gov
Foreign Policy Association <http://www.fpa.org/>
Foreign Policy Organization
www.foreignpolicy.com
The Carter Center <http://www.cartercenter.org>
World Press Review <http://worldpress.org/>
National Atlas.gov www.nationalatlas.gov
The Living Earth, Inc./Earth Images
<http://livingearth.com/>
Earth Observatory
<http://earthobservatory.nasa.gov/>

GRADING:

Grades will be given in the following areas as described above:

1. Homework Assignments
2. Projects
3. Written Assignments (article/journal reviews, short position papers, etc.)
4. Reading and note-taking
5. Examinations (reading quizzes, multiple-choice examinations and essay questions)
6. Classroom effort, and participation

Note: Examinations will be given in the AP format that they will see on the exam in May. This may lead to having exams split up over two days in order to have the accurate time allotment.

Evaluation:

- Summative 80% (This category includes essays, and examinations)
- Formative 20% (This category includes homework, classwork, case studies, and participation)

NOTE: All assignments are due at the beginning of class. Work received after that class period is late, and will have points deducted as a penalty. The amount of points is at the discretion of the teacher.

Grading Scale:

A = 93-100 A- = 90-92.9 B+ = 87-89.9 B = 83-86.9 B- = 80-82.9 C+ = 77-79.9 C = 73-76.9
C- = 70-72.9 D+ = 67-69.9 D = 60-66.9 E = Below 60

Late Work and Make-Up Work/Examinations:

When a student is absent, they should see me immediately upon returning to school to obtain the missed assignment and turn it in by the date set by the teacher. Late work will be penalized by ten percent for each day

after the assignment is due.

Examinations must be made up within one calendar week of the day they were originally given. A student may retest or redo failed summative assignments. A student must receive re-teaching before being eligible to retest or redo. The re-teaching and retesting will occur outside of the normal class time. The purpose of retesting or redoing an assignment is to demonstrate mastery. The timeframe to retest or redo is five (5) school days after the original grade. All retesting must be complete prior to the end of the grading period. All summative assignments will have at minimum two days available for retesting. Semester exams are not eligible for retesting. A student will only be allowed to retest/redo a summative assignment once.

AN IMPORTANT NOTE ON ACADEMIC INTEGRITY:

This or any class promotes your growth only as much as you commit to learning. Cheating is devastating to your grades if you are caught, but it is always devastating to your learning and personal growth.

COLLEGE BOARD:

The College Board creates the Advanced Placement outline for each AP course offered in the country. The College Board website has many useful tips, strategies, resources, and general information on AP Human Geography and all Advanced Placement courses. It would be beneficial to navigate the site throughout the year in order to gain insight into how the course is outlined in order to be more prepared for the Human Geography National Exam.

www.apcentral.collegeboard.com

SOME FINAL THOUGHTS AND INSIGHTS ABOUT THIS COURSE & YOUR SUCCESS IN IT:

Focus on the course material, not on the grade. Remember that the student who receives high grades in my course will not necessarily receive the top score on the AP examination, though the odds are good that they will. A good routine throughout the school year will translate into a set of skills necessary to conquer a rigorous one-day examination for which there is no adequate way to examination, but that doesn't guarantee that a student will receive a qualifying score on this one-time examination.

Reading is both essential and a necessity in the study of geography. Reading is to be done for the day assigned to complement the activities in class. Do not expect to gain a firm foundation reading the text material or other supplementary materials the night before an examination. You cannot rush through readings at the last minute and expect to grasp the subtler aspects of the authors' arguments, and that is where some of the most important material is likely to reside. Therefore, have the readings from the text and other assigned readings done by the date assigned. I urge you to take notes as you read. Your textbook is a well written secondary source that is entertaining to read, and it will help "fill in the gaps."

Ultimately, each student must put forth a college-level effort to earn high grades in this class. My goal is to provide each student with the best geography education that one could hope for, and in the process, give each student the support they will need to perform well on the AP examination.

Supplies:

Students will need a sturdy 2-inch three-ring binder in which to collect and organize their work. Students will need to bring 8 dividers for their binder. Things like old manila folders or pieces of card stock will work wonderfully for dividers. Colored pencils (at least 15 different colors) will also be used in some sketch mapping. If there is any problem obtaining these items, students should see me.