**AP Human Geography Syllabus  
Mr. Bosworth (Room 09-009 - bosworthb@gm.sbac.edu)**

Course Overview

Human Geography is the study of how we as people make places, organize space and society, interact with each other, and make sense of others and ourselves along the lines of locality, region, and world. The purpose of this course is to systematically analyze and comprehend the spatial patterns that are evident in the world in which we live. Students employ a combination of social, economic, and spatial metrics along with landscape analysis to examine not only human social organization but also its socioeconomic and environmental impact. They also become exposed to the tools and methods geographers use in their field of study and practice. Ultimately, this course seeks to offer a broad exposure to major contemporary global concepts and attempts to provide students with a flexible framework with which they can make sense of the individual and collective challenges faced by human beings.

Course Materials

**Primary text and information:**

* *The Cultural Landscape,* 10th Ed. Rubenstein, James
* *Visualizing Human Geography,* Greiner, Alyson L.
* *Website*: **aphugworld.weebly.com**

Organization of Course

The course will be broken into seven units. These units are designed according to the structure suggested by Advanced Placement (or AP).

* Nature of and Perspectives on Geography
* Population & Migration
* Cultural Patterns and Processes
* Political Organization of Space
* Agricultural and Rural Land Use
* Industrialization and Economic Development
* Cities and Urban Land Use

Grading Scale for Work

90-100= A 87-89= B+ 80-86= B 77-79= C+ 70-76= C 67-69= D+

60-66= D 0-59.5= F

Evaluation

Not all homework is created equal, nor are all homework assignments. I’ve grouped grading categories by the complexity and general difficulty rather than the behavior associated with the task. A map quiz on South American countries is not as complex as a quiz on entire textbook chapter.

* 35% - **Foundations**
  + The Foundations section consists of assignments related to vocabulary, map quizzes, and the identification of concepts and relevant models. It is critical to your success in this course for students to become fluent in the vocabulary of human geography. The course vocabulary is your foundation, or your 'skeleton,' of geographic knowledge.
* 35% - **Application**
  + The Applications section 'fleshes out' the skeleton by applying the form and substance of academic perspective through the use of primary and secondary sources. Understanding human geography in its temporal or chronological context can be challenging, but, by integrating a variety of perspectives students can better develop a healthy understanding of the rest of the course as well as the world around them. Textbook chapter quizzes, study guides, and assignments related to in-class films, videos, and multimedia would likely fall under here.
* 30% - **Context**
  + Human geography is an intellectually inclusive field of study, allowing us to refine our geographic perspectives by including other fields of study such as history, environmental science, psychology, and economics. This section represents grades on assignments that have a wider context. Tests and projects, and Free-Response-Questions (FRQs) are examples of assessments that typically fall here.

**Tests** – These are strongly tied to the textbook, website material and classroom lectures/notes. Most tests will be given on two consecutive days. The first day will be multiple choice and the second day will be Free Response Questions (FRQ). The multiple choice and FRQ are individual tests and both tests’ scores are weighted identically in the overall grading scheme, as the AP Human Geography Exam itself is scored.

**Study Guides** – Each unit that we cover in class has a corresponding study guide. The study guide will be given at the beginning of a unit and collected on test days. Students must expect and insure that they receive a study guide at the beginning of each unit especially if absent on days after a test, and study guides can always be found online on my website. Copying homework is regarded as cheating. Students are responsible for staying informed on all due dates.

**Due Dates** – All due dates or any other relevant dates for my class will be posted clearly on my classroom whiteboard. Students should stay prepared and up-to-date.

Goals of AP Human Geography for All Students

1. Use and think about maps and spatial data
2. Understand and interpret the implications of associations among phenomena in places.
3. Recognize and interpret at different scales the relationships among patterns and processes.
4. Define regions and evaluate the regionalization process.
5. Characterize and analyze changing interconnections among places.

The Human Geography AP Exam

**Format for the Exam**: The AP Human Geography Exam consists of two sections. In Section I, which is 60 minutes long, students must answer 75 multiple-choice questions; in Section II, which is 75 minutes, they must answer three essays within the allotted time. The exam covers a one-semester introductory college course in human geography.

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| --- | --- | --- | --- |
|  | **% of Grade** | **Number of Questions** | **Minutes Allotted** |
| **Section I** | 50 | 75 | 60 |
| **Section II** | 50 | 3 Essays | 75 |

**Free Response Questions:**

Here students are asked to answer three constructed response questions. The questions may require students to interrelate different topical areas and to analyze and evaluate geographical concepts. Questions may be based on a variety of stimulus material such as verbal descriptions, maps, graphs, photographs, and diagrams. Students are expected to use their analytical and organizational skills to formulate answers in writing their responses.

**Note to Parents**

This course studies the manner in which human beings interact with the space around them. This interaction includes in part the study and/or discussion of the following difficult or controversial topics: war, death, religion, sexuality and sexual preference, population control, birth control, genocide, slavery both past and present, poverty, racism, political systems ranging from capitalism to Marxism, concurrent elections and candidates' platforms and positions, and a variety of other potentially divisive issues.

It is my most fundamental goal to ensure my classroom is a safe and welcoming place for a variety of viewpoints and consequently students will be encouraged to discuss their views, and consider other students' viewpoints with civility. Students are encouraged to develop patience and tolerance when facing opposing views or when encountering divergent thinking and should communicate their views with respect for the process of dialogue and discussion, regardless of whether they respect the viewpoints they encounter.

Respecting the fact that this course is not a "history" course but far more a contemporary study of our world today, I frequently employ multimedia, and technology as part of my curriculum. I try to show one film per unit, and lean heavily towards foreign films. My goal is to give students a visual example of what we are learning about. A film from South Africa on HIV covers far more than just the plot. Students are encouraged to analyze the landscapes they see, the types of employment, the gender roles, the quality of housing, medical care, roads and infrastructure and so on. I cannot stress enough how valuable these multimedia glimpses of the world prove when it comes to attaining deeper levels of understanding for our course. In essence, multimedia serves as our way of travelling the world and actually turning abstract concepts into more concrete understanding. Some of these films may or may not be “R” rated. As we study ourselves as human beings it is impossible to truly teach about some of our most important aspects with a “gloves on” approach. Genocide, war, death, starvation and similar issues are by their very nature mature and tough concepts to grasp. Below you will find a list of potential films that ***may*** be shown in this course, and not all of these films can or will be shown. If you object to a specific film please make note of this on this form. ***If you have no objections then no action need be taken.***

Yesterday (South African)

Coherence

Tsotsi

Sometimes in April

God Grew Tired of Us

Our Daily Bread (Documentary on Agriculture)

The Boys of Baraka

What We Do in the Shadows

The Namesake

Adam’s Apples

To Live

The Kite Runner

Intouchables

Sin Nombre

Donnie Darko (post AP Exam)

About Time

Hunt for the Wilderpeople

Slumdog Millionaire

Persepolis

Whale Rider

Submarine

Mary & Max

Mustang

Welcome to Happiness

Please indicate films of concern if you have objections. Thank you!

Student Name:

Student Name (Please Print):