

AP Human Geography Expectations, Description and Summer Reading Assignment

*As a student entering into AP Human Geography you are **required to read the book listed below and complete the attached summer article assignment.***

- Diamond, Jared. Guns, Germs and Steel. New York: W.W. Norton & Co., 1997.

This book should be read over the summer vacation. There will be a written exam upon your return in September. This will count as the first test grade for the course. Please take note of the course description, objectives and expectations written below.

Course Description: AP Human Geography is designed to be a college introductory geography course. It aims to introduce students to the basic concepts of human geography and provide a geographic framework for the analysis of current world problems through the use of case studies. The course develops the students' ability to ask geographic questions; acquire, organize and analyze geographic information; and answer geographic questions. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Course Objectives:

- ⇒ List and explain the building blocks of human geography
- ⇒ Identify patterns of population distribution, growth and decline and connect these patterns to different stages of economic development
- ⇒ Identify different types of migration and explain the reasons for each
- ⇒ Describe the origins, development and distribution of different languages and explain how language can be either a unifying or a divisive factor
- ⇒ Describe the origins, development and distribution of different religions and explain how religion can be either a unifying or a divisive factor
- ⇒ Define a nation-state and identify the factors that determine the power/influence a nation-state has in the world community
- ⇒ Describe how economic development is measured and identify possible paths to economic development
- ⇒ Explain the differences between intensive and extensive subsistence agriculture and the differences between intensive and extensive commercial agriculture
- ⇒ Describe the distribution pattern of industry and explain the factors underlying industrial location decisions
- ⇒ Explain the origin, distribution and growth of settlement areas and explain why these people and activities display particular spatial patterns
- ⇒ Apply geographic methods to the contemporary issues of energy, pollution and food production
- ⇒ Use and think about maps and spatial data sets
- ⇒ Understand and interpret the implications of associations among phenomena in places
- ⇒ Recognize and interpret at different scales the relationships among patterns and processes
- ⇒ Define regions and evaluate the regionalization process
- ⇒ Characterize and analyze changing interconnections among places

Methods of Instruction: "Learn by doing", experience-based, each other, required text and readings, video, shared writings, and discussion. Applied activities will serve a very important function in the course-they will help students develop the skills of observation and analysis they need to see the world around them with a geographic eye. Because geography is less about particular content than about a methodology and special perspective, application of geographic analysis-"doing geography"- will be an important part of the course. Every opportunity will be taken to apply concepts and models to real world examples, both to measure the relevance of a concept and to test the utility of a given model as a generalization of reality.

Attendance and Expectations: The student is expected to actively participate in all class activities. Therefore, students should attend all class sessions and review material before each class meeting. The student needs to be **prepared** for any and every aspect of this course. Excused absences will be considered to an illness, family crisis, or approved institutional activity. A missed class session due to any institutional activity must be verified in writing to me in order for it to be excused. Unforeseeable absences will not be excused unless the student provides the instructor documentation and verification within one week of the missed class. The student is expected to make up an exam missed within one week returning to class at a time mutually decided upon with the instructor. Late work is not accepted unless due to an absence with in conjunction with the reasoning above. **Each student is required to take the AP exam for this course.**

Plagiarism: Plagiarism is using other's work, ideas, or passages and representing them as your own. This unethical practice of plagiarism either on a written/oral assignment or exam will result in a failing grade for the assignment and possibly the course.

Course Requirements:

- ⇒ Class attendance and participation
- ⇒ Exams based on in-class experiences, presentations, and reading assignments
- ⇒ Projects assigned throughout year
- ⇒ In class and homework assignments (**on average there is a 2-page paper every week**)

**AP HUMAN GEOGRAPHY
2008-2009 SUMMER ASSIGNMENT**



Objectives: The purpose of the AP Human Geography summer assignment is to encourage students to ...

- a) Consider the importance of geography to human activities and development
- b) Develop an expertise in one country and its surrounding region

Assignment:

I. AP Human Geography Notebook

Your first task is to select a decent-sized (2" +) three-ring binder notebook that you will use to keep yourself organized throughout the year.

II. Country Portfolio

The first section in your notebook should be designated "[Country Name] Portfolio." Throughout the course of the year you will be our resident **EXPERT** on this nation and its region of the world.

A) OK – this part is easy. The first item in your Country Portfolio should be the CIA World Factbook's Country Profile for your assigned country. The printout will be about 9-10 pages long, but will allow you to quickly access the important data for your country during the year. The Factbook is online at <http://www.cia.gov/cia/publications/factbook/index.html> look for the pull-down menu.

B) This part's a little tougher. Over the summer, you will be expected to locate and read at least ten news articles pertaining to your country that demonstrate the IMPORTANCE OF GEOGRAPHY to your country's development and situation – in other words, they should somehow reflect the impact of the country's location on the face of the Earth. The number of potential topics is virtually limitless, but might include agriculture, natural resources, economic development, relations & disputes with neighboring countries, cultural heritage, migration and refugees, natural disasters, population issues, or civil conflict between different ethnic groups. Remember that these are just suggested topics.

For each of these articles you should write a paragraph (50-100 words) summarizing the content and explaining how it illustrates the importance of geography (or perhaps how it might illustrate the diminishing importance of one's location on the planet).

Good Sources of International News on the WWW:

New York Times International News: <http://www.nytimes.com/pages/world/>

International Herald Tribune: <http://www.iht.com>

BBC World News: <http://news.bbc.co.uk/hi/english/world/>

The following *Washington Post* site makes life particularly easy by organizing articles by country:

<http://www.washingtonpost.com/wp-dyn/world/search/list/index.html>

Your articles should cover a variety of topics and should be more or less equally distributed throughout the summer. Aim for the following:

June	2 articles
July	4 articles
August	4 articles

You should place a copy of each article with the proper citation information (publication, date, pages, etc.) along with the brief summary in your Country Portfolio in chronological order.

Your notebook will be due on the first day of school.

Please feel free to contact us with any questions and concerns you might have, and have a safe, fun-filled final high school summer!

Regards,

Mr. Powers – powersj@guilford.k12.ct.us

Mr. Guarino – guarinom@guilford.k12.ct.us