GEOGRAPHY

POPULATION/MIGRATION

CULTURE

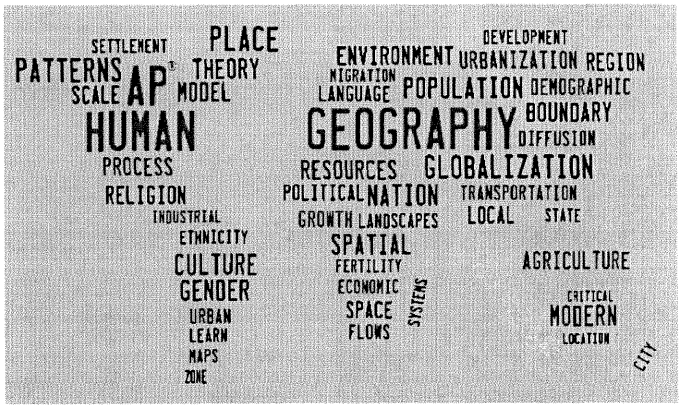
POLITICS

AGRICULTURE/RURAL

INDUSTRY/DEVELOPMENT

CITIES/URBAN

EXAM REVIEW



ADVANCED PLACEMENT HUMAN GEOGRAPHY STUDENT WORKBOOK

2016-2017 SUMMER ASSIGNMENT

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NAME: _____ **PERIOD:** _____

Name _____ Date _____ Period _____

Unit 0

Summer Assignment 2016-2017 Introduction and Directions

AP Human Geography

Welcome to AP Human Geography! We are excited to have you join us for what will be a fascinating and detailed look at the world we live in today through the various facets of our spatial existence. This course will introduce you to the study of the patterns and processes that have shaped the way that humans understand, use, and alter the Earth's surface. We will study how geography affects other human endeavors, such as population issues, culture, politics, economics, agriculture, industry, and urbanization. In a 36-week-course, we will only be able to scratch the surface of Human Geography, so it is important that we start our learning process before the fall semester begins. To prepare you for our journey around the world, you must complete the following steps by 10 August 2016 (the First Day of School). These assignments are the foundation of what we be addressing over the course of the upcoming year, and will prepare you for a college-level Geography course.

STEP ONE: Sign up for Edmodo and post an introduction!

Your first step in preparation for this course is to sign up for AP Human Geography's Edmodo group. Over the course of the year, we will be using Edmodo to access information, gather data, confer with each other, and prepare for the upcoming Advanced Placement Exam! *There will be additional documents you need to complete this assignment – they will be found in the "AP Human Unit 0 – Introduction and Foundations" folder and on Mr. Schemmel's website (http://teachers.stjohns.k12.fl.us/schemmel-j).* Follow the directions below to join:

1. Go to http://sjcsd.edmodo.com.
2. Create a new account by clicking on the "Sign Up" button in the top right hand corner. Your username must be S plus your student number (S012345) and your display name must be your first name and last initial (Jordan S.)
3. Use the following code to join the PVHS AP Human Geography group: **jkxd2a**
4. Find the "AP Human Unit 0 – Introduction and Foundations" folder and explore all the available information.
5. Find Mr. Schemmel's introduction video and add a comment introducing yourself, why you're excited for the coming year, and where in the world you most want to travel!

STEP TWO: Sign up for Remind to receive important AP Human Geography updates!

We will also be using "Remind" to help remind you of key and important deadlines and information via a one-way text system. These will be used to remind students of upcoming quizzes and tests, projects, and other reminders. To sign up (and anyone can sign up, students and parents included) just text **@pvaphug** to 81010 or (262) 395-7055. You should receive a confirmation text which you can add to your address book as "AP Human Geography."

STEP THREE: Read "Why You Need To Take Human Geography," "This Ain't Yo Mamma's or Daddy's Geography," and an excerpt from the 2015 AP Human Geography Course Description!

These three short readings from several esteemed AP Human Geography teachers help explain the importance of what we study in Human Geography, how it differs from everything you've ever thought Geography was, and gives you a detailed description of the basic content that is covered throughout the year. This will help you get a basic understanding of the content we discuss in the course and will help prepare you for...

STEP FOUR: Complete Summer Assignment #1: Mapping the World! DUE 10 AUGUST 2016!

As a part of a college-level geography course, you need to be able to identify important locations and physical features throughout the world so that you can be able to make important spatial location connections. This is the foundation on which we will build our knowledge and information about Human Geography throughout the year. You will start your atlas this summer with four maps, attached here. To complete this assignment, you will require a set of outline maps, a checklist of important countries, cities, and physical features to label, pens to label those items, and colored pencils to assist in labeling and coloring the given features. Using the list provided as a checklist and the maps given, identify and label all locations (countries and cities) on the political maps and all physical features on the physical maps. Draw all features to scale. DO NOT color the maps, only label the specific countries, cities, and physical features. You will use these maps as an important resource ALL YEAR LONG!

BE MINDFUL – THIS ASSIGNMENT IS NOT MEANT TO BE COMPLETED IN A DAY (or at 2AM the day before school starts). YOU SHOULD WORK ON THIS ASSIGNMENT PROGRESSIVELY ON THIS THROUGHOUT THE SUMMER.

STEP FIVE: Get ready to start AP Human Geography!

Look for special posts in Edmodo that include the course syllabus and expectations, homework procedures, the first Unit Roadmap (Calendar), and a special video from Mr. Schemmel introducing procedures in his classroom in advance of the first day. Then get ready! We hit the ground running on August 10!!! We look forward to having you in the AP Human Geography program here at Ponte Vedra High School this year.

Part 1 Section 1: Why everyone needs to take Human Geography: It's a smaller world after all

Courtesy Gregory Sherwin

Purpose

Buckle up and get excited about taking the most important class in your life! Have your passports ready because you will travel the world in AP Human Geography. There are only a few classes that you will take in your lifetime that will give you information that will stay with you the rest of your years.

Human Geography is one of those courses!

We've divided this section into four parts:

A. ***Introduction: You Need This Class!***

B. ***Why Americans Are Geographically Challenged (Part 1)***

C. ***Why Americans Are Geographically Challenged (Part 2)***

D. ***Conclusion: You Need This Class!***

Reykjavik, Iceland. Author Gregory Sherwin in front of a traditional sod house in Iceland. Sod houses insulated people from harsh winds and cold winters.

A. Introduction: You Need This Class!

We live in an era of globalization and interdependence, with countries and people interacting with each other at a more regular and rapid rate. As the Disney song goes, "It's a small world after all," and with technology becoming an integral part of everyday life, the world continues to shrink. So, in fact, it is a smaller and smaller world after all (there is actually a concept we will learn later called *time–space compression* that geographers use to illustrate this idea).

Dr. Michael P. Peterson at the Department of Geography/Geology, University of Nebraska at Omaha, summarizes the idea of globalization and the importance of geography in today's world

> In a world so shrunken in distance and time that you can almost instantly communicate with any other city on any other continent, and in which you can fly to virtually its remotest corner in a matter of hours, a knowledge of differing peoples and places can no longer be considered the luxury of a few, but is, instead, a necessity of every individual.
>
> Our interdependence is so complete that business decisions taken in Tokyo and Singapore have repercussions in Copenhagen and Peoria. Just to stay abreast of world events requires that we learn not only where these events are occurring, but also why they are taking place and how they will impact on our lives. **Such considerations are the very essence of geography.**

Wow! What a powerful quote. Now, ask yourself these questions:

1. **What more important course is there for you to take in a post–September 11 world?**
2. **What is going to get you better prepared to compete in a global marketplace?**
3. **What is going to better prepare you to deal with the diversity of the workplace in America today?**

Reread the quote again—stop and chew on each part. After you think about these questions and pose your own, you should come to the conclusion that geography most effectively teaches these concepts. It is a smaller world after all, and geography is one of the few courses specifically designed to prepare you for this world.

> Thinking geographically is important. You need to know about the world because the world is deeply connected. Those who lack global understanding will be left behind.

B. Why Americans Are Geographically Challenged (Part 1)

Americans are geographically challenged. We don't know much about geography, and geography was never a pressing issue in American education. Why is that? Well, the irony is that the actual geography of North America has allowed the people who live there to not learn geography—in other words, to be geographically ignorant.

> The United States and Canada have historically been isolated by political borders and physical geography.

Think about the twentieth century for a second. Because of the luxury of its location in the Western Hemisphere, the United States was late in getting involved in two world wars. Why?

Because we were separated from the conflict—our geography isolated us. Separated by two oceans and with no country in turmoil on our borders, we could afford to watch troubles unfold and think about whether or not to get involved and when.

And yes, Pearl Harbor did bring the United States into World War II, but think about that attack for a moment. At that time, Hawaii was a territory. Nestled in the Pacific Ocean, Hawaii

was the best geographic target for Japan to attack, but Hawaii was far removed from the continental United States. Think again for a second. Although the Japanese were able to attack Pearl Harbor, where else in the United States did they attack? And why didn't Japan take control of Hawaii after the attack? Again the answer lies in American geography.

According to Russell Bova, in a book titled *How the World Works:*

> No war has been fought on American soil since the Civil War, and the last time foreign troops fought on American territory was the War of 1812. Americans have experienced terrorist attacks on the homeland, such as the September 11, 2001, attacks on the World Trade Center and the Pentagon, but no American alive today has ever had foreign soldiers march across his or her property, has ever had to hide in a shelter while bombs rained from above, or has ever experienced the death of a child on U.S. soil at the hands of an enemy army.[1] So yes, we are telling you that Americans could afford to be geographically ignorant because our geography has protected us!

However, it is a smaller world after all, and the attacks on September 11 have proven that in a shrinking world with more interconnections, geographic isolation is no longer an option. Dr. Peterson's quote on page 2 illustrates the need for geography today.

> The World has become a more crowded, more interconnected, more volatile, and more unstable place. If education cannot help students see beyond themselves and better understand the interdependent nature of our world, then each new generation will remain ignorant, and its capacity to live competently and responsibly will be dangerously diminished.
>
> —Charles Fuller, geographer

It has been over a decade since September 11 and you would think Americans, especially young Americans 18 to 24 years of age, would know more about the world today. Well, think again …

C. Why Americans Are Geographically Challenged (Part 2)

In the past, there was a phrase to describe Americans' geographic ignorance. It went, "War is God's way of teaching Americans geography."[2] And whether it was Germany or Japan, Korea or Vietnam, we Americans, in the past, seemingly DID become interested in foreign countries and geography when we became involved in a conflict. We wanted to learn about where our soldiers were and who we were fighting. Yet, that was your parents' and your grandparents' generations. Today, we have gone from bad to worse. Today, we don't even bother to learn about the countries we're at war with!

According to a National Geographic study conducted in 2006[3]:

- ***Only 37 percent of young Americans could find Iraq on a map***—though U.S. forces had a major presence there from 2003 to 2011.

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[1] How the World Works: A Brief Study of International Relations (New York: Longman, 2009), pp. 101–102.

[2] The Internet often attributes this quote to Ambrose Bierce, but according to the Ambrose Bierce website (donswaim.com), there is no record of him making this observation.

[3] http://www.nationalgeographic.com/roper2006/findings.html

- ***Almost 9 out of 10 young Americans (88 percent) could NOT find Afghanistan on a map of Asia***—this despite the presence of U.S. troops in the country since October 2001 and despite the fact that it is the longest conflict in American history.[4]
- ***Three-quarters (75 percent) of young Americans can NOT find Iran on a map***—this despite Iran being included in the Axis of Evil in 2002 by George W. Bush (the other two countries were Iraq and North Korea).
- ***Yep, you guessed it. Seven out of ten young Americans could NOT find North Korea on a map-*** What good is it having an Axis of Evil if you don't know where the evil is? But ask the directors of the movie *The Interview,* and you know that North Korea doesn't mess around.

"War. What is it good for?" So goes the lyrics to Edwin Starr's 1969 protest song. "Absolutely nothing" goes the response, and given that Americans can't find countries where we are fighting, it seems fairly accurate.

- ***Seven in ten (69 percent) young Americans can find China on a map!***

YES! It seems that China is one of the countries outside of North America that we can find (although 69 percent is still not the grade I want to see on my test). But hold on a minute: Young Americans still have a lot to learn about China, which is one of the most economically and politically dominant countries in the world. According to the survey, few (18 percent) Americans know that Mandarin Chinese is the most widely spoken native language in the world; 74 percent say it is English.

Do these results perhaps reflect a little ethnocentrism?

Ethnocentrism is a strong belief that your culture is the center of the universe. It was noted in the survey that Americans greatly overestimated the United States' population, thinking it was close to China's. Why? Because we're America and "We're #1!"—that's ethnocentrism. China's population is actually four times larger than that of the United States.

There was a time when U.S. students could be completely ethnocentric and isolated. Remember that our borders isolated us and that the United States was the foremost political, economic, and cultural power of the world. For decades, the United States would act and other countries would have to react. Basically, these relationships came down to the United States saying "jump" and other countries asking "how high?"

However, we believe that in the twenty-first century, the world has changed. The United States is a strong world power with huge dominance in the world, but its hegemony is in question as other countries are rising (China in particular).

Remember: The world is now a more crowded, more interconnected, more volatile, and more unstable place. In 2015, we are dealing with water and food shortages in some places of the world at the same time that some people are eating fresh food that was shipped around the globe. We are dealing with multinational corporations that have brought people from the world under one umbrella, and simultaneously we have religious warfare in Nigeria killing innocent people and dividing us further.

These issues of a more crowded, more interconnected, more volatile, an more unstable place exist in the United States also. The United States will become a majority minority country by

[4] This is, if you use the Gulf of Tonkin incident as the starting point for the Vietnam War (August 6, 1964). U.S. military involvement ended on August 15, 1973.

2030. That is, Caucasians will make up less than 50 percent of the population, and the United States will have more diversity. That diversity will surely lead to great possibilities, but also many potential problems. For example, issues of immigration from Latin America plague policy makers as to how to control the borders or what status we should give to "illegal immigrants".

These are all issues addressed in AP Human Geography and why we feel that AP Human Geography is the best suited class for students today. Do you need some more reasons? Keep on reading!

Side Note: Are you smarter than the average 18- to 24-year-old American? Go take the Geography test yourself (see http://www.nationalgeographic.com/roper2006).

D. Conclusion: You Need This Class!

We believe that this is the greatest class ever created. But we understand if you are a bit skeptical about this claim. So, don't take our words for it; here are some quotes from students who took the class.

> My favorite aspect of the course, and of geography as a whole, is the visual presentation of information on maps. The ability to learn so much about a subject in such a short amount of time is rarely equaled in any other subject matter. The class also looked at issues from both sides, giving a fair chance to every idea we were taught about. Because of my experiences in AP Human Geography I became interested in Urban and Economical geography and the two are connected. I am now pursuing a career in urban and regional planning. The class is practical for anyone looking to become more open minded and culturally sensitive. The class was the most influential and informative class I took while in high school.
>
> —Ben Lykins, 2010

> Human geography, contrary to my first impression, was much more than JUST geography. I learned about different ways of life, and it allowed me to see the world in a whole new way. Let's just say that from the beginning to the end of my sophomore year, it wasn't the world that changed, but my increased interest and awareness of 'the why of where' that changed my perspective. Now I can't even go to the mall without thinking about globalization!
>
> —Sammi Roth, 2011

> Human Geography is the study of the basis of human empirical nature. To understand human geography is to understand the collective actions of mankind.
>
> —Kevin Du, 2013

> Human Geography gave me one of the best experiences in high school I could have ever asked for. Human Geography made me more aware of the globalized world we live in! It's incredible to learn about different people throughout the world and the ways we are alike and different! I cannot drive by a McDonalds without thinking about globalization. Every time I see railroad tracks, I recognize that without these tracks, the suburbs I live in would not even exist. This class changed the way I look at life and I will be eternally grateful for that.
>
> —Sydney Goldberg, 2014

> Going into the course, I had a very narrow world view. I was unconcerned with other cultures and even more oblivious to the effect they had on my life. More than anything, human geography changed my future. I had always had a love for politics, but this course helped me discover that it's not the politics I love, but more the people who determine them. Who will vote for which candidate and why? Where are the voters? All of these questions and more were answered within my Human

Geography course and for that reason I now want to become a political strategist. This course combines math, science, history and even literature. There is literally something for everyone.

—Rachel Harris, 2012

AP human geography made me begin to see how things connect together in ways I had never noticed before. APHG has made me start to ask questions about everything I see around me. I also am beginning to understand how complex the world really is. Perhaps the most important thing about APHG is how relevant it is. No matter my career choice, the things I have learned in APHG will help me.

—Annabelle McNeill, 2015

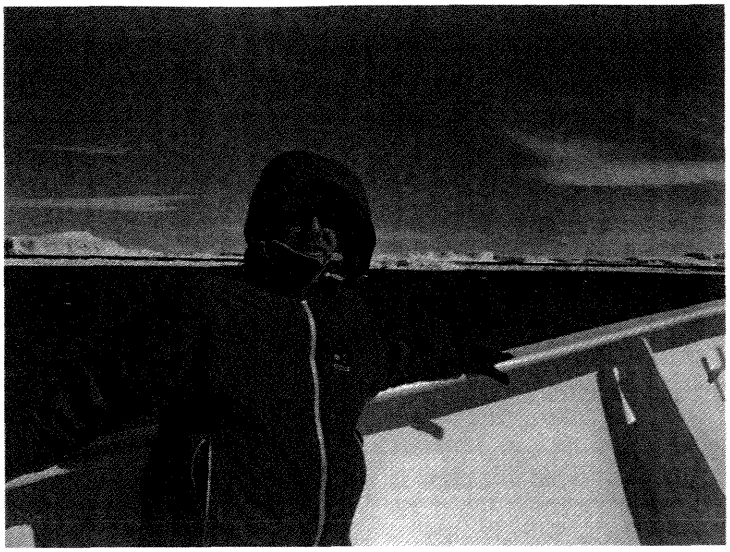
Explore the World and the people in it. But first, take AP Human Geography. In this exciting and amazing class students will learn about the world we live in and the people on it. Everyone needs to be a part of this class to learn about other cultures and practices than what they see around them. Learn then Explore.

—Mitchell Kirsch, 2015

AP Human Geography contributes to the understanding of the how's and why's in communication and interaction across the globe, from the smallest scales to the largest scales. It shows what truly happens as countries are constantly doing business with the other countries surrounding them to strive socially, politically, and economically. Analyzing geographic concepts will be beneficial for any type of subject or study, as it makes you think "outside of the box," and through investigation of the neighboring locations and their properties, determine what it is that one place might have that another does not. Solving these kinds of mysteries and involving Geographical vocabulary while doing so helps you build your logical thinking for all classes or situations. AP Human Geography is valuable for any and all students looking to thrive in their education.

—Hunter Hermes, 2015

Part 1 Section 2: This Ain't Yo Momma's or Daddy's Geography class!



Paul Gray

Purpose

Your parents think they know what geography is, but life has changed a bit from when they were in school. Unfortunately, parents forget that their high school days were long ago in a world where there were no cell phones and Abraham Lincoln was still president (or for those of you with young parents perhaps Teddy Roosevelt).

The purpose of this section is to teach you what this class is—pretty simple and extremely important. We believe that the first step is to explain what the class isn't and then slowly give you definitions. So there are three parts to this section:

A. This Ain't Yo Momma's or Daddy's Geography!

B. What Is Geography?

C. What Is Human Geography?

Weddell Sea, Antarctica. Author Paul Gray visits one of the most remote places on the planet. Humans first set foot in Antarctica in 1895.

A. This Ain't Yo Momma's or Daddy's Geography!

Too many students assume they know what AP Human Geography is, but they really don't. Even more students take the class without really knowing what they've signed up for and wish they did know.

Sometimes students talk with their parents, and their parents tell them what they think the class is. Most parents think this class is something they took when they were in high school.

Despite what you might have thought, the following is a list of what this class is not:

This is not an AP coloring book class!

A lot of students assume that geography will be a coloring book class where they have to fill in countries or places with different colors and that's it. Yes, we will study maps! And yes, we will learn why different colors are used on maps. But if you thought you could get a credit in art by taking this class, you probably need to draw yourself a sad face right now.

This is not geography on Jeopardy!

You WON'T be memorizing capitals of countries, and you won't be quizzed on memorization. That's geography for *Jeopardy* and that's your daddy's (or granddaddy's) geography! Many elementary and high school geography courses focus on memorizing places. And while knowing where countries are and what their capitals are is great, this class goes far beyond mere memorization of places and creates a deep-rooted understanding of the world.

We are here to tell you, *"This ain't yo Momma's or Daddy's geography!"*
Your parents think they know what this class is. They don't!

This is not physical geography!

A physical geographer studies the Earth's natural phenomena such as climate, soil, plants, animals, and topography and looks for patterns and makes conclusions. Courses like Environmental Studies study these concepts.

A human geographer, while not ignoring the fact that deserts, rainfall, and the like affect the world, focuses on how peoples of the world structure their population, their cultures, and other activities. We don't study "what makes it rain"; rather, we study how PEOPLE deal with too much or too little rainfall as it relates to aspects of their lives ranging from their economic activities to their religious customs.

This is not a history class!

Although geographers use history and historians use geography, they differ fundamentally in their main approach to understanding events.

Historians use time as the framework of their courses. They study everything chronologically, starting at a certain time and moving forward. Essentially, historians ask "when" did something occur and then explain "why." Time lines are an essential component of a historical understanding. Geographers, in contrast to historians, use space as the framework of their courses. They study everything "spatially"; that is, they use space as the foundation.

Essentially, geographers are interested in "where" something is and "why" it is occurring in that particular location. (See the Where and Why There section on page 12 for more information.)

Some further thoughts:

1. Being good at memorizing capitals and countries won't hurt you.

The more you know about where places are in the world, the quicker you can make connections and the better you will understand concepts. It is easier to succeed with a strong mental map.

Knowing where countries and other places are on a map is like bringing a large plate to class. When the teacher serves up the food (information) in class, you'll get every last bit of it on your plate. And you'll know how to separate your broccoli from your potatoes. Mmmm … knowledge. Tasty!

2. Being good at science won't hurt you.

Having a rock-solid foundation (get it!) in science (physical geography) provides a good background and connections for understanding the effects of humans on the planet. But again, our focus will be on humans and their impact on the environment, and not necessarily on the science behind the impact. In other words, we will not focus on what caused the hurricane or the earthquake, but on why so many people live in hazard zones.

3. Being good at history won't hurt you.

But just because you were good at history does not guarantee that you will do well in AP Human Geography. Many students struggle early in geography and say things like "but I usually do so well in history class."

Remember, the two courses are related, but they are different in their approaches. For history class, you need a chronological mind and you've developed that special skill over many years of history classes.

THINKING SPATIALLY!

Developing a spatial mind takes time for many students. We imagine that many of you are used to thinking historically and that you have a good chronological mind. However, this might be your first geography class, and so it might take time to get used to seeing information spatially.

But you need to think **spatially** in order to succeed. And we want you to be successful.

How about a quick lesson to begin your development of your spatial mind? All of you have no doubt seen the FedEx® logo? Here it is again.

But have you ever noticed the arrow between the E and the x? If you haven't, look at the logo again.[5]

Now, try looking at the logo without seeing the arrow. You can't do it! This is what learning how to think spatially will do. You will see things that have been right in front of your eyes all along in a new way. This is the magic of thinking like a geographer.

THINKING SPATIALLY (PART 2)

Now how about this sign? It's just an interesting sign, right?

Paul T. Gray, Jr., Russellville High School

[5] From the work of John Stilgoe. Visit the link below to see more on how to interpret landscapes using Harvard professor John Stilgoe's work. CBS *60 Minutes* episode called "The Eyes Have It," January 5, 2004. http://www.cbsnews.com/stories/2003/12/31/60minutes/main590907.shtml?tag=mncol;lst;1

No, the sign is almost audibly shouting geographical components. Why does the sign exist? Why is there no liquor? Where is there a place that would have no liquor?

Once you learn how to think geographically, you'll see signs like this and you'll be forced to think about them! (See page 224 in your textbook on how to interpret this sign spatially. Do you have a hypothesis?)

FINAL THOUGHTS:
As we stated before, this could be your first geography class. Be patient. There will be terms that you will learn for the first time. Don't panic. Learning to think spatially might also take some time. Don't worry. Realize that this is a new experience and that with time you'll get it. Many students struggle in the beginning, but once they get it, they will never lose it—just like the FedEx logo.

WHERE AND WHY THERE: THE ESSENTIAL QUESTIONS OF AP HUMAN GEOGRAPHY

As the saying goes, "You are nowhere without geography!" The best advice for you throughout the entire year is to learn to always ask "where" and "why there." So whether you have read a section of notes, looked at a map, or studied a chart, stop yourself and ask yourself the "where" and "why there" questions.

Here are the basic steps:

- Think about **where** the pattern exists.
- Look for **where** the pattern doesn't exist.
- Then start asking yourself **why there**.

Both are challenging skills, but admittedly figuring out the "why there" can be a great adventure. Students (and teachers) ponder all the different possibilities as to why a pattern exists. Sometimes the answer is simple, and as the year goes on and you learn more about the world, you will start to make more connections faster than your Internet speed.

B. What Is Geography?

By now, we hope that you have begun to shape an idea of what AP Human Geography isn't (and have gotten a little bit of an idea of what it is). But let's take a step back. Perhaps the best way to begin to understand "What is AP Human Geography?" is to begin with "What is geography?".

And the best approach to that is to start with a few definitions.

Geography:

- is the scientific study of the Earth's surface.
- studies the interactions between people and their physical environments.
- focuses on the locational and spatial variations of phenomena, both human and nonhuman (so-called natural or physical/biological).
- is descriptive, that is, describes a phenomenon (an occurrence), where it is located, and how it is related to other phenomena (occurrences).
- identifies regions (again, both human/cultural and physical/biological regions).
- describes, analyzes, explains, and interprets.

Charles Fuller, former geography professor at Triton College, has used the following description of geography in his course syllabi:

> Geography is the systematic study of the spatial patterns of all phenomena on or near the Earth's surface. Its primary methodology is spatial analysis, which asks two basic questions: **where** are things located (spatial), and why are they located where they are (analysis—**why there**). Its primary tool of communication is the map.

Stop for a second. Notice the use of **"the words where** and **why there"** in the definition. Remember, "Where" and "Why There" are the essential questions in the course!

Now, let's see how the idea of spatial analysis is described using those two questions. "Where" gives us the spatial part, and "Why There" gives us the analysis. One other word worth taking note of is "pattern." Geographers scan maps to look for patterns or instances of phenomena (occurrences). Where is this occurring? Where isn't it occurring? Is there a pattern? Why does this pattern exist?

To get a better understanding of how geography works, please read the following essay about Chicago and geography.

Defining Geography: What Is It? What Does It Mean?

By: James Marran

Many people perceive geography as simply an exercise in place location. That means being able to answer a single question about a place: Where is it? If, for example, Chicago is identified as a city in northeastern Illinois on the southwestern shore of Lake Michigan, that information has indeed answered the "Where is it?" question. To be even more accurate, data on the city's latitudinal and longitudinal coordinates could be given showing it at 41°49'N, 87°37'W.

Even though such identifiers about Chicago's location are accurate, they bring the inquirer only to the threshold of really getting the total "geographic" picture because there are other more important and more interesting questions to pose and answer about places. Chicago becomes far more meaningful when it is understood in the context of the answers to these questions:

- Why is it where it is?
- How did it get there?
- What does it look like?
- Where is it in relation to other places?
- Why did it grow so large?
- How does it interact with other places?
- How is it connected to other places in its region, its country, its continent, and the world?

Learning the answers to these questions begins to give Chicago dimension and meaning since they identify both its physical (natural) and human (cultural) features. They also provide a context for studying the spatial characteristics of the city by making clear both its site (its physical setting) and its situation (its location in relation to other places). More importantly, the interaction between Chicago's physical and cultural features helps explain its role as an immensely diverse urban magnet that for almost two centuries has drawn people from across the world to live and work in its neighborhoods and the hinterland (i.e., suburbs) beyond.

Photographs and maps showing the tracks that lace the city's rail yards like so many scrimshaw etchings and mile-long runways accommodating thousands of flights daily at O'Hare International Airport reveal a tapestry of transportation networks moving people, goods, ideas, and services to and from all corners of the Earth. And the communications aerials atop the Sears (Willis) Tower and the Hancock Building in the central business district (downtown) send images and words that inform, entertain, and challenge people around the globe. As a manufacturing core and marketplace, Chicago provides a commercial function that helps make the economy of the United States the world's largest and strongest.

Certainly a list inventorying the city's role that derives from its location could go on and on, but the point is clear. Wherever a place is only marks the beginning of giving it definition and establishing its importance among other places. By examining the spatial aspects of a place's location and how the people living there function and make their living confirm that geography is not so much about the memorization of facts but also asking questions, solving problems and making informed decisions about the physical and human complexities of the planet.

So, why is Chicago a large city in the United States? It is safe to say that it is because of its geography. But remember that its geography encompasses both its physical setting (an inland port city) and its human features: cultural, political, and economic. As a result of those combined geographic forces, Chicago became a transportation hub (center), a center for manufacturing, and a dominant city in the United States. And truly, this essay helps us bridge the gap between "What Is Geography?" and "What is Human Geography?"

C. What Is Human Geography?

Human Geography is one of the major divisions of geography; the spatial analysis of human population, its cultures, activities, and landscapes.

—Fouberg, Murphy, and de Blij 9th edition

Not a bad definition at all! So let's break it down:

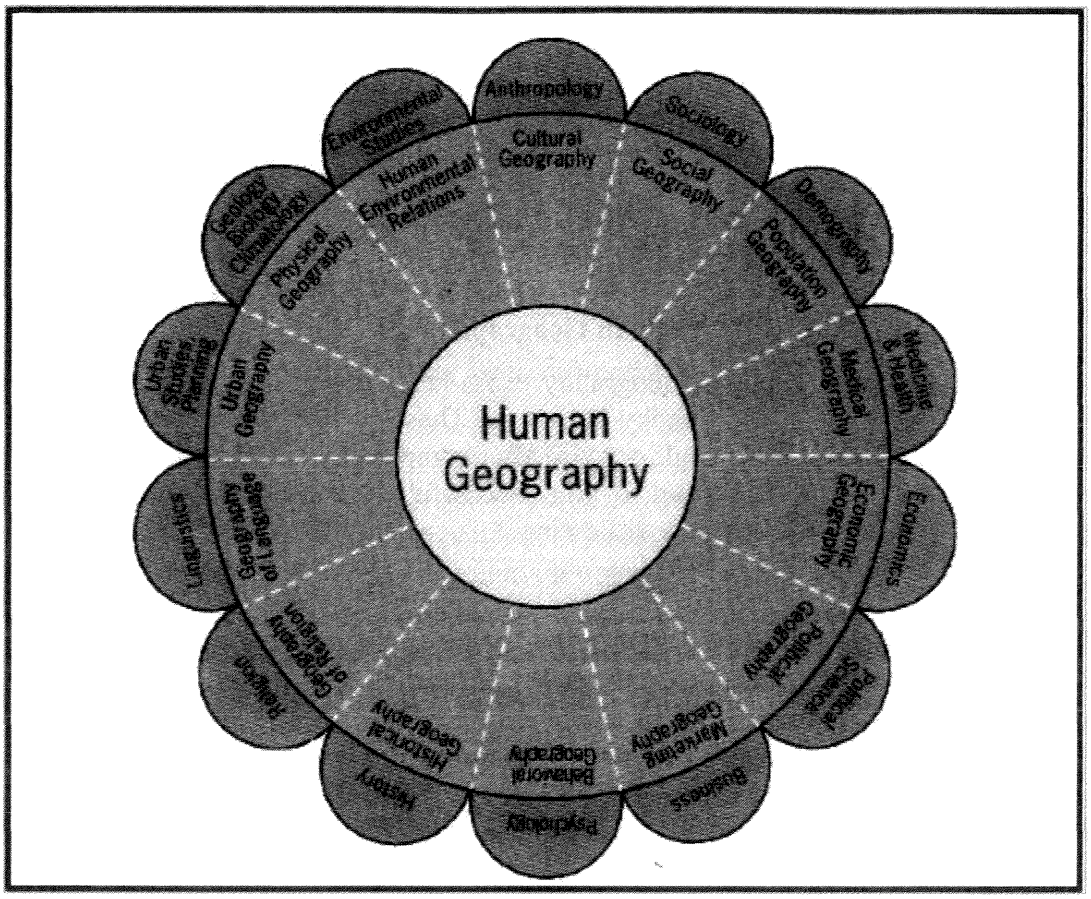
- We know what geography is, so we're off to a good start!
- We have looked at the terms *spatial* and *analysis* already.
- The rest of the definition is pretty simple to understand.

But let's expand on the definition so that we can get a really good understanding about what you will be studying in class.

Using the spatial perspective, Human Geographers look at ***where*** something occurs, search for patterns, and span most of the social studies disciplines to answer the ***why there*** question.

Therefore, in the end, students in Human Geography will study history, religion, politics, economics, sociology, and other social studies subjects. Geography (through maps, charts, etc.) shows us where something occurs. Then we work with the other social studies subjects when they help us answer the ***why there*** question.

Human Geography covers all of the social studies subjects under the sun. If only there was a visual to illustrate the importance of Human Geography. And you've probably guessed it: There is such a graphic:



In the end, Human Geography provides the foundation for understanding fundamental similarities and differences between people culturally, politically, economically, and socially through a spatial perspective. It is a capstone course that will help you in other classes in your academic career. In fact, we like to think that just like the globe it will make you well rounded.

Let's recap. You should now know what Human Geography is not; you should have a sense of what geography is; and finally you should understand what, specifically, Human Geography is. But just in case you need some more detail, we've included a small sampling of topics covered in Human Geography:

- Students will study the conflict between Spanish speakers in California and English speakers on one scale, but they will also learn about other conflicts such as the one between Flemish and French speakers in Belgium.
- Students will learn about where their food comes from and how it is produced. Did you know your strawberry shake from a fast-food restaurant does not have one strawberry in it? It does, however, have over 45 chemicals that make it taste like strawberries.[6]
- Students will study transportation network patterns and the impact the Federal Highway Act of 1956 had on the development of the United States, comparing it with the lack of development of a transcontinental railroad in Africa and its impact on the economy.
- Students will study the conflict between secularism and religion in the world today, how Islam got to Indonesia, how Confucianism blended with Buddhism in China, and how Catholicism and Protestantism didn't blend in Northern Ireland.
- Students will study how demographic shifts will change American politics in the next couple of decades. For example, Hispanics will become the majority in the United States by 2040 or so. Whites will be the largest minority followed by African Americans. How will this change electoral politics? To what states will federal monies flow during and after these demographic shifts? What policies will be changed?

Summary: The Five Major Goals of AP Human Geography

The people who designed the AP Human Geography exam based the content on *five college-level goals* that build on the National Geography Standards. These five goals truly describe what this course is about and what skills you should acquire after completing the class. As the College Board Course Description booklet points out, if you successfully complete the course and do well on the exam, you should be able to do the following:

Interpret maps and analyze geospatial data.

Geography is concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes. As such, maps and geographic information systems (GIS) are fundamental to the discipline, and learning to use and think about them is critical to geographical literacy. The goal is achieved when students learn to use maps and geospatial data to pose and solve problems, and when they learn to think critically about what is revealed and what is hidden in different maps and GIS applications.

Understand and explain the implications of associations and networks among phenomena in places.

Geography looks at the world from a spatial perspective, seeking to understand the changing spatial organization and material character of Earth's surface. One of the critical advantages of a spatial perspective is the attention it focuses on how phenomena are related to one another in

[6] Eric Schlosser, *Fast Food Nation: The Dark Side of the American Meal* (New York: HarperCollins Books, 2002), pp. 125–126.

particular places. Students should thus learn not just to recognize and interpret patterns but to assess the nature and significance of the relationships among phenomena that occur in the same place, and to understand how cultural values, political regulations, and economic constraints work together to create particular landscapes.

Recognize and interpret the relationships among patterns and processes at different scales of analysis.

Geographical analysis requires a sensitivity to scale, not just as a spatial category but as a framework for understanding how events and processes at different scales influence one another. Thus students should understand that the phenomena they are studying at one scale (e.g., local) may well be influenced by processes and developments at other scales (e.g., global, regional, national, state or provincial). They should then look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements.

Define regions and evaluate the regionalization process.

Geography is concerned not simply with describing patterns but with analyzing how they came about and what they mean. Students should see regions as objects of analysis and exploration and move beyond simply locating and describing regions to considering how and why they come into being and what they reveal about the changing character of the world in which we live.

Characterize and analyze changing interconnections among places.

At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places. Thus students should view places and patterns not in isolation but in terms of their spatial and functional relationship with other places and patterns. Moreover, they should strive to be aware that those relationships are constantly changing, and they should understand how and why change occurs.

Topics in AP Human Geography

AP Human Geography covers seven major topics throughout the year. The following lists the topics in the order assigned by the College Board (please note that teachers sometimes will cover these topics in a different order):

Content Area (Topic)		*Percentage Goals for Exam*
I.	Geography: Its Nature and Perspectives	5–10%
II.	Population	13–17%
III.	Cultural Patterns and Processes	13–17%
IV.	Political Organization of Space	13–17%
V.	Agriculture and Rural Land Use	13–17%
VI.	Industrialization and Economic Development	13–17%
VII.	Cities and Urban Land Use	13–17%

The percentages mark the range of multiple-choice questions that will be on the AP exam from each section.

Curriculum Topics

The academic discipline of geography is divided into two main fields of study: human geography and physical geography. This course deals with the human element and is divided into seven broad topical units of study. There is no prescribed sequence for teaching these seven topical units. What is most important is that teachers be able to help students link units conceptually, as doing so will help students understand more thoroughly the interconnected nature of geography as a discipline.

I. Geography: Its Nature and Perspectives

AP Human Geography emphasizes the importance of geography as a field of inquiry and introduces students to the concept of spatial organization. Knowing the location of places, people, and events is a gateway to understanding complex environmental relationships and interconnections among places and across landscapes.

Geographic concepts emphasized throughout the course are location, space, place, scale of analysis, pattern, regionalization, and globalization. These concepts are basic to understanding spatial interaction and spatial behavior, the dynamics of human population growth and migration, patterns of culture, political control of territory, areas of agriculture production, the changing location of industry and economic development strategies, and evolving human settlement patterns, particularly urbanization. Students learn how to use and interpret maps and spatial data, apply mathematical formulas, and interpret models in order to better understand the world from a spatial perspective.

The course enables students to consider the regional organization of various phenomena and encourages geographic analysis in order to understand processes in a changing world. For example, geographic perspectives on the impact of human activities on the environment, from local to global scales, include effects on land, water, atmosphere, population, biodiversity, and climate. These human ecological examples are inherent throughout the course, especially in topics dealing with population growth, agricultural and industrial practices, and rapid urbanization. A significant outcome of the course is developing students' awareness of geographic methods and the relevance of geospatial technologies to a variety of situations (e.g., everyday life, planning and public policy, professional decision making, problem solving at scales from local to global).

II. Population and Migration

Understanding the ways in which human population is organized geographically helps students make sense of cultural patterns, political organization of space, food production issues, economic development concerns, natural resource use and decisions, and urban systems. Therefore, many of the concepts and theories encountered in this part of the course connect with other course units. Additionally, course themes of location, space, place, scale of analysis, and pattern can be emphasized when studying basic population issues such as crude birth rate, crude death rate, total fertility rate, infant mortality rate, doubling time, and natural increase.

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Explanations of why the population is growing or declining in some places are based on patterns and trends in fertility, mortality, and migration. For example, when learning about the relevance of place context and government policies, students may analyze fertility rates and age–sex structures (shown in population pyramids) in various countries. Analyses of refugee flows, immigration, and internal migration help students understand the connections between population phenomena and other topics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment, culture, and political institutions.

This part of the course also enhances students' critical understanding of population trends across space and over time as they consider models of population growth and decline, including Malthusian theory, the demographic transition, and the epidemiological (mortality) transition model. Students can then evaluate the role, strengths, and weaknesses of major population policies, which attempt to either promote or restrict population growth.

III. Cultural Patterns and Processes

Understanding the components and regional variations of cultural patterns and processes is critical to human geography. Students begin with the concepts of culture and cultural traits and learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, ethnicity, and gender, in the present as well as the past.

The course explores cultural interaction at various scales, along with the adaptations, changes, and conflicts that may result. The geographies of language, religion, ethnicity, and gender are studied to identify and analyze patterns and processes of cultural differences. Students learn to distinguish between languages and dialects, ethnic religions and universalizing religions, and folk and popular cultures, as well as between ethnic political movements. These distinctions help students understand the forces that affect the geographic patterns of each cultural characteristic.

Another important emphasis of the course is the way culture shapes relationships between humans and the environment. Students learn how culture is expressed in landscapes and how land use, in turn, represents cultural identity. Built environments enable the geographer to interpret cultural values, tastes, symbolism, and beliefs. For instance, when analyzing Amish communities in the Western Hemisphere, it is important to understand how their unique values and practices (e.g., lack of power lines to buildings and the use of preindustrial forms of transportation) influence the cultural landscape.

IV. Political Organization of Space

Students learn about the nature and significance of the political organization of territory at different scales. Political patterns reflect ideas of territoriality — how Earth's surface should be organized — which in turn affect a wide range of exercises of power over space and boundaries. Two major themes are the political geography of the modern state and relationships between countries. Students are introduced to the different forces that shaped the evolution of the contemporary

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world map. These forces include the rise of nation-states, especially in Europe; the influence of colonialism and imperialism; the rise of supranational organizations; and the devolution of states.

Students learn about the basic structure of the political map, including the inconsistencies between maps of political boundaries and maps of ethnic, cultural, economic, and environmental patterns. Additionally, students analyze forces that are changing the roles of individual countries in the modern world, such as ethnic separatism, terrorism, economic globalization, and social and environmental problems that cross international boundaries (e.g., climate change and acid rain). This part of the course also focuses on subnational and supranational political units. For example, at the scale above the state level, attention is directed to regional alliances, such as the North Atlantic Treaty Organization (NATO), the European Union, the Association of Southeast Asian Nations (ASEAN), and the North American Free Trade Agreement (NAFTA). At the scale below the state level, students learn about the ways in which electoral districts, municipalities, indigenous areas, provinces, and autonomous lands affect political, social, and economic processes.

V. Agriculture, Food Production, and Rural Land Use

Students examine geographic hearths where domestication of plants and animals first occurred and study the processes by which domesticated crops and animals spread. This diffusion process helps explain why distinct regional patterns emerge in terms of diet, energy use, and the adaptation of biotechnology.

This part of the course also examines the major agricultural production regions of the world, which are categorized as commercial or subsistence operations and are characterized as extensive (e.g., shifting cultivation) or intensive (e.g., mixed crop/livestock). Agricultural production regions are examined, as are settlement patterns and landscapes typical of each major agriculture type. Students learn about land survey systems, environmental conditions, sustainability, global food supply issues, and the cultural values that shape agricultural patterns. In addition, this unit addresses the roles of women in agriculture production, particularly in subsistence farming and market economies in the developing world.

Students learn theories and models about patterns of rural land use and associated settlements (e.g., von Thunen's land use model). They also study the impacts of large-scale agribusiness on food production and consumption. The effects of economic and cultural globalization on agriculture and the need to increase food supplies and production capacity are also addressed.

VI. Industrialization and Economic Development

Students learn about the geographic elements of industrialization and economic development, including past and present patterns of industrialization, types of economic sectors, and the acquisition of comparative advantage and complementarity. Students also learn how models of economic development (e.g., Rostow's stages of economic growth and Wallerstein's world-systems theory) help to explain why the world is divided into a more developed economic core and a less developed periphery with (in some cases) a semiperiphery between them.

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The analysis of contemporary patterns of industrialization and their impact on development is another important focus. Students use measures of development (e.g., gross domestic product per capita and the Human Development Index [HDI]) as tools to understand patterns of economic differences. Additional topics to be studied include Weber's industrial location theory and accounts of economic globalization, which accent time–space compression and the new international division of labor. For example, students analyze the reasons why some Asian economies achieved rapid rates of growth in the mid- to late 20th century, whereas the economies of most countries south of the Sahara did not.

Students also examine the ways in which countries, regions, and communities must confront new patterns of economic inequality that are linked to geographies of interdependence in the world economy. Relevant topics include the global financial crisis, the shift in manufacturing to newly industrialized countries (NICs), imbalances in consumption patterns, the roles of women in the labor force, energy use, the conservation of resources, and the impact of pollution on the environment and quality of life.

VII. Cities and Urban Land Use

The course divides urban geography into two subfields. The first is the study of systems of cities, focusing on the location of cities and why cities are where they are. This study involves an examination of such topics as the current and historical distribution of cities; the political, economic, and cultural functions of cities; reasons for differential growth among cities; and types of transportation and communication linkages among cities. Theories of settlement geography, such as Christaller's central place theory, the rank-size rule, and the gravity model, are introduced. Quantitative information on such topics as population growth, migration, zones of influence, and employment is used to analyze changes in the urban hierarchy.

The second subfield of urban geography focuses on the form, internal structure, and landscapes of cities and emphasizes what cities are like as places to live and work. Students are introduced to topics such as the analysis of patterns of urban land use, ethnic segregation, types of intracity transportation, architectural traditions (e.g., neoclassical, modern, and postmodern), cycles of uneven development, and environmental justice (e.g., the disproportionate location of polluting industries and brown fields in low-income or minority residential areas). Students' understanding of cities as places is enhanced by both quantitative data from censuses and qualitative information from narrative accounts and field studies. Students also learn about and apply models of internal city structure and development in the United States and Canada (e.g., Burgess concentric zone model, Hoyt sector model, Harris–Ullman multiple nuclei model, and galactic city model), examine the strengths and weaknesses of these models, and compare and contrast the models with the internal structure of cities outside North America.

Topics such as economic systems, housing finance, culture, architectural history, government policies, and innovations in transportation can be useful in the analysis of spatial patterns of urban landscapes. Although much of the literature in urban geography focuses on the cities of North America, comparative urbanization is an increasingly important topic. The study of cities worldwide illustrates how differing

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economic systems and cultural values can lead to variations in the spatial structures of urban landscapes.

Students also examine current trends in urban development, such as the emergence of edge cities, new urbanism, transit-oriented development, smart growth, and the gentrification of neighborhoods. In addition, students evaluate sustainable urban-planning design initiatives and community actions, such as bikeways and walkable mixed-use commercial and residential developments, that reduce energy use and protect the environments of cities in the future.

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Name _____ Date _____ Period _____

Unit
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Summer Assignment 2016-2017
Assignment #2: Mapping the World

AP Human Geography

INSTRUCTIONS: For each of the succeeding maps, LABEL the items listed below. Use a World Atlas or Google Earth to assist you. Use the lists below as check lists to ensure that you have labeled and identified all the required items. No additional items are necessary except what is listed below. Coloring is not required. These maps will serve as the foundation on which we will build successive knowledge throughout the rest of the academic year, so please make them neat and easy to read. Only label the items on each map as shown in the checklist.

MAP #1: Continents of the World

- Continents
  - North America
  - South America
  - Europe
  - Africa
  - Asia
  - Australia/Oceania
  - Antarctica
- Oceans
  - Atlantic Ocean
  - Pacific Ocean
  - Indian Ocean
  - Arctic Ocean
  - Southern Ocean
- Important Geographic Lines
  - Arctic Circle
  - Antarctic Circle
  - Tropic of Cancer
  - Tropic of Capricorn
  - Equator (0° Latitude)
  - Prime Meridian (0° Longitude)
  - The Brandt Line (30° North Latitude)

MAP #2: The United States (Political Map)

- Label all 50 states
- Cities to Label:
  - Atlanta
  - Chicago
  - Houston
  - Jacksonville
  - Los Angeles
  - New York City
  - Seattle
  - Washington, D.C.

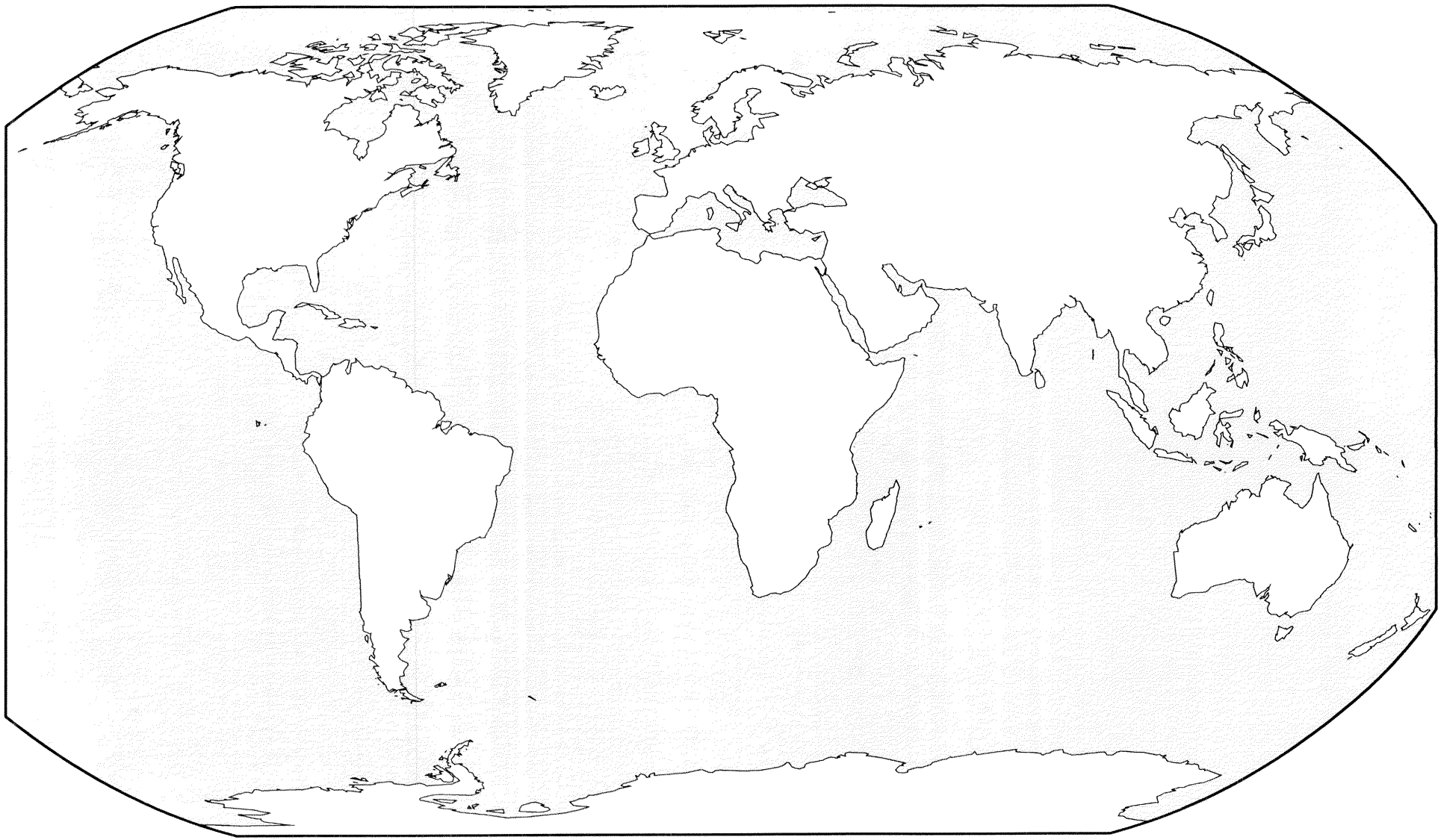
MAP #3: Canada (Political Map)

- Label all 13 provinces and territories
- Cities to Label:
  - Montreal
  - Ottawa
  - Toronto
  - Vancouver

MAP #4: North America (Physical Map)

- Appalachian Mountains
- Cascade Mountains
- Rocky Mountains
- Great Plains
- Caribbean Sea
- Colorado River
- Erie Canal
- Great Lakes
- Gulf of Mexico
- Hudson Bay
- Mississippi River
- Rio Grande
- St. Lawrence River

Continents of the World

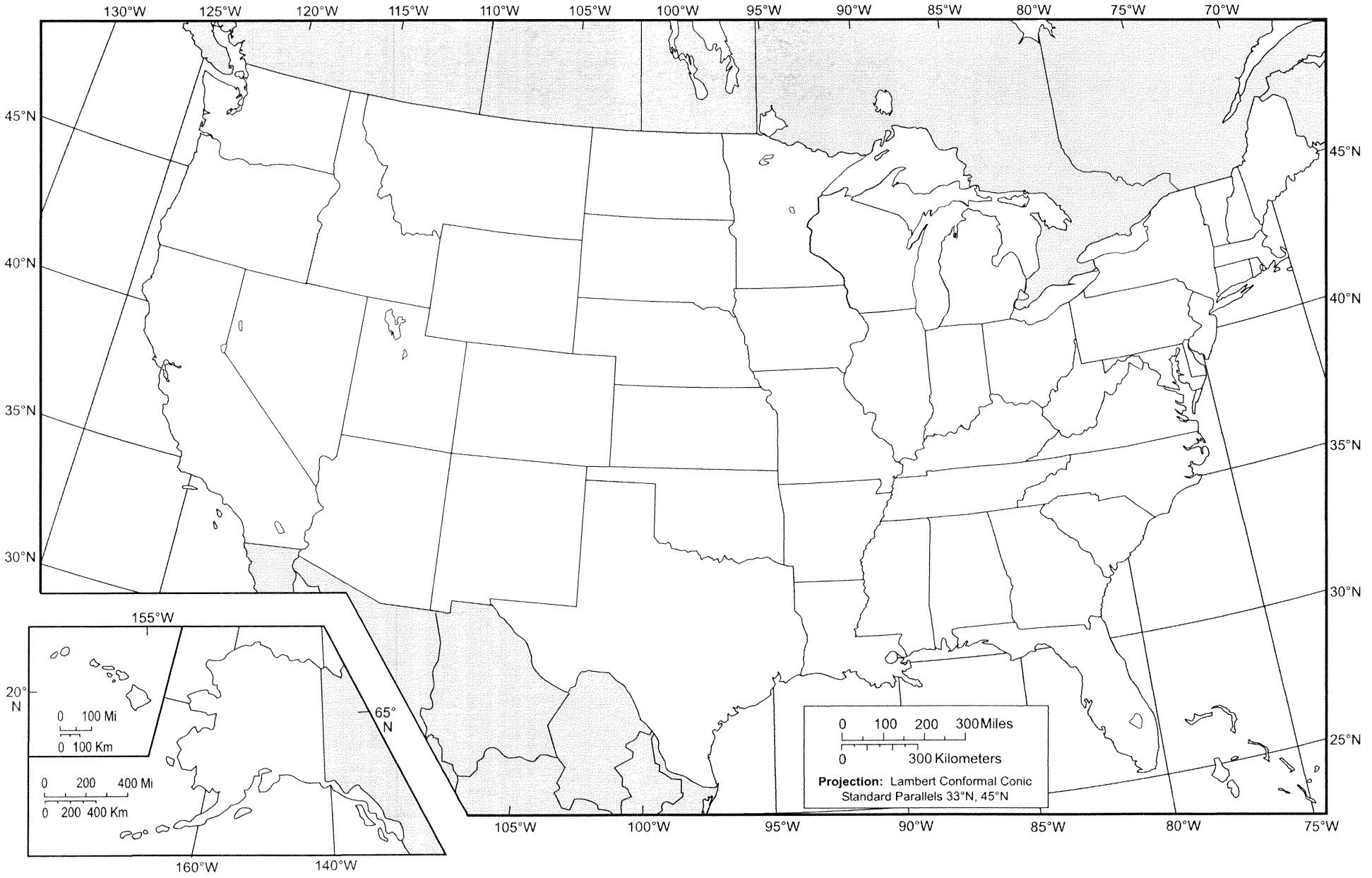


ARIZONA GEOGRAPHIC ALLIANCE

Courtesy: Arizona Geographic Alliance **http://geoalliance.asu.edu/azga**
School of Geographical Sciences and Urban Planning
Arizona State University
Cartographer Becky L. Eden World_Continents_blank.PDF04

Map #1

The United States

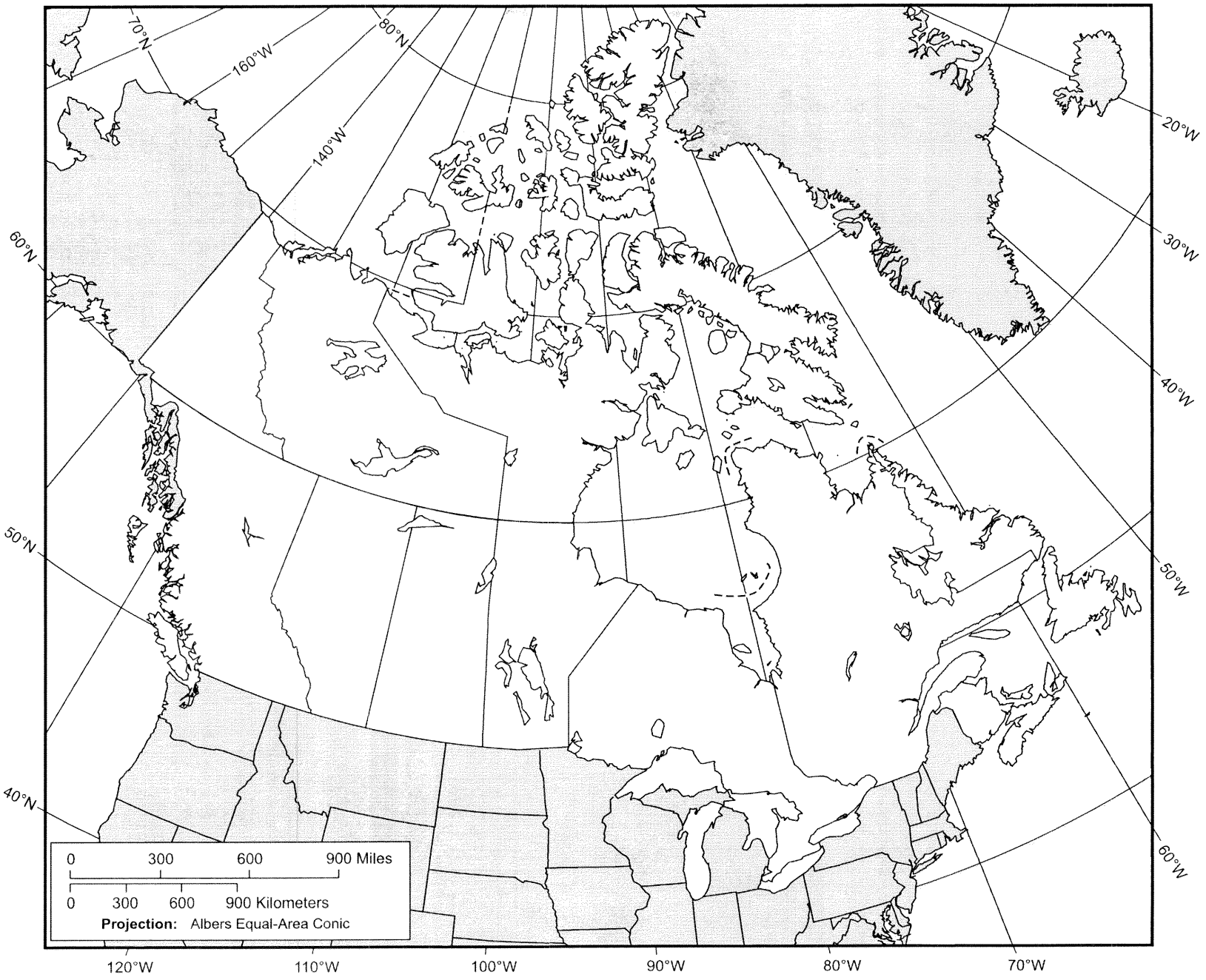


ARIZONA GEOGRAPHIC ALLIANCE

Courtesy: Arizona Geographic Alliance **http://geoalliance.asu.edu/azga**
School of Geographical Sciences and Urban Planning
Arizona State University
Cartographer Barbara Trapido-Lurie
US.PDF

Map #2

Canada



Note: Dashed lines indicate boundaries between Nunavut and adjacent political units across water bodies.

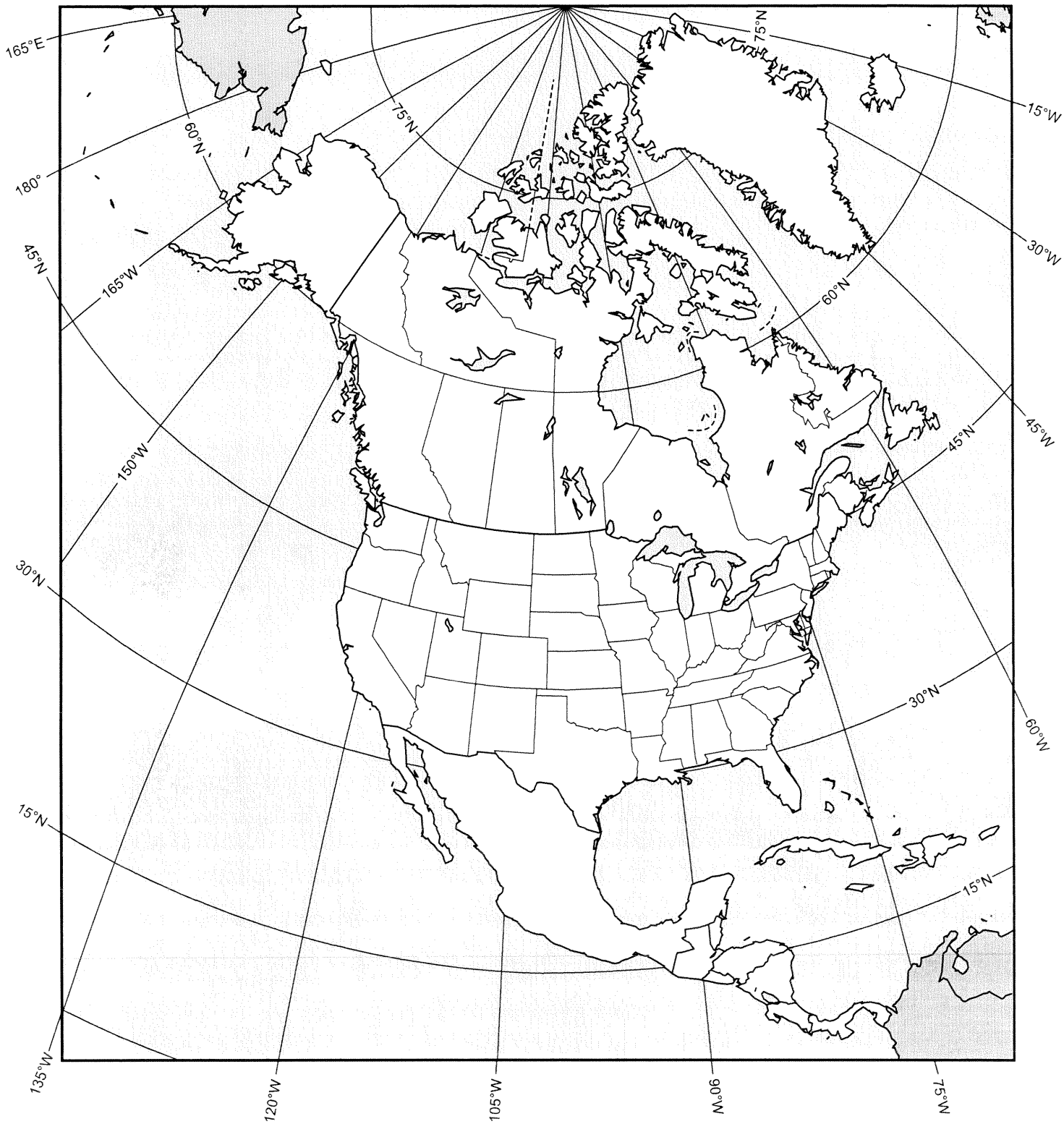
ARIZONA GEOGRAPHIC ALLIANCE

Courtesy: Arizona Geographic Alliance
Department of Geography, Arizona State University
Terry Dorschied

Map #3

Map #4

North America



Note: Dashed lines indicate boundaries between the territory of Nunavut, Canada and adjacent political units across water bodies.

0 500 1000 Miles

0 500 1000 Kilometers

Projection: Chamberlin Trimetric

ARIZONA GEOGRAPHIC ALLIANCE

Courtesy: Arizona Geographic Alliance **http://geoalliance.asu.edu/azga**
School of Geographical Sciences and Urban Planning
Arizona State University
Cartographer Douglas Minnis

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