

# AP Human Geography

## **COURSE DESCRIPTION:**

APHuG 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 make use of spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools that geographers use in applying their science and practices. APHuG allows students to learn about world population issues, border disputes, and international conflicts. In addition, students are exposed to economic theories and models as well as world religions and the origins and diffusion of languages. Students will study urban development, industrialization, and city planning. APHuG prepares students for intermediate and advanced level college courses by making demands upon them equivalent to those made by a one semester introductory level college course. Students must be able to draw upon factual knowledge in order to exercise analytic skills intelligently. Solid reading and writing skills, along with a willingness to devote time to independent reading, homework, and study are necessary to succeed.

APHuG students can potentially earn college credit. College credit is determined both by the student's score on the national AP Exam (given on May 17, 2013) and by individual university policies. Students and parents should understand that the focus of this course is the AP Exam and that all students, whether or not they intend to take the AP Exam, will be required to meet all expectations of the course.

In addition to the described content, the course will also work to refine important skills. They include analyzing data and writing and presenting written and oral arguments. In order to help students master the ability to write a good essay the course will concentrate on the instruction of several essential skills:

- Effective writing style
- The ability to make arguments
- The ability to evaluate critically and to compare scholarly works
- The ability to synthesize data
- The ability analyze, interpret, and respond to stimulus-based data including charts, graphs, cartoons, and quotes.

The course will cover a large amount of content. The study of Human Geography is both historical and contemporary. Therefore, it is essential that students remain aware of what is happening in the world. It is suggested that regular reading of newspapers and news magazines as well as the regular viewing of news broadcasts be maintained throughout the course.

## **TEXTBOOK:**

**Required:** de Blij, H.J., Alexander B. Murphy, and Erin H. Fouberg. *Human Geography: People, Place, and Culture*. 10th ed. New York: John Wiley and Sons, 2012.

## **Supplemental:**

Kuby, Michael, John Harner, and Patricia Gober. 4th Edition, *Human Geography in Action*, New York: John Wiley, Inc., 2007

Rubenstein, James M. 10th Edition, *The Cultural Landscape: An Introduction to Human Geography*, Upper Saddle River, N.J.: Pearson Education, Inc., 2011.

*The Power of Place* video series. [www.learner.org/resources/series180.html](http://www.learner.org/resources/series180.html)

ArcView software – Mapping our World. [www.esri.com](http://www.esri.com)

Human Geography in Action computer software program (HGIA)

Google Earth: earth.google.com

Student Companion website for De Blij *Human Geography: Culture, Society, and Space*. 8<sup>th</sup> ed  
<http://bcs.wiley.com/he-bcs/Books?action=index%26bcslid=3139%26itemid=0471679518>

Baerwalk, Thomas. *World Geography: Building a Global Perspective*. Upper Saddle River, NJ.: Prentice Hall, 2003

Hudson, John C. *Goode's World Atlas*. 20<sup>th</sup> ed. N.p.: Rand McNally, 1999.

ARGUS [http://www.csiss.org/learning\\_resources/content/argus/](http://www.csiss.org/learning_resources/content/argus/)

### **Recommended Materials:**

Alagona, Peter S., Meredith Marsh Barron's *How to Prepare for the AP Human Geography Advanced Placement Examination 2003*

### **REQUIRED SUPPLIES:**

- 1" binder
- 5 or 14 binder tabs
- Looseleaf
- Pens (blue or black)
- Highlighters
- Flash drive
- Pencils
- Two pocket folder
- Index card

**BINDER:** Your binder will be divided into 5 sections: Daily Bell work, Homework/Vocabulary, Handouts/Activities, Class Notes, Returned Work **OR** you may use 7 tabs, one for each unit. Your binder will be graded each marking period.

### **GRADING POLICY:**

Tests/Projects: 60%  
Homework/Current Events: 10%  
Quizzes: 20%  
Participation/Classwork: 10%

**GENESIS:** All assignments will be entered into GENESIS once assigned to students. All grades will be updated on GENESIS within one week of the assessment's due date. Please make every effort to routinely monitor your grades on GENESIS.

**HOMEWORK:** A homework calendar will be given out with each unit. Homework, notes, and other assignments will also be posted on the teacher website. "I didn't know what was for homework" is NOT an excuse. Homework is considered late if it is not turned in by the beginning of the class period the assignment is due. **Late homework will not be accepted.**

**ASSIGNMENT EXPECTATIONS:** Late assignments (except homework) will lose 10 points per day late. All work must be written in blue or black ink. If I can't read it, I can't grade it. All work must include a heading (Name, Date, Class, and Assignment Name). Failure to do so will result in a loss of 5 points. Paper torn out of a notebook will not be accepted – loose leaf only! For each unit, students receive an assignment sheet. The length of the assignment varies on a day-to-day basis, but students can expect to have some form of homework, most often reading, every evening.

**ACTIVITIES:**

Various strategies will be used in class to assist students in developing factual knowledge. Lectures, discussions, debates, and various small group collaborative activities will be used to deepen students' understanding of concepts gained through the required overnight readings. Relevant excerpts from documentaries and movies will be used to help enhance students understanding of the key concepts and locations addressed in the course. A proper study Human Geography cannot exist without studying the locations being analyzed throughout the various units of the course. Therefore, an assortment of activities will incorporate the use of various map projections, globes, atlases, and map sets. Internet based maps/images will also be incorporated into the course as necessary.

**READINGS:**

Students will receive monthly calendars of all required overnight readings or other assignments (linked on my website) and are expected to have that day's assignment completed by the time they arrive in class. Assigned overnight readings will come primarily from *Human Geography: People, Place, and Culture* (de Blij) with additional excerpts/selections from the supplemental course texts, periodicals, and websites. Students will need to be prepared for a reading quiz or other assessment covering the assigned readings. Students are encouraged to take notes from each assigned section of reading on ONE side of ONE 3" x 5" index card; the note card may then be used during the potential reading quiz. The exact date that a reading quiz will be given will NOT be announced ahead of time; therefore students are expected to be consistently reading and ready for a reading quiz. Vocabulary and reading questions are due at the beginning of class on the day indicated by the calendar.

**FREE RESPONSE QUESTIONS:**

APHG will help students to develop the skills necessary to present a cogent argument based upon critical analysis of the prompted question and their understanding of geography. Students will be presented with a multi-component prompt which will generally require defining terms relative to geographic studies in an in-depth manner and then analyzing the terms within in the context of specific world regions or case studies.

**OTHER ASSIGNMENTS:**

Various in-class written assignments will be used so as to facilitate students in a deeper interaction with APHG curricular content. Such assignments will include analyzing information in various printed and electronic (Internet) resources as well as evaluating maps, graphs, charts, and other statistical information relative to the interaction among Earth and its various human populations.

**TESTS:**

At the conclusion of each unit of study, students will be given a unit test. These unit tests are comprehensive and will include material previous covered within the course. Unit tests will be given in two parts and typically require two class days: 1) free response and 2) multiple choice. The essay and multiple choice components of each unit test are designed to mimic the format of the AP Exam.

**THE AP EXAM:**

NATIONAL AP HUMAN GEOGRAPHY EXAM DATE: May 17, 2013

The AP Human Geography Examination includes a 75 question section that allows for 60 minutes to complete. The second section is 3 free response essays that must be completed in 75 minutes. Each section accounts for half of the exam grade. The AP course is broken up into the seven units outlined later in the syllabus.

## **AP EXAM TIPS:**

1. Though not required, an exam review book such as Princeton, Barron or REA is recommended and can be helpful.
2. Make sure you answer all chapter reading guides thoroughly and neatly. This will provide you with some very good review materials come test time.
3. Read actively. Do not waste your time reading without comprehension. Read the entire book, including the many pictures, graphs, maps, and other diagrams.
4. Pay close attention to the vocabulary. Review these terms frequently. A great deal of the AP exam will involve vocabulary and its application.

## **MAKE UP WORK**

Students are responsible for getting missed assignments due to excused absences. The assignments will be in the make-up folder on the rear board and it is your responsibility to get it and complete it. Students should first go to the folder to see if any assignments were missed and then see me for any missed tests or quizzes.

Assignments and quizzes will always be posted on the board. **It is YOUR responsibility to make up tests/quizzes.** When you return to class, students must complete missed work and any missed quizzes or tests by the next class period. Tests, quizzes, and assignments must be turned in or made up the day the student returns if he/she was present when the assignment was given. If you fail to make up a missed test or quiz, they will be entered into the grade book as a zero.

## **CLASSROOM EXPECTATIONS:**

### **1. FOLLOW THE RULES AND PROCEDURES OF THE CLASS THAT HAVE BEEN PROVIDED**

2. Be seated after entering the classroom with textbook, any assignments that are due, paper, and writing utensil and quietly get started on the "Bell Work" written on the board.
3. **LISTEN** and pay attention during instruction, directions, and class discussion.
4. **PARTICIPATE** in class. Learning is not a spectator sport. You get out of it what you put into it!

**CLASSROOM PARTICIPATION:** Up to 10% of the marking period grade may be determined by class participation. Class participation may include student preparation and contributions to the class learning environment, and a cooperative attitude.

**ACADEMIC DISHONESTY:** Cheating is the giving or receiving of information during a test, quiz or exam. It is also cheating to copy another student's homework assignment, paper, etc. All work must be YOUR OWN. Cheating will not be tolerated. Talking during quizzes and tests **WILL NOT BE TOLERATED.** See the handbook for the procedures relating to academic dishonesty (page. 34)

**CONSEQUENCES:** Failure to meet classroom expectations, procedures and rules will result in the following consequences:

1. Verbal warning: Verbal reminder of expected behavior and documentation of the misbehavior.
2. Teacher Detention: Documentation of behavior, parent contact, and conference with student (24 hours notice will be given)
3. Referral to Assistant Principal: Documentation of behavior sent to office and parent contact

## COURSE OUTLINE

Topic	Major Topics	% of AP Exam	Text/ Activities/ Assessments	Time Frame
<p><b>I. GEOGRAPHY: ITS NATURE AND PERSPECTIVES</b></p> <p>A. Geography as a field of inquiry</p> <p>B. Evolution of key geographical concepts and models associated with notable geographers</p> <p>C. Key concepts underlying the geographical perspective: location, space, place, scale, pattern, regionalization, and globalization</p> <p>D. Key geographical skills</p> <ol style="list-style-type: none"> <li>1. How to use and think about maps and spatial data</li> <li>2. How to understand and interpret the implications of associations among phenomena in places</li> <li>3. How to recognize and interpret at different scales the relationships among patterns and processes</li> <li>4. How to define regions and evaluate the regionalization process</li> <li>5. How to characterize and analyze changing interconnections among places</li> </ol> <p>E. New geographic technologies, such as GIS and GPS</p> <p>F. Sources of geographical ideas and data: the field, census data</p>	<ol style="list-style-type: none"> <li>1. How does geography help us to learn more about our surroundings and what resources and technologies are there to help us in this study?</li> <li>2. Who are the leaders of geographical study?</li> <li>3. How have the concepts and models of geographical study changed over time?</li> <li>4. How do the concepts of location, space, place, scale, pattern, regionalization and globalization help us to learn more about our surroundings?</li> <li>5. What research and analysis skills are imperative for a thorough understanding of geography?</li> </ol>	<p>5-10%</p>	<p>Readings: deBlij, Ch. 1 Kuby, Ch. 1,3 Rubenstein, Ch. 1 Laura Hebert's Article "Do Maps Create or Represent Reality?"</p> <p>Videos: Power of Place #1: One Earth Many Scales Power of Place #2 Twin Cities, Divided Lives</p> <p>Activities: 1) Define terms 2) Compare various map projections. State benefits and limitations of each 3) 5 Themes Country Book 4) Map Analysis Essay 5) Cartographic Generalization: Subjectivity in Maps and Mapped Data 6) Mental Map of Spotswood</p> <p>Assessment: 1) Reading quiz 2) Unit test consisting of 2 parts: MC and FRQ</p>	<p>3 weeks</p>

<p><b>II. POPULATION</b></p> <p>A. Geographical analysis of population</p> <ol style="list-style-type: none"> <li>1. Density, distribution, and scale</li> <li>2. Consequences of various densities and distributions</li> <li>3. Patterns of composition: age, sex, race, and ethnicity</li> <li>4. Population and natural hazards: past, present, and future</li> </ol> <p>B. Population growth and decline over time and space</p> <ol style="list-style-type: none"> <li>1. Historical trends and projections for the future</li> <li>2. Theories of population growth, including the Demographic Model</li> <li>3. Patterns of fertility, mortality, and health</li> <li>4. Regional variations of demographic transitions</li> <li>5. Effects of population policies</li> </ol> <p>C. Population movement</p> <ol style="list-style-type: none"> <li>1. Push and pull factors</li> <li>2. Major voluntary and involuntary migrations at different scales</li> <li>3. Migration selectivity</li> <li>4. Short-term, local movements, and activity space</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the significant issues for population density/distribution patterns?</li> <li>2. To what extent do the demographics of age, sex, race, and ethnicity impact population issues?</li> <li>3. In what ways do natural disasters/ hazards and region variations impact population patterns?</li> <li>4. What historical trends are important for understanding population patterns?</li> <li>5. What are the significant theories surrounding population growth?</li> <li>6. How would the issues of health, fertility, and morality impact population patterns?</li> <li>7. What are the effects of economic, political, and social policies upon population demographics?</li> </ol>	<p>13-17%</p>	<p>De Blij, Ch 2-3 Kuby, Ch 4, 5 Rubenstein Ch 2,3</p> <p>Power of Place #2 Boundaries and Borderlands</p> <p>Power of Place #18: Oil and Water</p> <p>Power of Place #21: Population Geography</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Define terms</li> <li>2. Using census data, create population pyramid for core, periphery, and semi-periphery</li> <li>3. Explain demographic transition and provide examples</li> <li>4. Sports League Expansion project</li> </ol> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Unit test</li> <li>2. FRQ questions 2003 FRQ #3 2004 FRQ #3 2005 FRQ #2 2006 FRQ #1</li> </ol>	<p>4 weeks</p>
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<p><b>III. CULTURAL PATTERNS AND PROCESSES</b></p> <p>A. Concepts of culture</p> <ol style="list-style-type: none"> <li>1. Traits</li> <li>2. Diffusion</li> <li>3. Acculturation</li> <li>4. Cultural regions</li> </ol> <p>B. Cultural differences</p> <ol style="list-style-type: none"> <li>1. Language</li> <li>2. Religion</li> <li>3. Ethnicity</li> <li>4. Gender</li> <li>5. Popular and folk culture</li> </ol> <p>C. Environmental impact of cultural attitudes and practices</p> <p>D. Cultural landscapes and cultural identity</p> <ol style="list-style-type: none"> <li>1. Values and preferences</li> <li>2. Symbolic landscapes and sense of place</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the significant traits or characteristics of human culture?</li> <li>2. In what ways does culture become spread from one location to another?</li> <li>3. To what extent is the acculturation process obtainable within one generation?</li> <li>4. Where are the world's primary cultural regions and what are their significant characteristics?</li> <li>5. To What extent are the world's languages related to one another?</li> <li>6. What are the key similarities and differences of the world's religions and ethnic groups and to what extent do they influence population?</li> <li>7. In what ways do perspectives of gender expectations distinguish cultures from each other?</li> <li>8. What influence does popular or folk culture have on human societies?</li> <li>9. In what ways do cultural attitudes and practices impact the environment?</li> <li>10. What are the significant aspects of cultural landscapes and identity?</li> </ol>	<p>13-17%</p>	<p>De Blij, Ch 4-7 Kuby, Ch 2 Rubenstein Ch 4-7</p> <p>Power of Place #8 Holding the Hinterlands</p> <p>Power of Place #11 A Challenge for Two Cities</p> <p>Power of Place #14 The Maritime Connection</p> <p>Power of Place #17 Sacred Space, Secular States</p> <p>Power of Place #25 Ethnic Fragmentation in Canada</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Define terms</li> <li>2. Create a graphic organizer comparing Islam, Christianity, and Judaism</li> </ol> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1) Unit Test</li> <li>2) FRQ – 2002 #2</li> </ol>	<p>8 weeks</p>
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<p><b>IV. Political Organization of Space</b></p> <p>A. Territorial dimensions of politics</p> <ol style="list-style-type: none"> <li>1. The concept of territoriality</li> <li>2. The nature and meaning of boundaries</li> <li>3. Influences of boundaries on identity, interaction, and exchange</li> </ol> <p>B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> <li>1. The nation-state concept</li> <li>2. Colonialism and imperialism</li> <li>3. Federal and unitary states</li> </ol> <p>C. Challenges to inherited political-territorial arrangements</p> <ol style="list-style-type: none"> <li>1. Changing nature of sovereignty</li> <li>2. Fragmentation, unification, alliance</li> <li>3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment</li> <li>4. Electoral geography, including gerrymandering</li> </ol>	<ol style="list-style-type: none"> <li>1. What has been the historic purpose of defined territory and how does the concept of territory impact identity, interaction, and exchange?</li> <li>2. What prompted the transition from a city or village based state to the use of the ethnically based nation-state?</li> <li>3. To what extent has colonialism and imperialism facilitated the expansion of the nation-state concept and what issues are present for future international interactions of nation-states?</li> <li>4. In what ways have unitary, confederation, and federal forms of government impacted the relationships of regions of people?</li> <li>5. In what way has the concept of sovereignty changed over time?</li> <li>6. In what ways has the fragmenting or uniting of nation-states and the international system of alliances impacted human populations?</li> <li>7. What is the spatial relationship between political patterns and the patterns of ethnicity, economy, and environment?</li> <li>8. In what ways has the division of territory into regional electoral districts impacted human populations and political activity, especially with regard to the practice of gerrymandering?</li> </ol>	<p>13-17%</p>	<p>De Blij, Ch 8 Kuby, Ch 12-13 Rubenstein, Ch 8</p> <p>Power of Place #3 Supernationalism and Devolution</p> <p>Power of Place #2 Boundaries and Borderlands</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Define geographic concepts at the end of Ch 8 in the de Blij text</li> <li>2. Research and give a presentation of a stateless nation, nation-state, multination states</li> </ol> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1) Unit Test</li> <li>2) 2002 FRQ #1 2003 FRQ #1 2005 FRQ #1 2006 FRQ #3</li> </ol>	<p>3 weeks</p>
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<p><b>V. AGRICULTURE AND RURAL LAND USE</b></p> <p>A. Development and diffusion of agriculture</p> <ol style="list-style-type: none"> <li>1. Neolithic Agricultural Revolution</li> <li>2. Second Agricultural Revolution</li> </ol> <p>B. Major agricultural production regions</p> <ol style="list-style-type: none"> <li>1. Agricultural systems associated with major bio-climatic zones</li> <li>2. Variations within major zones and effects of markets</li> <li>3. Linkages and flows among regions of food production and consumption</li> </ol> <p>C. Rural land use and settlement patterns</p> <ol style="list-style-type: none"> <li>1. Models of land use, including von Thünen's model</li> <li>2. Settlement patterns associated with major agriculture types</li> </ol> <p>D. Modern commercial agriculture</p> <ol style="list-style-type: none"> <li>1. The Third Agricultural Revolution</li> <li>2. Green Revolution</li> <li>3. Biotechnology</li> <li>4. Spatial organization and diffusion of industrial agriculture</li> <li>5. Future food supplies and environmental impacts of agriculture</li> </ol>	<ol style="list-style-type: none"> <li>1. What were the characteristics and influences of each of the major agricultural revolutions?</li> <li>2. Where are the primary bioclimatic zones and what are the primary agricultural systems within each zone?</li> <li>3. In what ways are the economic markets of the world linked based on food production and consumption?</li> <li>4. What inferences of land use are the basis for the major models of agricultural land usage?</li> <li>5. What patterns of settlement have been created based upon the type of agriculture developed within a region?</li> <li>6. In what sense has the Green Revolution and biotechnology effected modern agricultural techniques?</li> <li>7. In what ways has spatial organization of agriculture influenced the diffusion of industrial agriculture, the environment, and the availability of food supplies? What does the future hold?</li> </ol>	<p>13-17%</p>	<p>de Blij, Ch 11 Kuby, Ch 8 Rubenstein Ch 10,14</p> <p>Power of Place #12 Small Farms, Big Cities</p> <p>Power of Place #21, Population Geography – Guatemala</p> <p>Power of Place #23 Brazil – The Sleeping Giant</p> <p>Power of Place #26 – Regions and Economies</p> <p>Activities: 1) define geographic concepts at the end of Ch 11 2) Using data, analyze location of various crops and explain impact on local development 3) Explain how agriculture developed at various hearths 4) Describe and explain the three agricultural revolutions and their impact on society.</p> <p>Assessment: 1) Unit Test 2) 2001 FRQ #1 2004 FRQ #2</p>	<p>3 weeks</p>
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<p><b>VI. INDUSTRIALIZATION AND ECONOMIC DEVELOPMENT</b></p> <p>A. Key concepts in industrialization and development</p> <p>B. Growth and diffusion of industrialization</p> <ol style="list-style-type: none"> <li>1. The changing roles of energy and technology</li> <li>2. Industrial Revolution</li> <li>3. Evolution of economic cores and peripheries</li> <li>4. Geographic critiques of models of economic localization (i.e., land rent, comparative costs of transportation), industrial location, economic development, and world systems</li> </ol> <p>C. Contemporary patterns and impacts of industrialization and development</p> <ol style="list-style-type: none"> <li>1. Spatial organization of the world economy</li> <li>2. Variations in levels of development</li> <li>3. Deindustrialization and economic restructuring</li> <li>4. Pollution, health, and quality of life</li> <li>5. Industrialization, environmental change, and sustainability</li> <li>6. Local development initiatives: government policies</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the key concepts in industrialization and development?</li> <li>2. How did the Industrial Revolution, and subsequent changes in the roles of energy and technology, effect human populations?</li> <li>3. In what ways have economic cores and peripheries evolved?</li> <li>4. What are the significant critiques of models of economic localization, industrial location, economic development, and world systems?</li> <li>5. How has spatial organization of agriculture influenced the variations in the development of the world economy?</li> <li>6. To what extent deindustrialization and economic restructuring been influenced by issues of pollution, health, and an overall quality of life?</li> <li>7. In what sense has industrialization been influenced by environmental concern and issues of sustainability as well as local, regional, national, and international political policies?</li> <li>8. What is globalization and what role do networks play in globalization?</li> </ol>	<p>13-17%</p>	<p>deBlij, Ch 10, 12-14 Kuby, Ch 6,7,14 Rubenstein Ch 9, 11, 14</p> <p>Power of Place #20 Developing Countries</p> <p>Power of Place #5 Transforming Industrial Heartland</p> <p>Power of Place #18 Oil and Water</p> <p>Power of Place #13 The Mainland</p> <p>Power of Place #10 The Booming Maritime Edge</p> <p>Activities: 1) define terms 2) Compare Rostow's and Wallerstein's models of development 3) Create a chart listing various countries as core, periphery, and semi-periphery</p> <p>Assessment: 1) Unit Test 2) 2001 FRQ #3 2003 FRQ #2 2004 FRQ #1 2006 FRQ #2</p>	<p>5 weeks</p>
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<p><b>VII. CITIES AND URBAN LAND USE</b></p> <p>A. Definitions of urbanism</p> <p>B. Origin and evolution of cities</p> <ol style="list-style-type: none"> <li>1. Historical patterns of urbanization</li> <li>2. Rural-urban migration and urban growth</li> <li>3. Global cities and megacities</li> <li>4. Models of urban systems</li> </ol> <p>C. Functional character of contemporary cities</p> <ol style="list-style-type: none"> <li>1. Changing employment mix</li> <li>2. Changing demographic and social structures</li> </ol> <p>D. Built environment and social space</p> <ol style="list-style-type: none"> <li>1. Comparative models of internal city structure</li> <li>2. Transportation and infrastructure</li> <li>3. Political organization of urban areas</li> <li>4. Urban planning and design</li> <li>5. Patterns of race, ethnicity, gender, and class</li> <li>6. Uneven development, ghettoization, and gentrification</li> <li>7. Impacts of suburbanization and edge cities</li> </ol>	<ol style="list-style-type: none"> <li>1. What is urbanism?</li> <li>2. What key historical patterns and system models of migration and urban growth led to the development of the city, the metropolis, and the megapolois?</li> <li>3. Over time, how has the character of cities been impacted by changes to employment mixes, demography, and social structures?</li> <li>4. What are the models of internal city structuring, including the ideas of urban planning and design?</li> <li>5. How have the needs for transportation and infrastructure been addressed by local, regional, and national political organizations?</li> <li>6. To what extent have demographic settlement patterns (de jure or de facto) based on race, ethnicity, gender, age, and socio-economic class effected the development of urban and suburban areas?</li> <li>7. What role(s) do urban regions play in globalization?</li> </ol>	<p>13-17%</p>	<p>deBlij, Ch 9 Kuby, Ch 9-11 Rubenstein Ch 12-13</p> <p>Power of Place #4 East Looks West</p> <p>Power of Place #9 Changes on the Chang Jiang</p> <p>Power of Place #15 Global Interaction</p> <p>Power of Place #16 Urban and Rural Contrasts</p> <p>Power of Place #24 Cutyscapes, Suburban Sprawl</p> <p>Activities: 1) define terms 2) Compare the following models (concentric, sector, multiple nuclei)</p> <p>Assessments: 1) Unit Test 2) 2001 FRQ #2 2002 FRQ #3 2005 FRQ #3</p>	<p>4 weeks</p>
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