

AP Human Geography Book Study

May 24th, 2011

Dear Students and Parents,

We are excited that you have decided to accept the challenge of taking an advanced placement class. We promise that you will strengthen your academic, intellectual, observation, and discussion skills. We are revved up to teach this class again next year and are dedicated to providing a challenging and rewarding academic experience. Intrinsic in any AP course is an increased workload and some time for field study and review outside of class. We will provide advanced notices for these dates and times and parents are welcome to come on any of our field studies or visit our class. This is our ninth year of offering Advanced Placement Human Geography at Eaglecrest and we have had great success in our first nine years and have no doubt that next year will also be a great success.

Students who enroll in AP Human Geography are asked to buy textbooks. We are using two books in this class. The basic text for the course will be Human Geography: Landscapes of Human Activity by Jerome Fellmann et al **8th, 9th or 10th** edition. Applied exercises for each unit will come from Human Geography in Action by Michael Kuby et al **4th** edition. Both texts will be available for purchase in the 7-11 at EHS in the Fall. There are some students who might be willing to sell a used 8th or 9th edition Fellmann book. The Kuby must be purchased new because it is a workbook and contains computer software. The approximate cost for each book: Fellman \$85, Kuby \$70. Please be aware that the books may not be available through regular book stores as they are college textbook editions. We buy them directly from the publisher and sell them for the price that we are charged. We make no profit from these sales.

This course is a web enhanced course and consequently students will use e-mail, the course website and various other computer programs to enhance the learning opportunities for students. This creates a very rich academic environment where students will take tests online, participate in online discussions and have the capacity to communicate and learn outside of the traditional class time. The course web site is located at <https://cole.ccsd.k12.co.us/> and will be available after July 1st. In order to enroll students should use their Powerschool user id and password. Once you are logged into COLE you will need to enroll in course. Follow these steps.

1. Look on left hand side of window click on the "all courses" in the my classes section.
2. Scroll down until you see **EHS** – located **Social Studies** under this section.
3. Scroll down until you see AP Human Geography EHS – click to enroll.
4. This course requires an access key "geography". Enter key and submit.
5. If successful you will go straight to the APHG web site. The site will have resources available relating to the course.

This course has a map-skills and book study assignment that we are recommending students complete during the Summer. The **map skills** will be assessed at the beginning of the course. The **book study** will be eligible for collection at the beginning of the course but is not officially due until October 31st. Students who turn the assignment in early will receive extra credit. The earlier in the school year it is completed, the more extra credit. We will start collecting book study work the second week of school. This will allow the more motivated student to get a head start and be rewarded for their effort. The extra credit is significant so take advantage of it.

If you have any questions feel free to call 720.886.1000 or e-mail us at either dpalmer2@cherrycreekschools.org, ladair@cherrycreekschools.org, hking3@cherrycreekschools.org

Sincerely,

Sparky Adair

Hollie King
AP Human Geography Instructors

David Palmer

AP Human Geography Book Study Guide

Book Review/Analysis Writing

Pick on one of the books on the list provided. Read the book and then complete all parts of this guide. This assignment should be typed. Each of the books is designed to deepen your understanding of the world and make connections to your own background information. The assignment should help you to gain a sense of understanding of locations and places and why these places are important.

Part I - Summary

Summarize the thesis or central point of the author in your own words. In other words what does the author believe and wants to prove. Identify **three** specific examples from **three** different chapters of the book that clearly support the thesis. Use specific examples from the text that the author uses to make his point. (one paragraph) - This is not your opinion, I want to know what the author believes and show it with evidence. Hint the thesis is usually found in the first and last chapters of text.

Part II – Dialectic Journal - passages from text / describe and connect

Pick **five** passages from the text that resonate (evokes emotion) or that you can make connections to your current knowledge. Attempt to identify quotes that relate to the following concepts:

- **Sense of place** – Describes what is it like in a certain location (physical and/or cultural)
- **Geographic Patterns** – What are the geographic patterns that exist in the world or region being discussed?
- **Why There?** – Why are the patterns or processes being discussed in the book occurring in the locations being described?
- **Impacts / Effects** – What are the impacts and effects of the patterns and processes being discussed in the book?

Example Entry #1 – Hot, Flat, and Crowded

Quote page 29 : “ The director of the CIA stated that his analysts believe the most worrying trend in the world is not terrorism but demographics... By mid century, the best estimates point to a world population of more than 9 billion.... With most of the growth occurring in countries least able to sustain it (population), and that will create a situation that will likely fuel instability and extremism”

Describe: Paraphrase quote into your own words. Tell me what it means.

The head of the CIA is very concerned about population growth in certain parts of the world. The poorest countries in the world have the highest population growth rates. This is concerning because these countries cannot support all of these people and this could lead to more terrorism or problems in the world. Instability means that the governments of these poorer countries could have trouble running the country.

Connection: Impacts / Effects + Geographic Patterns

This passage speaks to the effects of population growth occurring in the world today. But what is concerning is where the growth is occurring in the world. I’ve never thought about where population growth occurs as important, but many of the poorer countries are experiencing rapid population growth. If these people stay poor or don’t have the chance to make income or improve their lives, than this could increase the likelihood of terrorists coming from these regions. These people will feel desperate and this will have a big impact on how we live in the United States. This must be one element of what Friedman means by crowded in his title. This is a pattern because it talks about where growth is occurring and it is an effect because it discusses the potential effects of population growth.

Entry #2

Quote page ____:	
Describe: Paraphrase quote into your own words. Tell me what it means.	Connection: Why There? This passage ...

Part III – Reaction Paragraph: Do you agree or disagree with the author’s thesis? Explain why and support with details? We want your opinion but support it with details and examples.

Part IV - Map

Create an original map that accurately portrays one or more of the following:

- the author's thesis (main point or generalization)
- the author's perspective of the world (or region)
- the author's main points in a specific chapter
- Key locations and places that are discussed in the text- create symbols to indicate the importance to the book.
- Map data that relates to the text – ie. overall health of US states, countries with most internet connections – just explain how the data relates to the book and why you are mapping the information.
- You can use a world, regional or national map to show your information.

Your map needs clear, clean designs that include several types of data and information. Map should include a title, a legend with symbols and colors you use, and a compass rose. Different cartographic (map making) techniques you might use to show spatial patterns across the surface of the earth include:

- different colors to show percentages or ratios (ex. percent literate, unemployed, etc.) - light to dark shades of the same color or warm vs. cool colors
- different width arrows to show movement (ideas, migration, trade, etc.) wider arrows indicate larger amounts or quantities
- symbols to show differences and similarities between countries or regions (ex. religious symbols, different dollar signs to show Gross Domestic Product, etc.)
- other cartographic techniques you observe from other maps.
- locating outline maps: this site has lots of maps that can be downloaded and printed.
<http://www.eduplace.com/ss/maps/index.html>

Part V - Venn Diagram or Double Bubble Thinking Map

Throughout the books, the authors make many comparisons that lend themselves to comparative analysis. Choose **one** of these comparisons and create a Venn diagram or double-bubble thinking map that illustrates the differences and similarities. Being able to identify patterns that reoccur is an essential skill for academic success. In order to do this activity you will need to identify two people, regions, ideas, beliefs or groups of people that are discussed in the book. Look for similarities and differences and write them down in the diagram. Identify a minimum of four similarities and differences. Some comparisons can be simple but don’t be afraid to be brilliant.

What to study: AP Human Geography Basic Background Knowledge List

AP Human Geography Summer Reading Options (pick one)

Confucius Lives Next Door

Book Description

Using anecdotes of his family's five-year sojourn in Tokyo and his own observations of Asian customs, media, and corporate practices, Washington Post bureau chief Reid offers a welcome exposé of modern East Asia on the eve of what he terms "the Asian century." He contrasts Asia's ways with the West's in an effort to explain why the United States in particular does not measure up to the East on social stability indicators such as violent crime, theft, and single parenthood. Reid gives modern Asian trends a historical basis, with particularly keen insights into European imperialism's legacy there. Confucius's life and subsequent influence in both the East and West are illuminated.

Fast Food Nation

Book Description

Everyone frets about the nutritional implications of excessive dining at America's fast-food emporia, but few grasp the significance of how fast-food restaurants have fundamentally changed the way Americans eat. Schlosser documents the effects of fast food on America's economy, its youth culture, and allied industries, such as meatpacking, that serve this vast food production empire. Starting with a young woman who makes minimum wage working at a Colorado fast-food restaurant, Schlosser relates the oft-told story of Ray Kroc's founding of McDonald's. In a striking chapter, Schlosser gives a glimpse into the little-known world of chemically engineered flavorings, both natural and artificial. The coming together of so many diverse social, scientific, and economic trends in a single industry makes this book a relevant, compelling read and a cautionary tale of the many risks generated by this ubiquitous industry.

The Middle of Everywhere: The World's Refugees Come to Our Town by Mary Pipher (2002-03)

Book Description

Though Lincoln, Nebraska, seems a strange gathering place for refugees from all corners of the globe, it is the setting for Mary Pipher's *The Middle of Everywhere*, an ardent, anecdotal, and at times moving study of some new arrivals to the United States. Pipher emphasizes the resiliency of the refugees--from Laos, Bosnia, Northern Iraq, Sudan, Afghanistan, and the former Soviet Union--whose homeland tales of death, privation, torture, and multi-pronged persecution vary only in the details. In America the refugees must learn a new language and pick their way among the temptations and wonders of a complex land. Does a Publishers Clearing House notice mean one is a millionaire? What is aluminum foil? Is an overdue library book a jailable offense?

Why Geography Matters, Three Changes Facing America: Climate Change, The Rise of China and Global Terrorism by de Blij, Harm.. (Oxford University Press. September 2005)

Book Description

This is a book about three major challenges facing the US (and the world) - Climate Change, the Rise of China and Islam. It's a book that many believe challenges the sterile prevailing world view and propaganda peddled by many politicians in the US and elsewhere. It is insightful, honest, and extremely thought-provoking and says what needs to be said in carefully analyzed and logical sections. Finally, it is beautifully written and easy to read in a style that is engaging, interesting and rich with facts.

Hot, Flat, and Crowded: Why We Need a Green Revolution--and How It Can Renew America by Thomas L. Friedman (Author) 2009 - **Book Description**

Friedman explains how global warming, rapidly growing populations, and the astonishing expansion of the world's middle class through globalization have produced a planet that is "hot, flat, and crowded." Already the earth is being affected in ways that threaten to make it dangerously unstable. In just a few years, it will be too late to fix things--unless the United States steps up now and takes the lead in a worldwide effort to replace our wasteful, inefficient energy practices with a strategy for clean energy, energy efficiency, and conservation that Friedman calls Code Green.

AP Human Geography Basic Background Knowledge List

Part of entering an AP class is an assumption of a certain level of background knowledge and skills. Please review and be prepared to take an assessment the first two weeks of school in the fall relating to this list. The assessment will be mastery based which means you can take the assessment multiple times but must attain 80% or above to pass. The assessment will be primarily a matching identifying assessment – do not worry about spelling. Don't stress out about this, but do some review and familiarize yourself with this information. Think of this knowledge as the ABC's and 1,2,3's of geography.

Basic map and atlas skills –

- Using an atlas to locate information
- Reading and interpreting a map
- Using latitude and longitude to locate and find places

Be able to locate on a map the following places-

General Stuff <ul style="list-style-type: none"> <input type="checkbox"/> 4 Oceans <input type="checkbox"/> 7 continents <input type="checkbox"/> Equator <input type="checkbox"/> Tropic of Cancer <input type="checkbox"/> Tropic of Capricorn 	Major Mountain Ranges <ul style="list-style-type: none"> <input type="checkbox"/> Himalayas <input type="checkbox"/> Rockies <input type="checkbox"/> Andes <input type="checkbox"/> Alps <input type="checkbox"/> Caucasus <input type="checkbox"/> Urals <input type="checkbox"/> Appalachian 	Major Rivers <ul style="list-style-type: none"> <input type="checkbox"/> Rhine <input type="checkbox"/> Amazon <input type="checkbox"/> Yangtze <input type="checkbox"/> Mississippi <input type="checkbox"/> Ganges <input type="checkbox"/> Nile <input type="checkbox"/> Congo
Major Deserts / random other stuff <ul style="list-style-type: none"> <input type="checkbox"/> Sahara <input type="checkbox"/> Great Sandy Desert <input type="checkbox"/> Australia <input type="checkbox"/> Gobi <input type="checkbox"/> Siberia 	Major Climate Regions- which parts of the world fit each category <ul style="list-style-type: none"> <input type="checkbox"/> Tropical <input type="checkbox"/> Dry <input type="checkbox"/> Mild <input type="checkbox"/> Continental <input type="checkbox"/> Polar 	Major Bodies of Water <ul style="list-style-type: none"> <input type="checkbox"/> Great Lakes <input type="checkbox"/> Mediterranean Sea <input type="checkbox"/> Black Sea <input type="checkbox"/> Caspian Sea <input type="checkbox"/> Red Sea <input type="checkbox"/> Arabian Sea <input type="checkbox"/> South China Sea <input type="checkbox"/> Caribbean Sea <input type="checkbox"/> Aral Sea
Chokepoints (Straits and Channels) <ul style="list-style-type: none"> <input type="checkbox"/> Strait of Gibraltar <input type="checkbox"/> Panama Canal <input type="checkbox"/> Suez Canal <input type="checkbox"/> Strait of Malacca <input type="checkbox"/> English Channel <input type="checkbox"/> Bosphorus & Dardanelles <input type="checkbox"/> Strait of Hormuz 	Major World Cities <ul style="list-style-type: none"> <input type="checkbox"/> New York City <input type="checkbox"/> London <input type="checkbox"/> Tokyo <input type="checkbox"/> Paris <input type="checkbox"/> Cairo <input type="checkbox"/> Sydney <input type="checkbox"/> Sao Paulo <input type="checkbox"/> Johannesburg <input type="checkbox"/> Moscow <input type="checkbox"/> Hong Kong 	<ul style="list-style-type: none"> <input type="checkbox"/> Chicago <input type="checkbox"/> Beijing <input type="checkbox"/> Bombay (Mumbai) <input type="checkbox"/> Mexico City <input type="checkbox"/> Tehran <input type="checkbox"/> Washington D.C. <input type="checkbox"/> Lagos <input type="checkbox"/> Calcutta <input type="checkbox"/> Toronto <input type="checkbox"/> Singapore
Canadian Provinces <ul style="list-style-type: none"> <input type="checkbox"/> British Columbia <input type="checkbox"/> Yukon Territory <input type="checkbox"/> Alberta <input type="checkbox"/> Saskatchewan <input type="checkbox"/> Northwest Territories <input type="checkbox"/> Manitoba <input type="checkbox"/> Quebec <input type="checkbox"/> New Brunswick <input type="checkbox"/> Nova Scotia <input type="checkbox"/> Newfoundland and Labrador <input type="checkbox"/> Nunavut <input type="checkbox"/> Ontario 	<ul style="list-style-type: none"> <input type="checkbox"/> Have some sense of development levels of regions? Rich (Highly Developed), Developing (Middle Income), Poor (Less Developed) <input type="checkbox"/> Know some cultural characteristics of regions – major religions, languages, ethnicities etc 	Major World Regions – <ul style="list-style-type: none"> <input type="checkbox"/> Middle East <input type="checkbox"/> South East Asia <input type="checkbox"/> South Asia <input type="checkbox"/> Sub-Saharan Africa Sahel Africa <input type="checkbox"/> Latin America <input type="checkbox"/> Central America <input type="checkbox"/> Caribbean <input type="checkbox"/> Western Europe <input type="checkbox"/> Eastern Europe <input type="checkbox"/> Former USSR <input type="checkbox"/> Oceania

Country identification – you need to be able to identify where these countries are on a map.

<p>Africa</p> <ul style="list-style-type: none"> <input type="checkbox"/> South Africa <input type="checkbox"/> Madagascar <input type="checkbox"/> Sudan <input type="checkbox"/> Niger <input type="checkbox"/> Algeria <input type="checkbox"/> Nigeria <input type="checkbox"/> Somalia <input type="checkbox"/> Morocco <input type="checkbox"/> Libya <input type="checkbox"/> Egypt <input type="checkbox"/> Kenya <input type="checkbox"/> Chad <input type="checkbox"/> Mali <input type="checkbox"/> Congo/Zaire <input type="checkbox"/> Rwanda <input type="checkbox"/> Botswana <input type="checkbox"/> Ethiopia <input type="checkbox"/> Zimbabwe 	<p>North America & South America</p> <ul style="list-style-type: none"> <input type="checkbox"/> United States <input type="checkbox"/> Argentina <input type="checkbox"/> Guatemala <input type="checkbox"/> Bolivia <input type="checkbox"/> Cuba <input type="checkbox"/> Brazil <input type="checkbox"/> Haiti <input type="checkbox"/> Chile <input type="checkbox"/> Honduras <input type="checkbox"/> Colombia <input type="checkbox"/> Costa Rica <input type="checkbox"/> Ecuador <input type="checkbox"/> Bahamas <input type="checkbox"/> Peru <input type="checkbox"/> Panama <input type="checkbox"/> Venezuela <input type="checkbox"/> Nicaragua <input type="checkbox"/> El Salvador <input type="checkbox"/> Canada <input type="checkbox"/> Mexico 	<p>Asia</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vietnam <input type="checkbox"/> Thailand <input type="checkbox"/> Japan <input type="checkbox"/> India <input type="checkbox"/> Singapore <input type="checkbox"/> Burma <input type="checkbox"/> Mongolia <input type="checkbox"/> China <input type="checkbox"/> Cambodia <input type="checkbox"/> Indonesia <input type="checkbox"/> South Korea <input type="checkbox"/> Philippines <input type="checkbox"/> Pakistan <p>Other:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Australia <input type="checkbox"/> New Zealand
<p>Europe</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ireland <input type="checkbox"/> Russia <input type="checkbox"/> Sweden <input type="checkbox"/> Greece <input type="checkbox"/> Romania <input type="checkbox"/> Slovakia <input type="checkbox"/> Czech Republic <input type="checkbox"/> Norway <input type="checkbox"/> Spain <input type="checkbox"/> Croatia <input type="checkbox"/> Yugoslavia <input type="checkbox"/> Germany <input type="checkbox"/> France <input type="checkbox"/> United Kingdom <input type="checkbox"/> Italy <input type="checkbox"/> Poland <input type="checkbox"/> Finland <input type="checkbox"/> Bosnia 	<p>Southwest Asia</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kuwait <input type="checkbox"/> Syria <input type="checkbox"/> Iraq <input type="checkbox"/> Lebanon <input type="checkbox"/> Saudi Arabia <input type="checkbox"/> Israel <input type="checkbox"/> Iran <input type="checkbox"/> Jordan <input type="checkbox"/> Turkey <input type="checkbox"/> Afghanistan <p>All 50 US States and Regions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Northeast <input type="checkbox"/> Southeast <input type="checkbox"/> Midwest <input type="checkbox"/> Southwest <input type="checkbox"/> Rocky Mountain <input type="checkbox"/> Pacific West 	<p>Web sites and resources you can use to help with this information are located on the class website:</p> <p>https://cole.ccsd.k12.co.us</p>

Syllabus: Advanced Placement Human Geography

AP Human Geography at our school is a year-long course designed to meet or exceed the experience of an introductory one-semester college Human Geography course. The purpose of the course is to utilize geographic processes to systematically study and understand spatial patterns that are evident in the world in which we live.

Course Materials

The main text for the course will be Human Geography – 9th edition (2007) by Jerome Fellmann et al. Students will also use Human Geography in Action 4th edition (2007) –by Kuby et al for applied exercises. Additional case studies, readings from current resources, films, aerial photos and field study work will supplement the two main texts. Many videos are from the Power of Place: Geography for the 21st Century video series.

Organization of Course

Students in this course will meet every other day for a 95-minute block period. Students in this course will use interactive notebooks as an organizational and learning tool for the course. Notebooks will include activities, vocabulary, key concepts and questions for each unit and will be turned in the day of each unit exam. Unit exams will include a 35-45 minute timed multiple-choice exam followed by a 45-minute free response exam that usually involves answering two essay questions. Each unit also includes either an in class or online Socratic discussion. Each semester the course includes a field study. First semester field study is trip to a regional mall to apply regionalization and cultural landscape principles. Second semester students participate in a full day urban field study that helps students synthesize concepts from many units (population, economic, culture and urban).

Course Outline – by Unit

I. What is Geography? Geography- Its Nature and Perspectives

Reading Fellman Chapter 1 – Introduction: Some Background Basics

- A. Historical development of the discipline
- B. Defining "human geography"
- C. Basic concepts of geography
- D. Methods and skills of geography
Applied Activity: Kuby, Chapter 1: "True Maps, False Impressions: Making, Manipulating, and Interpreting Maps"
- E. Thinking Geographically – Level 4 Analysis- posing and answering geographic questions – Field Study Park Meadows Mall

II. Population Unit

Reading: The Humans in Human Geography Reading: Fellmann, Chapter 3: "Spatial Interaction and Spatial Behavior" Fellmann, Chapter 4: "Population: World Patterns, Regional Trends" – Key video: World in Balance: The People Paradox

Population Research Project

Socratic Seminar: population policies

- A. Population Patterns
 1. Factors of growth: rates and averages
 2. Applied Activity: Kuby, Chapter 5: "One Billion and Counting: The Hidden Momentum of Population Growth".
 3. Historical patterns of growth
 4. Contemporary patterns and regional variations of demographic data ie fertility, mortality and health
 5. Demographic transition
 6. Population policies – role of women
- B. Population Distribution
 1. Spatial patterns: global, regional, local
 2. Demographic trends: case studies

3. Spatial variations in factors of growth
- C. Population movement
1. Push and pull factors of migration
 2. Major voluntary and involuntary migrations
 3. Contemporary migrations
 4. Local migrations and activity space
 5. Migration to and within the U.S. Applied Activity: Kuby, Chapter 4: "Newton's First Law of Migration: The Gravity Model"

III. Cultural Patterns and Processes

Reading: Fellmann, Chapter 2: "Roots and Meaning of Culture"

Fellmann, Chapter 5: "Language and Religion"

Fellmann, Chapter 6: "Ethnic Geography"

Fellmann, Chapter 7: "Folk and Popular Culture"

A. Culture and culture traits

1. Defining culture: material, nonmaterial, traits, complexes
2. Cultural diffusion and change

Applied Activity: Kuby, Chapter 3: "Tracking the AIDS Epidemic: Diffusion through Space and Time"

3. Major culture regions and realms

Socratic Seminar: Acculturation or Assimilation

B. Cultural diversity- 4 level analysis for each topic

1. Languages
2. Religions – religion research project
3. Ethnicity
4. Popular culture / Folk Culture
5. Perceptions of natural hazards

C. Cultural landscapes

Applied Activity: Kuby, Chapter 2: "Layers of Tradition: Culture Regions at Different Scales"

1. Culture and the environment
2. Culture and group identity- values and preferences
3. Culture and conflict
4. Sense of place

IV. **Economic Systems and Patterns**

Reading Fellmann, Chapters 8-9: "Livelihood and Economy"

Fellmann, Chapter 10: "Patterns of Development and Change"

Socratic Seminars:

- Effects of development on the environment
- Agriculture

A. Economic structure / development

1. Economic sectors / trends

Applied Activity: Kuby, Chapter 6: "Help Wanted: The Changing Geography of Jobs"

2. Measuring development – variations in levels of development

Applied Activity: Kuby, Chapter 7: "From Rags to Riches: The Dimensions of Development"

3. Core Periphery
4. Economic and development models

B. Agriculture and rural land use

1. Origins and spread of agriculture
2. Major agricultural regions
3. Linkages and flows of products
4. Commercial agriculture
5. Science and agriculture

Applied Activity: Kuby Chapter 8: "Food for Thought: The Globalization of Agriculture"

C. Rural land use / settlement patterns

1. Land use models
2. Energy and intensification of land use
3. Rural activity and environmental issues

D. Industrialization

1. Origins and spread of industrialization
2. Major industrial regions
3. Industrial location models
4. Deindustrialization
5. Industrialization and quality of life

E. Global economy

1. Trade and transportation patterns
2. Shifting patterns of production
3. Transnationals and outsourcing
4. Interdependence and competition

V. Urban Geography

Reading: Fellmann, Chapter 11: "Urban Systems and Urban Structures"

- Urban Field Study – Light Rail – Littleton, Englewood, LODO

A. Patterns of urbanization

1. Global: rates and regions
2. National: growth and decline
3. Local: urban sprawl

A. Evolution of cities

1. Defining an urban place: site, situation, form
2. Models of urban location and structure

Applied Activity: Kuby, Chapter 9: "Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy"

3. Urban hierarchies

C. Patterns within the city – Urban Field Study Lite Rail

1. Internal structure – models of cities

Applied Activity: Kuby, Chapter 10: "Reading the Urban Landscape through Census Data and Field Observation"

2. Demographic and social patterns
3. Transportation and infrastructure
4. Political organization and urban planning

D. Patterns beyond the city

1. Megacities and conurbations
2. Suburbanization and edge cities

VI. **Political Geography**

Reading: Fellmann, Chapter 12: "The Political Ordering of Space"

A. Nations and states

1. Drawing boundaries: global, national, local
Applied Activity: Kuby, Chapter 12: "Do Orange and Green Clash? Residential Segregation in Northern Ireland"
2. Effects of size and shape
3. Centripetal and centrifugal forces

B. Contemporary political patterns

1. Historical development of boundaries and states
2. Colonialism and neocolonialism
3. Internal order: national and sub-national governance

C. Cooperation and conflict

1. Alliances
2. Devolution / Supranationalism
3. Conflicts

VII. Review for AP Exam