Pocono Mountain School District
Advanced Placement Human Geography

Purpose

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Goals

The particular topics studied in an AP Human Geography course should be judged in light of the following five college-level goals that build on the National Geography Standards developed in 1994. On successful completion of the course, students should have developed skills that enable them to:

- **Use and think about maps and spatial 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 spatial data 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 spatial 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 spatial arrays.
- **Understand and interpret the implications of associations 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 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 tastes and values, political regulations, and economic constraints work together to create particular types of cultural landscapes.
- **Recognize and interpret at different scales the relationships among patterns and processes.** 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 developments at other scales (e.g., regional, national, or global). They should then look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements. Students will be asked to measure

distances using maps of several different scales. Students will be taught the differences between distance, area, and volume, which provide excellent connections between geography and mathematics. Students will consider using a Geographic Information System {GIS}, as all GIS software allows users to measure distance, perimeters and areas. Using Global Positioning System {GPS} receiver, or measuring tape and a compass, are ways in which measurement and scale are introduced. Students will use online mapping sites, such as the National Atlas (ww w.nationalatlas.go v), Topozone (www .topozone.com), and Terraserver (www.terraserver-usa.com) as references.

• **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.

Course Objectives (Curriculum Requirem ents)

1. CI : The course provides a systematic study of human geography, including the following topics outlined in the Course Description:
    a. Nature of and Perspectives on Geography
    b. Population
    c. Cultural Patterns and Processes
    d. Political Organization of Space and Agricultural and Rural Land Use
    e. Industrialization and Economic Development
    f. Cities and Urban Land Use.
2. C2: The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.
3. C3: The course teaches spatial relationships at different scales ranging from the local to the global.
4. C4: The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, though not required, can be used effectively in the course.

COURSE EXPECTATIONS:

Each class period is scheduled for 57 minutes. Each daily lesson will begin with a short assignment to introduce the daily lesson or review a lesson from the previous class meeting. The assignment will be a reading assignment with a question, a short-writing assignment, or a "thinking critically" question which will require the student to offer their opinion on a given subject. The introduction to the lesson will generally last 5 - 10 minutes. After the introduction to the lesson, the teacher will deliver the daily lesson by lecture and PowerPoint slideshow combination. This portion of class will last for 40 - 45 minutes. During the lesson, the students will contribute to class discussions in reference to the daily topic. Students will have the opportunity to analyze primary source materials. Each student will be required to use higher level thinking skills to connect the material in the lesson with real life situations occurring around the world daily.

After the class discussion and delivery of the lesson, the students will be given a daily assignment or an assignment which each student must begin in class and complete at home. The last 5 minutes of class will be designated as the class wrap-up, review time. Review time at the end of class is imperative to ensure the students have comprehended the material for the day.

Readings: Students will be expected to read assigned passages from required reading prior to class meetings as well as outside materials as is necessary.

Assignments: All assignments and exams will be due on their assigned dates. Late work is not accepted.
Sloppy, cluttered, or inappropriately formatted assignments will not be accepted. Students are expected to complete all assignments and examinations on time. Although students are expected to see the instructor about missed work, a "study buddy" is encouraged for both terms studying activities as well as review for the tests throughout the year.

Tests: Students are to take detailed notes for each unit. The notes students take for each unit show the seriousness toward striving for success in AP human geography. Unit notes will be shown on test day as both how serious the student is in attaining success and an admittance to take the unit test. Students without unit notes did not prepare themselves adequately and will not take the unit test in question. The students with an unexcused absence on a test day will not be able to take the test from the date unexcused. Students with excused absences have the amount of days missed to make up the required work or test. Also, vocabulary quizzes will take place on a weekly basis from the required reading.

Methods of Evaluation: All work will be graded on a point system. Quizzes are usually worth between 10 to 25 points and end of unit tests (multiple choice and essay) are usually worth between SO to 100 points. There will be projects assigned throughout the school year that will also add to the total points for the grade.

Class Participation: Studies have consistently shown that students who participate in class discussions and activities are more likely to grasp learning objectives. Class participation, or a lack thereof, will make a difference in one's grade.

Attendance: Regular class attendance is required since a majority of the course will involve group discussions and activities that will aid in an understanding of the material.

Formal Projects: The importance of formal projects cannot be understat ed. In addition to daily course activities, students should be prepared to argue a formal debate on geographic issues, and other project ideas that may arise.

Field Studies: As part of the spatial dynamics of human activity, we will take field studies opportunities throughout the year. It becomes essential to understand spatial relations on earth's surface and a way to do this is through field studies.

Extended Term Project: Collect two current events articles related to human geography from a national newspaper or news magazine each week. Summarize the articles and apply key spatial concepts of human geography to analyze the significance of each event.
Correct citations are required. Over the course of the semester, articles that illustrate key spatial concepts operating at different scales should be selected.

Activities:
Students will draw a mental map of the library in class. This will be followed by a visit to the school' s Media Center for an accurate map drawing based on a scale of 1:50

PRB Web site: "Making Population Real: New Lesson Plans and Classroom Activities"
[http://prb.org/Educators/ J
Student Internet Activity: World Soccer Cup look at the rosters of Brazil and Argentina, find out where are the first twelve players of each tearn playing professionally (push/pull factors, core-periphery) The same will be done with teams from Italy and Engla nd. Report will be turned in in 5 working days.

Obituary Activit y: Using obituaries from the local newspaper, have students plot on a map where people were born and where they died. Students will use the following key to sort data according when people were born: Before 1920, 1920-1945, 1946-1965, 1966 to present. Draw lines, using the color for the birth year, from places of birth to the local region. Have students analyze the patterns and relate them to migration trends.
(For example, most people born before 1920 came to Oregon from the Midwest while more people who were born from 1966 to the present came from Latin America and Asia.)

Rural Land Use Project: This project requires fieldwork. Groups of students are assigned different sections of the school district to explore, observe, and collect dat a. They then analyze the data they collected and give presentations. The presentations must include a map of their area. This can be a hand drawn map, an aerial photo with explanation, or a GIS generated map. They must apply the principles of Von Thunen's Model in their analysis.

Students will conduct a field trip to a nearby town, to observe and evaluate the site, the situation, and the types of industry. Field trip follow-up includes a discussion of the relocation of a local industry and consideration of the differences between the original industry and the new replacement industry in terms of jobs, wages, and impact on the local economy and landscape.

Students will conduct a field trip to a nearby city to analyze urban patterns

Grading:

Tests/Quizzes:	30%
Free Response Writ ing:	30%
Unit Activit ies:	15%
Class Participation:	15%
Final Exam:	10%

Course Planner (tentative dates)

The class meets for 57 minutes per day for 180 class days. 1 Credit Unit earned.

Dates	Unit of Study	% of AP Exam	Textbook
3 Weeks	I. Geography: Its Nature and Perspectives	5-10%	Rubenstein Ch. 1
4 - 5 Weeks	II. Population	13-17%	Rubenstein Ch. 2-3
4 - 5 Weeks	III. Cultural Patterns and Processes Midterm Exam Review and Preparation	13-17%	Rubenstein Ch. 4-6
4 - 5 Weeks	IV. Political Organization of Space	13-17%	Rubenstein Ch. 7-8
4 - 5 Weeks	V. Agricultural and Rural Land Use	13-17%	Rubenstein Ch. 10
4 - 5 Weeks	VI. Industrialization and Development (Globalization)	13-17%	Rubenstein Ch. 9, 11, 12, 14
4- 5 Weeks	VII. Cities and Urban Land Use	13-17%	Rubenstein Ch. 13
1 Week	Exam Review and Preparation		Study Guide Ch. 1-14
May	AP Exam		

Human Geography Course Unit of Study Description:

I. Geography- Its Nature and Perspectives

a. Historical development of the discipline
b. Defining "human geography"
c. Basic concepts of geography: Space, Place, Region, Scale, Connectivity, Accessibility, Assimilation
d. Methods and skills of geography including map reading, usage, and construction

II. Population

a. Population patterns
    1. Factors of population growth: statistics and influences
    2. Identify concepts and terminology associated with demographic analysis, i.e. ZPG, BR, DR, TFR, IMR, HDI, GDP, PPP etc.
    3. Historical patterns of growth
    4. Contemporary patterns and regional variations of demographic data i.e. fertility, mortality, and health

5. Demographic transition model: factors related to development and population shifts
6. Population policies - role of women, children
7. Evaluation of population patterns in population pyramids and graphical trends

b. Population distribution
1. Spatial patterns of distribution: global, regional, local
2. Demographic trends in developing and developed countries
3. Spatial variations in factors of growth

c. Population movement
1. Push and pull factors of migration classify among political, economic, environmental, social, cultural
2. Periods of voluntary and involuntary migrations : reasons, routes, and impacts, streams, channels
3. Contemporary migrations
4. Local migrations and activity space
5. Migration to and within the U.S.
6. Models, Theories, and Policies
immigration policies
distance decay, intervening opportunities
gravity model, circulation patterns

III. Cultural Patterns and Processes

a. Culture and Culture Traits
1. Defining culture: material, nonmaterial, traits, complexes, acculturation, assimilation
2. Cultural diffusion and change
3. Major culture hearths, regions, and realms
4. Cultural Diversity: ethnicity, race, color

b. Languages
1. Distribution and origin of language families
2. Preservation of languages
3. Dialects and vernacular influences on regional cultural patterns

c. Religions
1. Religion and Philosophy
2. Purpose of Religion
3. Universalizing and Ethnic Religions: philosophic differences
4. Spatial diffusion of religion

d. Folk and Pop Cultures
1. Differentiation and diffusion
2. Influential changes altering folk and pop cultures
3. Globalization and assimilation of pop culture: cultural icons
4. Survival of folk culture : Amish & Old Order Religions

e. Cultural Landscapes

1. Culture on the landscape: toponyms and land use
2. Perceptions of natural hazards
3. Culture and group identity-values and preferences
4. Cultural conflict

IV. Political Organization of Space

a. Territorial dimensions of politics
    1. The concept of territoriality
    2. The nature and meaning of boundaries
    3. Influences of boundaries on identity, interaction, and exchange
b. Evolution of the contemporary political pattern
    1. The nation-state concept
    2. Colonialism and imperialism
    3. Federal and unitary states
c. Challenges to inherited political-t errit orial arrangements
    1. Changing nature of sovereignty
    2. Fragmentation, unification, alliance
    3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment
    4. electoral geography, including gerrymandering

V. Agricultural and Rural Land Use

a. Origins and spread of agriculture
    1. major agricultural production regions, domestic and international
    2. linkages and flows of products, regionally and globally
    3. commercial agriculture; aquaculture
    4. changes in agriculture practices over time
    5. Green revolution and Biotechnology
b. Rural land use/settlement patterns
    1. Land use models; von Thumen and shifts in market distances
    2. Energy and changing land use
    3. Rural activity and environmental issues
    4. Rural settlement patterns

VI. Industrialization and Economic Development

a. Key concepts in industrialization and development
b. Growth and diffusion of industrialization
    1. The changing roles of energy and technology
    2. Industrial Revolution
    3. Evolution of economic cores and peripheries
    4. Geographic critiques of models of economic localization (i.e., land rent, comparative costs of transportation), industrial location, economic development, and world systems
c. Contemporary patterns and impacts of industrialization and development

1. Spatial organization of the world economy
2. Variations in levels of development
3. Deindustrialization and economic restructuring
4. Pollution, health, and quality of life
5. Industrialization, environmental change, and sustainability
6. Local development initiatives: government policies

VII. Cities and Urban Land Use

a. Definitions of urbanism
b. Origin and evolution of cities
    1. historical patterns of urbanization
    2. rural-urban migration and urban growth
    3. global cities and megacities
    4. models of urban systems
c. Functional character of contemporary cities
    1. changing employment mix
    2. changing demographic and social structures
d. Built environment and social space
    1. comparative models of internal city structure
    2. transportation and infrastructure
    3. political organization of urban areas
    4. urban planning and design
    5. patterns of race, ethnicity, gender, and class
    6. uneven development, ghettoization, and gentrification
    7. impacts of suburbanization and edge cities

Textbook:

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography.* 10th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2011. Print

Supplemental Readings:

Various magazine articles
Chapters and essays selected from various books
Assorted map handouts
Time Magazine
National Geographic
National Geographic Maps, magazines, and website
Merriam Webster's Geographical Dictionary
Penguin Dictionary of Human Geography
The Encyclopedia of Human Geography
The Dictionary of Human Geography, 4th ed.

Videos:

The Power of Place video series from Annenberg/CPB (ISBN# 1-57680-682-0) has 30 minute segments on all major course components and is available at www.learner.org

Sample Videos: *Longitude, Hotel Rwanda, Lost Boys of the Sudan, Invisible Children*

Websites:

Student Internet Resources

Student Companion Site-Wiley & Sons, Inc-accompanies textbook

http:/ / bcs.wiley.com/he-bcs/Books?action=index&bcsld= 4948&itemld=0470382589

Geography Dictionary

htt p:// www.tuition.com.hk/geography/

Teacher Internet Resources

Google Earth

htt p:/ / earth.google.com/

United States Geological Survey

htt p:// www.usgs.gov/

National Oceanic and Atmosp heric Administration (NOAA)

htt p:// www.noaa.gov/

National Aeronautics and Space Administration

htt p:// www.nasa.gov/

The World Fact Book

https ://www.cia.gov/ library/publications/ the- world-factboo k/

Library of Congress

htt p:/ / www.loc.gov/ index.html

Smithsonian Education

http ://www.smithsonianeducation.org/educat ors/

American Museum of Natural History

htt p:// www.amnh.org/

San Jose State University-von Thunen Model

http://www.sjsu .edu/faculty/watkins/thunen.htm

Four Habits of Mind are addressed by any rigorous social studies course:

1. Constructing and evaluating arguments: using evidence to make plausible arguments.
2. Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.
3. Developing the ability to assess issues of change and continuity over time.
4. Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

Three Habits of Mind are addressed by a Human Geography course:

1. Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move though levels of generalizations from the global to the particular.
2. Developing the ability to compare within and among societies, including comparing societies' reactions to global processes.
3. Developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences: putting culturally diverse ideas and values in geographical and historical context, not suspending judgment but developing understanding.

How to Be Successful in AP Human Geography

Here are seven basic principles, taken from Seven Habits of Highly Successful Students:

1) Be Proactive.
    a. See challenges coming, and take steps to face them before they overwhelm you.
    b. Keep and maintain a schedule.
    c. Get organized!
2) Begin with the end in mind.
    a. Set goals based upon class expectations.
    b. Keep your energy and efforts focused on achieving your goals.
3) Put first things first.
    a. Set priorities to help you achieve your goals.
    b. Tie your schedule into your goals.
4) Think win/ win.
    a. Look for the potential benefits in your work and your relationships in class.
    b. Remember that experience in one area reinforces experience in others.
5) Seek first to understand, then to be understood .
    a. Listen to others before you criticize them.
    b. See how others' ideas reinforce or conflict with your own.
    c. Make your point clearly and concisely so that others can understand you.

6) Synergize.
    a. Look at how things fit together.
    b. Put your current experience to work for you in new endeavors.
7) Sharpen the saw.
    a. Evaluate your actions.
    b. Look for areas of improvement.
    c. Set goals to achieve improvements, and follow them.

Topic Outline

Following is an outline of the major content areas covered by the AP Human Geography Exam, as well as the approximate percentages of the multiple-choice section that are devoted to each area. This outline is a guide and is not intended as an exclusive list of topics.

Topics

I. Geography: Its Nature and Perspectives

The AP Human Geography course emphasizes the importance of geography as a field of inquiry and briefly discusses the emergence of academic geography in nineteenth century Europe.

The course introduces students to the importance of spatial organization - the location of places, people, and events, and the connections among places and landscapes - in the understanding of human life on Earth .

Geographic concepts emphasized throughout the course are location, space, place, scale, pattern, regionalization, and globalizat ion. These concepts are basic to students' understanding of spatial interaction and spatial behavior, the dynamics of human population growth and movement, patterns of culture, economic activities, political organization of space, and human settlement patterns, particularly urbanization. Students learn how to use and interpret maps. They also learn to apply mathematical formulas, models, and qualitative data to geographical concepts. The course also makes use of the concept of the region, encourages students to consider the regional organization of various phenomena, and enables students to create regions in order to illustrate process.

A significant outcome of the course is students' awareness of the relevanee of academic geography to everyday life and decision making. This combination of the academic and the applied gives students a sophisticated view of the world and an understanding of the manifold applications of what they have learned in the course.

II. Population

An understanding of the ways in which the human population is organized geographically provides AP students with the tools they need to make sense of cultural, political, economic and urban systems. Thus, many of the concepts and theories encountered in this part of the course crosscut with other course modules. In addition, the course themes of scale, pattern, place, and interdependence can all be illustrated with population topics. For example, students may analyze the distribution of the human population at different scales: global, continental, national, state or province, and local community.

Explanations of why population is growing or declining in some places and not others center on understanding the processes of fertility, mortality, and migration. In stressing the relevance of place context, for example, students may assess why fertility rates have dropped in some parts of the developing world but not in others, and how age-sex structures vary from one country to another. Analysis of refugee flows, immigration, internal migration, and residential mobility helps students appreciate the interconnections between population phenomena and other topics. Environmental degradation may prompt rapid out-migration and urbanization, in turn creating new pressures on the environment. Refugee flows may be magnified when groups have no access to political power because of the way boundaries have been drawn. Rapid immigration to certain parts of the world fosters regional differences in industrial employment and political sentiment toward foreigners. This part of the course also aids in our critical understanding of contemporary population trends by considering how models of population growth and decline, including Malthusian theory, the demographic and the epidemiological (mortality) transitions, change. Given these kinds of understandings, students are in a position to evaluate the role, strengths, and weaknesses of major population policies. For example, how might increasing the education levels of females lead to lower fertility?

III. Cultural Patterns and Processes

Understanding the components and regional variations of cultural patterns and processes is critical to human geography. In this section of the course, students begin with the concept of culture. They learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, race, ethnicity, and gender, in the present as well as the past.

A central concern is to comprehend how cultural patterns are represented at a variety of geographic scales from local to global. Diffusion is a key concept in understanding how cultural traits (for example, agricultural practices and language) move through time and space to new locations, adapting to local cultural preferences through globalization. Students learn that the concept of region is central to the spatial distribution of cultural attributes.

The course also explores cultural differences at various scales according to language, religion, ethnicity, and gender. The geographies of language and religion are studied to illustrate processes of cultural diffusion and cultural differences. For example, students learn to distinguish between languages and dialects; ethnic and universalizing religions; and popular and folk cultures, and to understand why each has a different geographic pattern.

An important emphasis of the course is the way culture shapes human-environment relationships. For example, religion can influence environmental perception and modification.

Students also come to understand how culture is expressed in landscapes, and how landscapes in turn represent cultural identity. Built environments enable the geographer to interpret cultural values, tastes, and sets of beliefs. For example, both folk and contemporary architecture are rich and readily available means of comprehending cultures and changes in landscapes.

IV. Political Organization of Space

This section of the course introduces students to the nature and significance of the political organization of territory at different scales. Students learn that political patterns reflect ideas about how Earth's surface should be organized and affect a wide range of activities and understandings.

The course gives primary attention to the political geography of the modern state or country. Students are introduced to the different forces that shaped the evolution of the contemporary world political map, including the rise of nation-states in Europe, the influence of colonialism and the contemporary rise of neoliberalism. Students also learn about the basic structure of the political map and the inconsistencies between maps of political boundaries and maps of ethnic, economic, and environmental patterns. In addition, students consider some of the forces that are changing the role of individual countries in the modern world, including ethnic separatism, devolution, supranationalism, economic globalization, the emergence of regional economic blocs, and the need to confront environmental problems that cross national boundaries.

This part of the course also focuses on political units above, below, and beyond the state. For example, at the scale above the state, attention is directed to regional integration schemes and alliances, such as NATO, the European Union, and NAFTA. At the scale below the state, students are introduced to the ways in which electoral districts, municipal boundaries, and ethnic territories affect political, social, and economic processes. In addition, students study how particular policies affect the spatial organization of cultural and social life, as in the case of racial segregation. Through study of these matters, students understand the importance of the political organization of territory in the contemporary world.

V. Agriculture and Rural Land Use

This section of the course explores four themes: the origin and spread of agriculture; the characteristics of the world's agricultural regions; reasons why these regions function the way they do; and the impact of agricultural change on the quality of life and the environment. Students first examine centers where domestication originated and study the processes by which domesticate spread. This diffusion process makes clear why distinct regional patterns of diet, energy use, and agrarian technology emerged.

The course next examines Earth's major agricultural production regions. Extensive activity (fishing, forestry, nomadic herding, and ranching, shifting cultivation} and intensive activity (plantation agriculture, mixed crop/livestock systems, market gardening, horticulture, factory farms} are examined, as are settlement patterns and landscapes typical of each major agriculture type. In addition, students learn about land survey systems, environmental conditions, and cultural values that created and sustain the patterns.

Explanations for the location of agricultural activities are another major concern. Von Thunen's land use model, agricultural change (e.g., the impact of factory farming on food supplies}, and the distribution of crops and animals are also emphasized. The need for increased food supplies and the capacity to increase food production concludes this section .

VI. Industrialization and Economic Development

Economic activity has a spatial character influenced by the interaction of several factors, including natural resources, culture, politics, and history in specific places. By dividing economic activities into key sectors, students can appreciate why natural resources have different values for different societies, and how places and regions acquire comparative advantages for development.

In this section of the course, students learn about the geographic elements of industrialization and development, including the Industrial Revolution. Students need to understand how models of economic development, such as Rostow's stages of economic growth, Wallerstein's World Systems Theory, and Millennium Development Goals help to explain why the world is described as being divided into a more well developed core and a less-developed periphery. The course also includes a comparison of location theories, such as those by Weber and von Thunen (which stress resource and market dependence} with accounts of economic globalization (which accent time-space compression and the new international division of labor}. As an example, students study the reasons why some Asian economies achieved rapid rates of growth in the 1980s while most sub-Saharan African economies experienced decline. In addition, students need to understand patterns of economic growth and decline in North America .

This part of the course also addresses contemporary issues surrounding economic activity. For example, countries, regions, and communities must confront new patterns of economic inequity that are linked to geographies of interdependence in the global economy. Communities also face difficult questions regarding use and conservation of resources and the impact of pollution on the environment and quality of life. Students study the impact of deindustrialization, the disaggregation of production, the development of commodity chains, and the rise of consumption and leisure activities.

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 where cities are located and why they are there. This 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 also introduced. Quantitative information on such topics as population growth, migration fields, zones of influence, and job creation are used to analyze changes in the urban hierarchy.

The second subfield focuses on the form, internal structure, and landscapes of cities and emphasizes what cities are like as places in which to live and work. Students are introduced to such topics as the analysis of patterns of urban land use, racial and ethnic segregation, types of intracity transportation, architectural traditions, and cycles of uneven construction and development. Students' understanding of cities as places is enhanced by both quantitative data from the census and qualitative information from narrative accounts and field studies. Students also study models of internal city structure: for example, the Burgess concentric zone model, the Hoyt sector model, and the Harris-Ullman multiple nuclei model. Topics such as economic systems, culture, architectural history, and the evolution of various transportation technologies in different parts of the world can be useful in the analysis of spatial patterns and landscapes evident in cities.

While much of the literature in urban geography focuses on the cities of North America, comparative urbanization is an increasingly important topic. The study of European, Islamic, East and South Asian, Latin American, and sub-Saharan African cities serves to illustrate how differing economic systems and cultural values can lead to variations in the spatial structures and landscapes of urban places.

Students also examine current trends in urban development that are affecting urban places, such as the emergence of edge cities, new urbanism, and the gentrification of neighborhoods.

In addition, students evaluate urban planning design initiatives and community actions, such as those that reduce energy use and protect the environment which will shape cities in the future.