

AP® Human Geography Syllabus, M. Martin, 2017-2018

Textbook - Fellmann, Bjelland, Getis, Getis. *Human Geography: Landscapes of Human Activities, 12th edition*. New York: McGraw Hill, 2007. Replacement cost: \$126.68



Mr. Martin's Contact Information and Office Hours*

*By appt. only before school 7:50 to 8:20, or during lunch

Email/Social Media = Success, and scoring a 4 or 5 on the exam in AP Human will come from cultivating awareness of the local, regional, and global economic and political trends. Listen to NPR (90.1) or watch news!

For student academic questions and classwork = martinm1@fcsgaonline.org

For time-sensitive health or parent concerns, and advance notice of ABS = martinm1@fultonschools.org
<https://www.pinterest.com/APHumanAPEuro/> [YES! I post APHG infographics which serve you as visual "flash cards"] <https://twitter.com/aphumanapeuro/>;

Course Overview with course vocab **in bold and-or (parentheses)**:

Why *HUMAN* Geography?

AP® Human Geography is a full-year course akin to the college-level introductory "101" type of course in human geography. Geography, in general, identifies, describes, and analyzes spatial phenomena. The course borrows from physical geography, (e.g. "**earth science**") adding concepts from Earth Science or Environmental Science. AP Human adds ""where", "why", "how", and "so what" questions when it comes to describing human activities.

Therefore: **Geography is "spatial"** whereas history is temporal...

While it is important to understand historical events, particularly how the availability of sustainable renewable resources, outcomes of war or natural disaster, for example, may have "pushed" or "pulled" folks to **diffuse** and **cluster** around the earth's surface. How did the humans get there? (**migration**) What are their social, political, economic, and cultural activities (**livelihood**)? AP Human interprets **social constructs**, and analyzes **cultural rituals** portrayed in **cultural landscapes** (or the "**built environment**"). As students learn about this human relationship with physical environment, students will also analyze and discuss "**Human-Environment Interaction**," settlement patterns and pressures, population challenges, political borders, and the planning of regional urban growth, urban area growth and declines in population and economic activities, cultural similarities and differences, as well as **changes over time**.

Feeding the World? Economic Growth? Political Challenges? Human Geo addresses historical and modern agricultural revolutions, as well as geopolitical and demographic concerns in the world after the collapse of the former Soviet Union, and in light of the increasing instances of terror in a "post-911" world. AP Human Geography "introduces students to the systematic study of patterns and processes that have shaped human existence in the modern age: borders, conflicts, treaties, and the uses and alterations of the Earth's surface".

The primary emphasis in AP Human is to **identify, interpret, and explain spatial-phenomena, spatial-distribution**, and the **diffusion** of people, things and ideas from place to place.

Students will cultivate THREE MAIN WAYS TO THINK ABOUT GEOGRAPHY: (PLACE, SPACE and SCALE). We highlight distinct social-cultural, ethnic, and *ethical* causes and consequences, be they positive and-or negative outcomes of the distributions and concentrations of human settlement, movement (or migration) of people, and the subsequent diffusion and development of built environments and cultures.

BROAD GOALS FOR GEOGRAPHIC THINKING*

- ❖ Identify, use, and reflect on types maps and spatial data.
- ❖ Describe places *as distinct, *within regions, and *with functional interactions in larger communities.
- ❖ Evaluate the “*historical regionalization process*” (with awareness of increased globalization).
- ❖ Connect unique places, to relationships among spatial-phenomena and place descriptors.
- ❖ Analyze relationships among spatial patterns and processes at different scales, local, national, global.

***Office Hours:** *I would kindly ask that you please let us teach and learn in class*, and that is to say that we will schedule test correction times outside of class sessions in order to discuss your grades, make-up procedures, scheduling make-ups, specific test items. For help with these issues, I am available at the following times:

Before school in Portable 833 (7:50-to-8:25); and during your lunch time. Please tell me you are coming. Sometimes, the morning of your intended mtg. will work. Normally, 24 hours advance notice would be ideal! This course has been developed in accordance to the course outline and curricular requirements found in [AP Human Geography Course Descriptions](#) published by the College Board.

We take a **THEMATIC APPROACH** (as opposed to a “REGIONAL APPROACH”)

When most of us consider what is typical “geography”, we tend to think about map memorization, “State Crops or Birds”, physical landmarks, etc., which is sometimes called “Sailor’s Geography”. However, Human Geography is best understood if students come into the class with a prior knowledge of physical and political geography, place names, and where things are generally located in the world. The following themes will be addressed throughout the year and we will integrate multiple regional case studies to exemplify each theme.

Unit 1: **Intro and “Catch up”:** Spatial Organization of Human Activities: “Nature and Perspectives” [Chapters 1, 2, 3]

Unit 2: **Migration and Population** [Chapters 3-4 respectively]

Unit 3: **Cultural Patterns and Processes:** Language, Religion, and Ethnicity [Culture Chapters 2, 5-7]

Unit 4: **Political Organization of Space** [Chapter 12]

Unit 5A: Livelihood, Part 1: “Agri-biz” and Rural Land Use [Chapter 8] *Chapter 9 is Industry. Read in advance!

Unit 5B: Livelihood, Part 2: **Industrialization, Manufacturing, and Globalization** [Chapter 9]

Unit 6: **Measuring Economic Development and Change:** UN Millennial Development Projects, [Gapminder®](#), etc. [Chapter 10]

Unit 7: **Cities and Urban Planning** [Chapter 11]

Unit 8: **Environmental Geography, Human Impact, Sustainability, and Resources** [Chapter 13]

TEACHING & LEARNING STRATEGIES

Reading, writing, and speaking (to analyze & discuss source materials) are key ways that students access and process social studies. Human Geography is no exception. Students are expected to read and understand the textbook material as well as college-level *scholarly journal articles*, and write thematic FRQs. In order to help students organize and make sense of what they read, you will receive study guides, outlines, graphic organizers, and guided reading questions. **I am flexible within a day or two about the due dates, if you speak to me in advance of the due date, and make the effort to bring it the next class.**

CURRENT EVENTS ARE REALLY KEY! The people who earn 5s research and summarize lots of outside resources beyond the textbook! You cannot possibly know/learn enough! [Look for Current-Events instructions and descriptions of “Work Wednesdays,” current-events day in class]. In addition to prepping for the “MCQ”s, we hold both informal and formal **class discussions and debates** which will inspire you to delve deeper into the course material and the independent research. I assign **FRQ essay questions** that are modeled after AP Exam FRQs (or “free-response questions”). *Reading and writing prepares you to think of what to say, and practice with “FRQ STARTS” in class will refine your writing skills.* We will review numerous case studies from around the world which exemplify real-time events, global patterns, and course themes. Students watch a variety of instructional video clips, and continuously reading, writing and speaking about current events helps us visualize and develop an understanding of peoples and places around the world.

In addition to reading and responding to a great deal of text, students will gain experience working with geospatial tools like ArcGIS and web-based interactive maps through computer lab modules. **Prior knowledge of the location of countries and major landforms is assumed.** Students are expected to engage in their own “catch-up work” to demonstrate prior knowledge. Students will have the opportunity to delve deeper into course material through periodic independent, in-depth research and debate projects. You will gain practice sharing their discoveries with classmates through ongoing class discussions.

We will devote approximately 4-5 weeks of instructional time to each of these thematic units which is reflective of the percentage goals for the AP Exam (13-17% for each theme). As we begin each unit, I will endeavor to provide a detailed Unit Calendar, which will include reading assignments, project-product details, class activities, due dates, etc. Remember, **this is a college-level course which uses a college-level text, and has college-level expectations.** **Independent and ongoing reading, critical thinking, and excellent writing skills are assumed and required.** Be sure to keep up with the reading. (Always PRE-READ the current chapter discussed in class).

STUDENT LEARNING OBJECTIVES (“SLOs”), would apply to ALL Humanities and Social Sciences)

By the end of this course, students will have LEARNED developed the skills that enable them to:

- Learn about and employ the methods of geographers including the interpretation and creation of maps, observation skills, gathering and interpreting data, and some technical, descriptive writing.
- Understand and explain the changes over time in the spatial organization of the Earth’s surface and how humans interact with it.
- Recognize and interpret the relationships among patterns and processes at different scales of analysis.
- Develop an extensive geographic vocabulary with which to characterize and analyze the interconnections between places, and groups of people.
- Close read “current-event” articles, for the “real-life” “on-the-ground” stories, and annotate sources of geographic information.
- Use cited evidence to support an argument in both writing and discussion.
- Evaluate sources and compare ideas of scholarly works (and journalistic articles).

“PLOs” and Course Content Standards

<p>Common Core Standards</p>	<p>Northview High School focuses on high standards in Reading and Writing that must be demonstrated through students’ engagement in “close readings” in order to write a strong analytical interpretation of events.</p> <p><u>Writing Anchor Standard 1.</u> Write arguments to support claims in an analysis of substantive topics or source texts, using validated reasoning, and sufficient evidences.</p> <p><u>Writing Anchor Standard 4.</u> Produce clear and coherent writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>Reading Anchor Standard 1.</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
<p>College and Career Readiness Standards</p>	<p><u>Main Ideas and Author’s Approach:</u> Infer the main idea or purpose of straightforward paragraphs in more challenging passages. Summarize basic events and sequential concept development in more challenging passages</p> <p><u>Sequential, Comparative and Cause-and-effect Relationships:</u> Identify clear relationships between characters, sub-group “role-players,” ideas, “state-actors,” and “non-state actors” in more challenging historical narratives. Understand implied or subtly stated cause-effect relationships in uncomplicated passages.</p> <p><u>Supporting Details:</u> Locate and interpret minor or subtly stated details in uncomplicated passages, and myriad other sources of data, pictures, maps, graphs, stats, survey results, etc.</p> <p><u>Meanings of Words:</u> Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>“Common Core” Social Studies & History Standards:</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships between relevant and connecting details and ideas. 6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. 7. In order to address a question, intelligently discuss an issue, or solve a local or global problem, student will integrate multiple sources of information presented in diverse formats and media (e.g. visually, in maps, graphs, tables, etc., quantitatively as well as in qualitative feedback). 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. 	

BEHAVIORAL EXPECTATIONS, GRADING PERCENTAGES, and CLASSROOM POLICIES*

* **“JUST BE HERE”** (and like Nike says...**“JUST DO IT”**)

PLEASE...PBIS!!! Personal Responsibility, Compassion and Integrity -- Positive Behaviors ARE:

Be Present and Participate, *emotionally and mentally*. Give yourselves full focus for this short time that we have together. Personal and social responsibility looks like active listening! Chronic absences, or a “checked out mentality”, and-or daydreaming inattentiveness will cause you to miss content and grade earning opportunities which cannot be made up or recovered*. [In an AP Course, **recovery is only for Major Assessments**].

Be Prompt and On Time! As you know, instruction occurs from bell to bell in all Northview classrooms. Therefore, you have the personal responsibility to **optimize our brief instructional time**. So, show up to class on time with ALL supplies, textbook, notebook paper, pencil, pens, etc. If a student is not in class before the tardy bell rings, a pass for “Tardy” or “Check-in” will be required to enter class.

Be Prepared! Pre-read your book chapters. It is a thin book, and paperback. Bring it! Help keep us all on track!

Be Polite, Respect Yourself and Others! Speak and think positively. Assume good will! Give your classmates the benefit of being heard. Respect yourself enough to listen, and be understood when you speak. This means speaking one-at-a-time, and respecting others opinions. Respect does not necessarily mean agreement, just empathy with other’s points of view. Care about the quality of your work and the learning of ALL in the room. Please help us all feel safe, comfortable, and motivated to ask more questions and express our views.

ABSENCES AND MAKE-UP WORK: In accordance with the Northview handbook, a student who is absent will have no more than the number of day’s equivalent to the number of days absent to complete make-up work for full credit. In addition, “Assignments made prior to a full day of absence, and due on the day the absence occurs, or the day of return will be due upon the student’s return”.

If the absence is more than three days, please first check our GOOGLE CLASSROOM, then e-mail me at martinm1@fultonschools.org to inform me what’s up, and request any worksheets or assignments.

LATE WORK / RECOVERY / “MAKE-UPS”:

Preferably before, OR following any absence, it is the student’s responsibility to contact his/her teachers to arrange for make-up work! Contact must be made within one school-day following your return. If the teacher is absent, contact should be made upon the first day of the teacher’s return. PLEASE JUST E-MAIL ME (beforehand, if you know in advance) – martinm1@fultonschools.org

Per Fulton County Board Policy, students are typically offered the same number of days to complete make-up work as the absence incurred, not including the day of return. For instance, a student is absent two days, he/she has three days total (including the first day back) to complete all the missing assignments. The teacher will establish a reasonable schedule for completing tests, labs, etc., since that cannot be done independently by the student.

Any assignments announced prior to the absence, including tests/quizzes scheduled for the day of return, are due [or to be taken by the student] upon the student’s return. Students who are present for any portion of the school day are expected to turn in all assignments due on that day in order to receive full credit.

Assignments missed due to *pre-arranged* absences are due upon the student’s return unless the teacher has approved other arrangements in advance.

Final exams may only be taken at the scheduled time. If it is necessary for a student to be absent during a final exam, he/she must arrange [with Principal Approval], for a make-up session to be scheduled by the Admin.

LATE WORK PENALTIES:

Students are required to submit assignments on the due date. If a student submits an assignment late, the penalty is as follows:

- 10-point reduction PER DAY that the assignment is late – in the score of 100 max available on the date due.
- After an assignment is 5 days late, there will be a 50% reduction in the score earned on that assignment. But, the deduction will never be more than 50%. Therefore, since 50-points averages much better than ZERO, you are encouraged to turn in all assignments to earn at least half-credit*.
- **IMPORTANT:** To be eligible for any “recovery”, even on a major test, ALL ASSIGNMENTS from throughout the semester must have been turned in. There cannot be any 0s in the gradebook. Teachers will accept late work at any time up until 10 days before the end of the semester. Please refer to the handbook for more details.

TARDY POLICY

As stated above, instruction occurs from bell to bell Northview classrooms. If a student is not in class before the tardy bell rings, then a Tardy Pass, Check-in Pass, or a written note signed by a teacher will be required in order to enter class. Excessive tardiness will result in disciplinary steps as follows: (1) in-class detention BEFORE SCHOOL or DURING YOUR LUNCH, then (2) steps taken by the administration.

RECOVERY POLICY:

1. Recovery is for students who, despite conscientious effort and communication with their teachers, have failed to demonstrate satisfactory understanding of course content standards. It is NOT for the student who has not turned in assignments, or has been failing for many weeks and then wishes to recover during the final days of the course. Opportunities for students to recover from a 74 or below cumulative average will be provided when all work required to date has been completed and the student has demonstrated effort to meet all course requirements. Students who have not attempted to complete all course requirements are not eligible for recovery. At the teacher’s discretion, recovery assignments can raise a grade up to a 75, but no higher.
2. Students may initiate recovery on major assessments starting with the second major assessment of the semester as long as they have made a legitimate effort to meet all course requirements including attendance. **Chronic unexcused absences may prevent this opportunity, as there are too many missing pieces.**
3. In order to stay focused on the content at hand and not become overwhelmed, or fall too far behind, students must initiate recovery on a major assessment within five school days of being informed of the grade on that assessment. Again, recovery work **must** be completed **within ten school days prior to the end of the semester.** The nature and type of recovery assignment is given at the discretion of the teacher.

***Grading guidelines for recovery assignments will vary by course. It is the responsibility of the student to ASK AND FULLY UNDERSTAND the recovery policy offered by their teacher. This conversation should take place well in advance of the end of the semester.**

HONOR CODE – from the school handbook: [Please save yourself the agony of discipline and embarrassment]

As members of Northview High School, we honor academic integrity and personal responsibility. We uphold the values of compassion, honesty, integrity, respect, mutual responsibility, and our mission is to instill excellence in academics.

Cheating has been defined as giving or receiving any form of information relating to a “gradable experience,” including the use of sources of information other than those specifically approved by the teacher, either during or outside of class.

Examples of cheating include, but are not limited to, visual exchanges (cheat sheets, copying, open-book, notes, writing on hands, shoes, desks, calculators, etc., and exchanging info about tests, be it verbal, electronic, or coded. Other examples include, but are not limited to, plagiarism, discussing tests with students who have not yet taken the test, copying homework assignments, not citing sources, etc.

When a student is found to be cheating, plagiarizing, and duplicating or copying another’s work, the teacher may issue a **grade of zero for the assignment**. This assignment may not be made up nor will the student be eligible for recovery. It is the responsibility of each classroom teacher to adhere to this policy. The teacher will complete an **Honor Code Violation Form**; have the student sign, and follow-up with a phone call to a parent/guardian. The office will mail a copy to the parent/guardian and place a copy in the student’s disciplinary file. Honor Code violations will be reviewed when considering students for awards and recommendations.

A student who gives his/her original work to copy – in whole or in part – to another student to turn in as an original assignment is guilty of a very serious wrong. Such action constitutes willful participation in a deliberate deception; the student supplying the work should expect to be dealt with accordingly.

Upon teacher request, students may be required to submit research papers or other written work to www.turnitin.com. The website checks the submission for plagiarism, can even be a helpful “self-check” for you, and it will issue a receipt for a student to give to the teacher, and the process reports to the teacher that the student’s work was not copied from any uncited or unquoted sources.

The **first offense of academic dishonesty results in a score of 0 for the assignment**, and loss of ability to do any recovery. The student is also referred to the administrator, the parents are notified, and the notice of Honor Code goes in your permanent record. Further offenses include all of the above consequences plus further consequences such as ISS, OSS, removal from extracurricular activities, and anything more as deemed necessary by the administrator*.

Examples of honor code violations: copying work or allowing another person to copy; plagiarizing work; cheating during quizzes/tests; discussing quizzes/tests/essays with other students. At colleges and universities, persons are often dismissed from degree programs, and expelled from campus. PLEASE learn to avoid it now.

TEACHER AVAILABILITY:

The easiest way to contact me is through the email addresses listed at the top of the syllabus. I am available by appointment for extra help, study sessions, or make-up work. **Students, please see me if you are confused or concerned so that we may remedy the situation.** Parents, please feel free to contact the teacher should you have any concerns or questions.

*If at any point you want to know what your grade is, please know that you may check HAC (Home Access Center) for the most up-to-date snapshot of your current progress.

DISCLAIMER:

All Fulton County and Northview policies will be enforced within the classroom. Any policy or procedure outlined above may be changed if the teacher deems it in the best interests of the students, and notice of such changes will be provided.

RECOMMENDED STUDY GUIDES

Kaplan AP Human Geography, 2012 or Barron's AP Human Geography, 4th edition

GRADES & CATEGORIES*: Your grade will be based predominately upon tests, quizzes, homework assignments, “mini-projects”, and your classroom efforts and participation. Report card grades will be determined by the following categories and percentages:

- ❖ **40% - SUMMATIVE ASSESSMENTS** (Major Unit Tests / 50+ item MCQs / **FRQs** / 2 current events per unit)
- ❖ **25% - FORMATIVE ASSESSMENTS** (Mid-unit MCQ “quizzes”, short-responses, study-guides, lab-work, etc.)
- ❖ **15% - EFFORT BOOST FOR DAILY HANDOUTS** (Effort grades for map work, “formative dailies”, like a “3-2-1” OR Venn Organizer, note-taking, DVD viewing guides, homework, and verbal participation)
- ❖ **20% - Comprehensive FINAL EXAM** (First Semester = Practice AP test questions from Units)

*NOTE: [MCQ = Multiple Choice Questions; FRQ = Write]; Per Fulton County policy, 7 honors points will be added to the students’ 18-week average on the final report card of the semester, not on the 6-week progress reports. These points will be awarded **ONLY** if the student is passing the course with a 70 or above. If you have questions about weighted vs. un-weighted grades, or “colleges that recognize weights” please email your counselor about that.

A=100-90;

B=89-80;

C=79-70

F=69-0

AP EXAM: The Advanced Placement Human Geography Exam will be given at **8AM, on May 18, 2018.**

The exam is 2 hours and 15 minutes in length; sixty minutes are allotted for seventy-five multiple-choice questions and seventy-five minutes for three free-response essay questions. Each section accounts for half of the student's AP Exam score. The score on the AP exam is reported to the high school and to the student's college but will not be a component of a student's grade. Doing well in the AP class is your best strategy for doing well on the AP exam.

<u>AP Score</u>	<u>Qualification (on a Bell Curve, so the 5s are a razor-thin percentage)</u>
5	Extremely Well Qualified
4	Well Qualified
3	Qualified
2	Possibly qualified
1	No recommendation

In order to help students prepare for the AP Exam, our unit tests are modeled after this same format.

However, since there are 56-minute class periods, the unit test will be 50-to-60 multiple-choice items on the first day, and two free-response questions on Day 2. FRQs are typically designed to take 25-min

AGAIN CONTACT ME or COME BY!

Please contact me with any questions or concerns you have throughout the semester. My preferred method of contact (and the most expeditious) is via email at martinm1@fultonschools.org.

Again, I am available before school in **P-833, from 7:50 – 8:25 am**, and by appointment during your lunches, with the exception of Thursdays when I work with TAG Career Intern prospects. I look forward to working with you!

Supplemental Books and other Textbooks: [In addition to the Summer Bibliography Items in BLUE Hyperlinked]

[De Blij, Harm. *The Power of Place*. Oxford University Press; Reprint edition \(September 16, 2010\).](#) "*The Power of Place* is a tour-de-force, a fascinating and deeply knowledgeable account of the crucial ways in which 'place', the Earth's physical geography, shapes global society. The world, we learn, is not flat but is indeed a rugged terrain, in which climate, topography, natural hazards, pathogens and much more, shape economy, politics, language, culture, and power. Google it [Video Series]

[De Blij, Harm. *Why Geography Matters More than Ever*: New York: Oxford University Press, 2012.](#)

[Diamond, Jared. *The World Until Yesterday: What Can We Learn From Traditional Societies?* New York: Viking Penguin, 2012.](#)

[Diamond, Jared. *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking Penguin, 2005.](#)

[Diamond, Jared. *Guns, Germs, and Steel*: \(Book and Video\)](#)

Edward O. Wilson, University Research Professor Emeritus of Harvard University, writes of this book, that it is... "...the candidate for most important book in current circulation. Inspirational, encyclopedic in coverage, moving smoothly from discipline to discipline as though composed by multiple experts, this book explains why humanity must attain **sustainability** as its highest priority—and outlines the best ways to do it.

[Friedman, Thomas. *Hot, Flat & Crowded, Why We Need a Green Revolution- and How it Can Renew America*.](#)

(Farrar, Straus & Giroux; September 2008). ...increasing world population, the increase of a global middle class and the growing global energy crisis. All of these issues Friedman believes have led to a world that is desperately in need of an energy solution.

[Friedman, Thomas. *The World is Flat: A Brief History of the Twenty-first Century* \(Farrar, Straus and Giroux; April](#)

2005). From the text [brackets added], "Cheap, ubiquitous telecommunications have finally obliterated all impediments to international competition...the dawning "flat world" is a jungle pitting "lions" and "gazelles," where "economic stability is not

going to be a feature" and "the weak will fall farther behind." Rugged, adaptable entrepreneurs, by contrast, will be further empowered. The service sector, (telemarketing, accounting, computer programming, engineering and scientific research), will be further outsourced to the English-speakers abroad...manufacturing; meanwhile, will continue to be off-shored to China [or Vietnam and the Philippines]"

Kaplan, Robert D. *The Revenge of Geography, What the Map Tells Us About Coming Conflicts and the Battle Against Fate.* (Random House: NY. 2012). From a [NY Times Review](#). "Each chapter begins with a reading of the lineaments of territory in the way a fortuneteller reads the lines on a palm, a mapping of mountains, rivers and plains as determinants of destiny. But just as the text starts to teeter under the weight of geographical determinism, Kaplan quickly shifts ground, arguing for "the *partial* determinism we all need" (italics in the original). He retreats to the far more moderate view that geography is an indispensable "backdrop" to the human drama of ideas, will and chance. Kaplan, a correspondent for The Atlantic and a senior fellow at the Center for a New American Security, resurrects 19th- and early-20th-century thinkers like Halford J. Mackinder, whose 1904 article "The Geographical Pivot of History" argued that control of the Eurasian "Heartland" would determine the fate of empires. Similarly, other contemporaneous strategists like Alfred Thayer Mahan and Nicholas J. Spykman may have favored sea power over land power, but they still described world history in terms of the eternal clash between the two (Sparta versus Athens, Venice versus Prussia)."

Kunstler, James Howard. *The Geography of Nowhere: The Rise and Decline of America's Man-Made Landscape.* (1993. New York: London) Related to above title by the same author. Traces America's evolution from a nation of Main Streets and coherent communities to a land where every place is like no place in particular, (and like every place), where the cities are dead zones and the countryside is a wasteland of cartoon architecture and parking lots...Kunstler depicts our nation's evolution from the Pilgrim settlements to the modern auto suburb in all of its ghastliness.

Kunstler, James Howard. *The Long Emergency: Surviving the End of Oil, Climate Change, and Other Converging Catastrophes of the Twenty-First Century.* 2006. Grove Press: 1st Ed. Controversial hit that sparked debate among businessmen, environmentalists, and bloggers, *The Long Emergency* by James Howard Kunstler is an eye-opening look at the unprecedented challenges we face in the years ahead, as oil runs out and the global systems built on it are forced to change radically.

Liotta, P.H. *The Real Population Bomb: Megacities, Global Security, and the Map of the Future.* The United States: Potomac Books, 2012.

Rosling, Hans SUBSCRIBE TO HIS GAPMINDER YOUTUBE VIDEOS https://www.ted.com/speakers/hans_rosling

Ross, Andrew. *Bird on Fire: Lessons from the World's Least Sustainable City.* New York: Oxford University Press, 2011.

Roy, Arundhati. *Capitalism: A Ghost Story.* This book examines the dark side of democracy in contemporary India, and shows how the demands of globalized capitalism has subjugated billions of people to the highest and most intense forms of racism and exploitation. From the poisoned rivers, barren wells, and clear-cut forests, to the several hundred thousand farmers who have committed suicide to escape punishing debt, to the hundreds of millions of people who live on less than two dollars a day, there are ghosts nearly everywhere you look in India. India is a nation of 1.2 billion, but the country's 100 richest people own assets equivalent to one-fourth of India's gross domestic product.

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography.* Upper Saddle, River, NJ: Prentice Hall.

Sachs, Jeffrey D. *The Age of Sustainable Development.* (Columbia University Press. March 2015)

Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time.* New York: The Penguin Group, 2005.

Wattenberg, Ben J. *Fewer: How the New Demography of Depopulation Will Shape Our Future.* Chicago: Ivan R. Dee, 2004.

Zakaria, Fareed. *The Post-American World, 2.0. WW Norton, Updated and Expanded 2011.* (Watch him on Sundays on the CNN "GPS" show). Fareed Zakaria tells us that the great story of our times is not the decline of America but rather the rise of everyone else -- the growth of countries such as: Brazil, Russia, India, China, and South Africa (**known in this course as the**

“BRICS”). This economic growth is generating a new global landscape where power is shifting and wealth and innovation are bubbling up in unexpected places. It's also producing political confidence and national pride. As these trends continue, the push of globalization will increasingly be joined by the pull of nationalism -- a tension that is likely to define the next decades...Zakaria draws on lessons from the two great power shifts of the past five hundred years -- the rise of the Western world and the rise of the United States -- to tell us what we can expect from the third shift, the *"rise of the rest."* Washington must begin a serious transformation of global strategy and seek to share power, create coalitions, build legitimacy, and define the global agenda. None of this will be easy for the greatest power the world has ever known -- the only power that for so long has really mattered. But all that is changing now. The future we face is the post-American world!

<http://www.nytimes.com/2008/05/11/books/review/Ioffe-t.html>

For **“Work Wednesdays”** – [Start a **Current Event** due every Friday]: Current News Magazines, *particularly the National Geographic*. Others include: Foreign Affairs, Tweeted Articles from Council on Foreign Relations, any agency of the UN, New York Times, The Guardian, The Washington Post, The Economist, TIME, BBC News, Smithsonian, Reuters, etc.

The following resources will be also be used to illustrate concepts, interpret data, and make and analyze maps: The US Census Bureau (www.census.gov), The Population Reference Bureau (www.prb.org), Gapminder (www.gapminder.org), The World Bank (www.worldbank.org), CIA World Fact Book (www.cia.gov), The World Health Organization (www.who.int). GIS software will also be utilized. More posted on Edmodo. <https://twitter.com/APHumanAPEuro>