

**ONLINE COURSE SYLLABUS**  
**Department of Geography**  
**University of Oregon**  
**GEOG 610: *Preparing to Teach Advanced Placement Human Geography***

**Winter term, 2009 - 4 graduate credits**

**Instructor**

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**Course Materials (available from the UO Duck Store – phone 541.346.4331 )**

- *Human Geography: People, Place, and Culture* by H.J. de Blij, A.B. Murphy, and Erin H. Fouberg. 2007. John Wiley and Sons, Inc.
- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 2007. John Wiley and Sons Inc.
- Elbow, Gary S. 2004. *Teaching Human Geography*. National Council for Geographic Education.

Garron: Note deletion of two of the books listed last term on this list.

**Course Goal**

To provide support for novice Advanced Placement Human Geography teachers in mastering the basic concepts, themes, skills, and perspectives discussed in a college/university-level Human Geography course

**Objectives**

- Introduce the concepts, themes, skills, and perspectives of the academic discipline of Human Geography
- Create, use and analyze data from maps and spatial data sets
- Understand and interpret the implications of associations among phenomena in different places.
- Recognize and interpret at different scales the relationships among patterns and processes
- Characterize and analyze changing interconnections among places (G.H.: could you realign this final bullet on the web page? Thx.)

**Grading**

Web-based Exercise for each of the course units (25 pts X 8)	200
Curriculum Unit Project: Student Activity	100
Total points possible:	300

**Please be sure to:** (1) Establish a working e-mail address and comfort level with the computer needed to complete this class; (2) Keep up with the text reading assignments as listed in this syllabus; and (3) Complete all course assignments and your final project and send them to me by **3/15/09**.

**Assigned Readings and Topics**

- Unit I**            **Human Geography: Its Nature and Perspectives**  
Read: Text, Ch. 1 and *Human Geography in Action*, Ch.1 and 11  
Additional recommended reading: *Teaching Human Geography*, “Introduction.”
- [GH: Please delete all asterisks here and below to avoid confusion]**  
**Assigned Exercise to complete:** Please send me 3-5 paragraphs that discuss the location of your school and the neighborhood, city, town and/or region that surrounds it. I’m hoping this assignment urges you to think geographically for starters – and I’d also really like to learn more about your own local and regional **geographies and your** school’s location patterns.
- Unit II**            **Population Issues**  
Read: Text, Ch. 2 and 3 and *Human Geography in Action*, Ch. 3, 4, and 5  
Additional recommended readings: *Teaching Human Geography*, Ch. 1, 2, and 3.
- Assigned Exercise to complete:** Kuby et al, Read Ch. 3. Then complete Activity 1:1.1-1.7 and Activity 2: 2.1-2.3.
- Unit III**            **Cultural Patterns and Processes I: Concepts of Culture, Folk and Popular Culture, Languages**  
Read: (Text, Ch. 4 and 6 and *Human Geography in Action*, Ch. 2  
Additional recommended readings: *Teaching Human Geography*, Ch. 4 and 5.  
**Assigned Exercise to complete:** Kuby et al, Ch. 2, Activity 1:1.1-1.6 and Activity 2: 2.1-2.8.
- Unit IV**            **Cultural Patterns and Processes II: Religion, Ethnicity, and Gender**  
Read: Text, Ch. 7 and *Human Geography in Action*, Ch. 12  
Additional recommended readings: *Teaching Human Geography*, Ch. 6.  
**Assigned Exercise to complete:** *Kuby et al, Ch. 12, Activity 1: 1.1-1.4*
- Unit V**            **Political Organization of Space**  
Read: Text, Ch. 8 and *Human Geography in Action*, Ch. 13.  
Additional recommended readings: *Teaching Human Geography*, Ch. 7, 8, and 9.  
**Assigned exercise to complete:** Please select 5 concepts in political geography, find 1 news clipping that illustrates each concept, and submit the citation and a brief summary of each of the 5 articles as an e-mail attachment or in the mail. Try hard to select your articles that can be used with your students (for a small group assignment perhaps?).
- Unit VI**            **Agricultural and Rural Land Use**  
Read: Text, Ch. 11 and *Human Geography in Action*, Ch. 8  
Additional recommended readings: *Teaching Human Geography*, Ch. 10, 11, and 12  
**Assigned Exercise to complete:** *Kuby et al, Ch. 8: Activity1: 1.1 and 1.2*

**Unit VII Industrialization and Economic Development**

Read: Text, Ch. 10 and 12 and *Human Geography in Action*, Ch. 9

Additional assigned readings: *Teaching Human Geography*, Ch. 13, 14, and 15.

Assigned Exercise to complete: *Kuby et al, Ch. 9, Activity 2: 2.2-2.11*

**Unit VIII Cities, Urban Land Use, and Globalization**

Read: Text, Chap.9 and 14; *Human Geography in Action*, Ch. 9 and 10

Additional assigned readings: *Teaching Human Geography*, Ch. 16, 17, and 18.

Assigned Exercise to complete: *Kuby et al, Ch. 10, Activity 2: 2.1-2.4*

**Final projects:**

To complete this course, you are required to complete a curriculum unit project centered on one topic contained in the APHG outline (2-3 lessons minimum). Select one subset within the College Board outline as the focus of your unit (e.g. "Section 3b"). Be sure to cite all sources used to develop each of your lessons. Feel free to use any lesson/unit plan format that your school requires to complete this final assignment. Guidelines for completion of this project are provided below.

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**GUIDELINES FOR COMPLETION OF FINAL PROJECT**

You must complete a final curriculum project useful in teaching one unit of your APHG course. The highest quality final projects will also become a part of the "Resources" link in our online course (so that other APHG teachers will be able to gain access to your ideas and lesson plans). You may already have created some favorite lessons in your files that you've tested with your students that can be adapted, revised, and expanded for completion of this assignment.

The following guidelines are provided to help you get started and to structure your unit. Please contact me if additional clarification would prove helpful.

**Deadline for submission** (either as an e-mail attachment or in the mail): **3/15/09**

**Goals Objectives of this assignment:** To provide you and other APHG teachers with a curriculum unit that engages students in thinking geographically as well as helps them master and apply some of the critical concepts and skills included in the APHG course.

**Final product:** Please submit You are responsible for submission of at least 2-3 lesson plans that can be used individually, or as part of an instructional unit, to teach one section of the APHG College Board outline.

**Outline of each lesson plan:**

- Title and objectives of the lesson
- Materials and equipment needed to teach the lesson
- Links to *Geography for Life: The National Geography Standards* (and also to your state's benchmarks or Standards if you wish)
- Key concepts included in the lesson