

## AP Human Geography Summer Reading 2018-2019

### Study Guide

**Book:** *Spare Parts* by Joshua Davis (ISBN: 978-0-374-53498-1)

**IMPORTANT:** Read the entire study guide before you read the book.

**Introduction:** Welcome to Advanced Placement Human Geography! Geography means to picture or draw the world; this is a tremendous task, and consequently geography incorporates knowledge from most every other class you might take (including sciences, history, math, world languages, and the arts). I think you will find the class one of the most useful you take in the upper school, as it deals with “real world” issues and is focused on problem-solving. I can guarantee that you will learn a lot of pragmatic knowledge about the world in which we live and learn a lot of things that you can apply to other classes.

So what exactly is geography? The Merriam-Webster On-Line Dictionary defines geography as “a science that deals with the description, distribution, and interaction of the diverse physical, biological, and cultural features of the earth's surface.” (<http://www.merriam-webster.com/dictionary/geography>) This is similar to most every other dictionary definition of geography, but it does little to narrow down the scope of what the class will cover. The two most important terms in the definition is that geography is a science and that it focuses on interactions. Please don't call geography a “history” class, because it is not. Of course there will be some history in the class, as there is in all classes, and there is nothing wrong with history, but rather than telling stories about the past we will be applying models to the “interaction of physical, biological, and cultural features” of the earth in order to try to understand them. Because the class focuses on human geography and not physical geography, we will not spend much time discussing plate tectonics, subduction zones, types of rocks, or the reasons for the location of rivers and mountain ranges. These are all interesting topics, but are outside of the range of human geography. In this class we will focus on the part of the earth that can be called the ecumene (if you don't know what that word means, It will be explained below), why these regions are the ecumene and how human interactions with the biosphere in these areas have shaped human culture and the environment. We will be concerned with topics ranging from languages, religions, politics, economics, and urban planning.

Most people think geography is memorizing capital cities and mountain ranges. When you finish this summer reading assignment, you will see that geography is much more than this. My definition of human geography is that it is the study of space and spatial relationships. Human geographers study the ways that humans interact with the physical environment (**cultural ecology**) and modify it in intentional and unintentional ways (**cultural landscape**). Human geography is often referred to as “the why of where.” Of course the world and people are incredibly complex and it would be impossible to account for every human interaction. Most of the theories and models we will consider are the product of thinkers often called by the acronym **WEIRD** (White, Educated, Industrialized, Rich, Developed). Not everyone in the world agrees with the ideas we will be discussing. We should always approach everything with this in mind. Now on to the summer reading book.

On the following pages you will find a study guide that takes you through some of the basic concepts in human geography and asks you to use information from the book to answer question or apply concepts. **It is probably best that you read over the study guide and then read through the book. As you read through the book, mark information that you think will be useful to complete what the study guide asks.** Attempt to do all that this study guide asks you to do. If you don't fully understand something, that is ok. We have the whole year to clear things up. Feel free to discuss the assignment with other students in the class and/or to contact me at [mike.kelley@stratford.org](mailto:mike.kelley@stratford.org) anytime over the summer. I will try to answer your questions as quickly as possible. See you in August.

This covers many of the topics of a human geography course (location, migration and other forms of diffusion, cultural differences, cultural assimilation, human rights, changing cultural norms). Below are nine geographic concepts. You need to read these over and especially pay attention to any terms in bold. You will be using these rules in completing the assignment that follow.

1. **Ecumene.** The ecumene, the human-inhabited regions of the world, has always traditionally been limited by climate and proximity to coastal and riparian areas. Although these limitations still matter, improvements in climate control, irrigation, and transportation since

the industrial revolution have changed the cultural ecology of most societies, freeing humanity from previous limitations and affecting the location of most of the modern cultural landscapes. In human geography, we seek to understand the “**why of where:**” that is, we try to understand why humans live in certain places and why they live as they do in those places. We can also use the term to refer to the activity area of a specific group as in “The ecumene of most Stratford students is North Macon and its surroundings.”

2. **Cartography.** Spatial regions are most often displayed on a map. A map is never an accurate depiction of reality, but distorts reality due to its projection and other choices made by the **cartographer** (map maker) in making the map. A **projection** is the method used to form a two dimensional map of a three dimensional earth. Cartographers also use **scale, simplification, symbolization, classification** and **induction** to focus a map on what they want to emphasize. Scale is a ratio of distance on the map to the distance on the earth’s surface. Unless a map is the same size as portion of the surface of the earth that it is portraying, it needs to have a scale. For example, one inch on the map may represent 1 mile on the earth’s surface. Simplification is when a cartographer shows only what is considered important to the map’s purpose and leaves off other data that would make the map unnecessarily complicated. For example, a political map would emphasize political borders and perhaps leave out physical features. A road map would emphasize roads and perhaps leave out features that were not along the roads. Symbolization is how features are represented on a map. As it is impossible to represent features exactly as they are in reality, the cartographer will use easily recognized symbols to represent these features. For example, the location of an airport is often represented by an outline drawing of an airplane. Classification is when a cartographer will group features together for simplification and possibly aesthetic purposes. Therefore, all cities between certain population limits might be represented by the same symbol whereas those above the limit might be represented by another. These classifications are often explained in a **legend**. For example, below is a road map legend. It shows symbols and classifications used in the map.

Induction is the process in cartography by which a cartographer will imply information about a place by reference to places near it. Cartographers seldom know every detail of the area they are mapping, or if they do, cannot possibly show it accurately. For example, a cartographer may know the feet above sea level at the base of a mountain and the feet above sea level at the peak of the mountain. He or she would then infer on the map that the mountain steadily gains in elevation from the base to the peak even though in reality its rise in elevation is probably not as steady. Induction is the process of assuming that unknown areas on the map will have similar characteristics to known areas that are near them



- 3. Regions.** To study a place, we must know some of its characteristics. Any place with unique characteristics is a region. Regions can be classified as **formal regions** (a region with one or more characteristic –human or natural -- that is uniform throughout the region), **functional regions** (regions centered on a node, central place or a core area, which is the reason the region exists), or **vernacular/perceptual regions** (regions that people identify as a

distinct place but may or may not share unique characteristics. For example, "Dixie" for the Southern United States or "North Macon" for the area around Stratford.)

4. **Location.** All regions can be located by their **absolute location** (longitude and latitude, an address, a geocode, essentially anything that can be expressed as a number) and their **relative location** which is their relationship to other places (it is located near the big oak tree, Macon is between Atlanta and Tifton on i-75. All locations have certain natural features called the **site**. All locations also have a, **situation**, the location of the place relative to other places (my house is located between the river and a large hill, Macon is located between the coast and the mountains).
5. **Diffusion.** Every place is connected, but some places are more connected than others. Organisms, ideas, and things move from one region to another through a process known as diffusion. Diffusion can be to adjacent regions (**contagious diffusion**), to regions that are similar or in a pattern—bigger to smaller, more prestigious to less prestigious (**hierarchical diffusion**), can involve the physical movement of the organism or idea (**relocation diffusion**), or can not physically move but stimulate a new way of thinking in another region (**stimulus diffusion**). Rates of diffusion are influenced by distance decay, the gravity model, and space-time compression. The movement of people is called **migration** and is affected by and has both positive and negative effects on the place of origin, the destination, and places in between.
6. **Connections.** Everything is connected, but some things are more connected than others. The **Gravity Model** explains the most accepted way to determine how connected two places are. The Gravity Model states that connections and interactions are a function of the size (in terms of human population) and distance of two places. Larger places have more connections and interactions with each other than smaller places or a larger place and a smaller place. Places that are closer to each other would have more connections and interactions than places that are further from each other. Therefore, two large cities which are close to each other would have more connections and interactions than

two equally sized cities that are further from each other and two large cities would have more interactions and connections than two smaller cities. Distance involves friction (interference) and the further the distance the more friction which interferes with connections and interactions (this is called **friction of distance.**) Modern communications and transportation tends to reduce friction, thus making things seem closer than they once were (this is called **space-time compression.**)

7. **Human Nature.** Humans desire maximum control over the space that they inhabit. They will generally act to maximize this control while minimizing the costs and energy required doing so. **Cultural landscapes** (how a specific human group fashions the natural region in which they live) reflect human attempts to balance minimal energy and cost requirements with maximum control. Generally, humans are reluctant to change something that works absent a compelling reason to do so.
  
8. **Cleavages and Stability.** **Cleavages** are long-lasting differences between groups of people. Human societies contain cleavages along cultural lines (wealth, language, religion, ethnicity, race, nationality, and location). The more impermeable the cleavages are, the more they threaten the stability (continued existence or operation) of the region. The more coinciding cleavages existing in a region, the greater the potential for conflict and destructiveness. Cleavages usually act as a **centrifugal force** (pulling apart or divisive) in a region. The lack of cleavages or the presence of a **mediating force** (something to provide a common purpose or resolve differences) is generally a **centripetal force** (bringing together or unifying) in a region. A region of the world that has many cleavages and where the centrifugal forces are much stronger than the centripetal forces is called a Shatterbelt.
  
9. **Culture.** Culture is a collection of ideas (**mentifacts**), practices or behavioral norms (**sociofacts**) and objects/tangible items (**artifacts**) which a group of people uses to identify themselves as a distinct group and to provide meaning to life-cycle events. Culture includes religion, language, clothing styles, hair styles, folk traditions, popular culture,

rituals, taboos, architecture, art, sports, and many other things.

**Globalization** is the spread of a relatively uniform popular culture throughout the world. Globalization has economic, social and political dimensions. A major difference between traditional, folk, or local cultures and modern, popular, or globalized culture is that in the latter most things are **commoditized** (that is can be bought or sold—they have a price). Commodification emphasizes efficiency over traditions and ritual, and often leads to conflict with traditional cultures.

Although globalization often leads to a **uniform landscape** (most everything is the same most everywhere), it can often adapt to local traditions. This process of adaptation is called **glocalization**.

**Assignments:** Below are three assignments you should complete based on the book. You are welcome to go outside of the book to look up terms you do not fully understand or supplement the information in the book. On any assignment, I am looking that it successfully complete the requirements, is aesthetically pleasing—that is looks like you put careful effort into it, and surprises me by showing me or telling me something I would not have thought of. All three are due of the first full day of class in August.

1. Cartography. You are to construct a map of the ecumene of the four students on the Carl Hayden Robotics Team (Christian Arcega, Lorenzo Santillan, Oscar Vazquez, and Luis Aranda.) Your map should include all of the areas in which they interact in Mexico, Arizona and California (You can leave off anything outside this area). Your map should illustrate that you can apply the following concepts: scale, simplification, symbolization, classification, formal regions, functional regions, vernacular/perceptual regions, absolute and relative location. Your map should be on a large piece of paper or poster board (or something similar), but should not be larger than 2 feet by 2 feet. (2'X2').
2. Diffusion and Connections. You are to construct a diagram or model that applies the following diffusion patterns to information in the book: contagious diffusion, hierarchical diffusion, relocation diffusion, and stimulus diffusion. You may show these patterns using any example from the book, but at least one of your examples should show how and why Carl Hayden High School's student body has changed since the 1960s.

This assignment can be made in any way you choose, as long as what you produce fulfills the assignment.

3. Culture. Write a short analytical piece (a couple of paragraphs or so) about the mentifacts, artifacts, and sociofacts of the culture of the four members of the Carl Hayden Robotics team. Explain how the book illustrates one cultural cleavage that is a centrifugal force in United States' society. Then explain how the book illustrates one cultural practice (mentifact, artifact or sociofact) that serves as a centripetal force in United States society.

Assignment 3 should be typed, printed out and ready to turn in. It should be about one page long.