


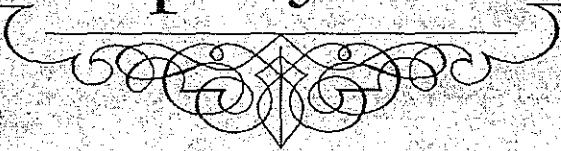
Human Geography AP

Summer Project

A *New York Times* Bestseller

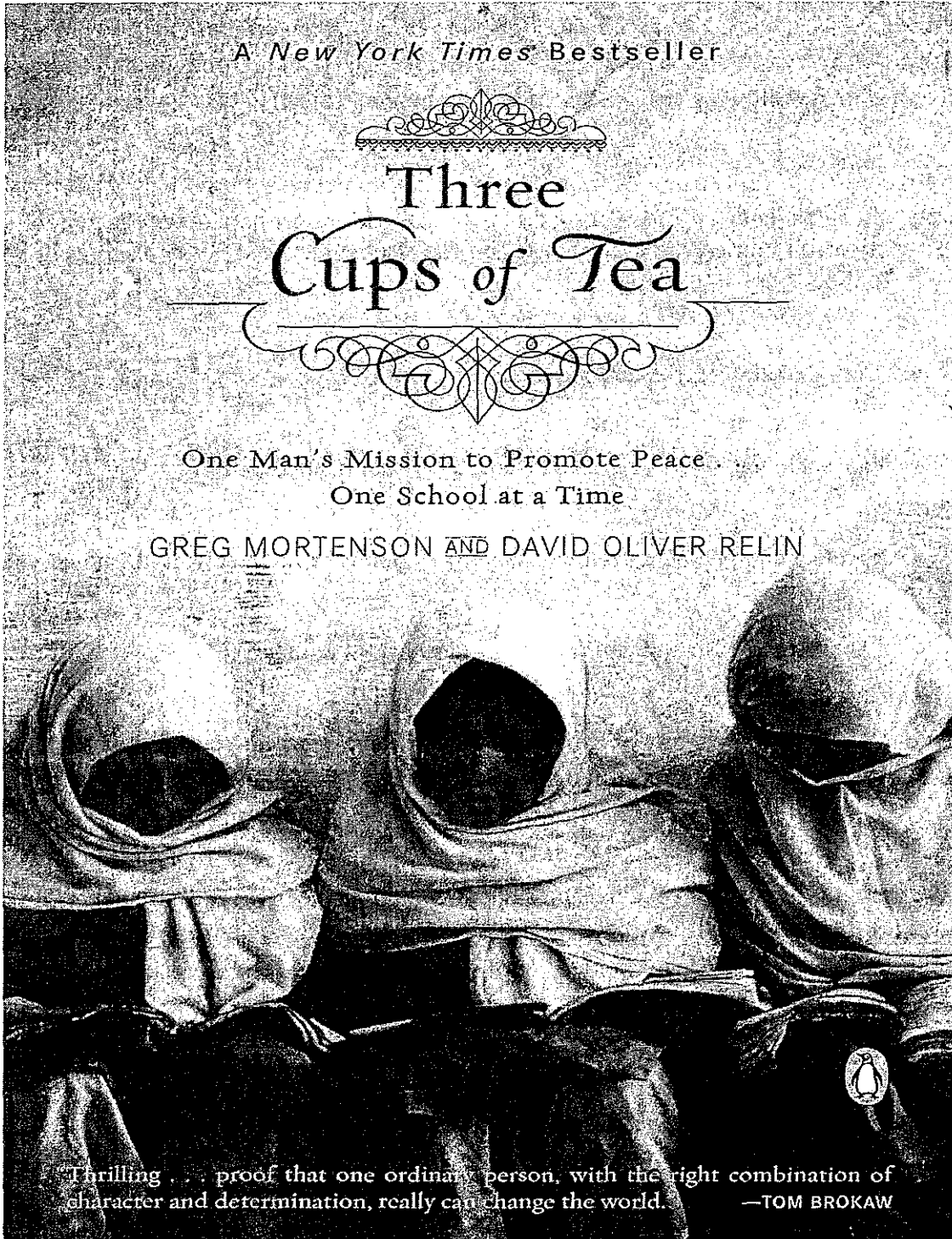


Three Cups of Tea



One Man's Mission to Promote Peace . . .
One School at a Time

GREG MORTENSON AND DAVID OLIVER RELIN



Thrilling . . . proof that one ordinary person, with the right combination of character and determination, really can change the world.

—TOM BROKAW

May, 2010

The Human Geography AP Team is asking everyone that has enrolled in the course for the 2010-2011 school year, to complete the following summer project. It is our intention that with the common reading of the book, "Three Cups of Tea", the class will have a common reference point to discuss and apply many of the over-arching themes that will be covered throughout the year. You are asked to complete the following tasks included in the summer project:

- Read the book, "Three Cups of Tea" by Greg Mortenson. (Copies can be found at all area libraries, the GW library, and can also be purchased at bookstores or online.)
- Complete the 7 reflection questions.
- Complete the "Five Themes of Geography" application activity.
- Create a computer-generated collage of 10 points of interest from the novel.
- Label a map based on your point of interest from collage.

On the first day of school in August, we will expect you to have **read thoroughly** "Three Cups of Tea" and have completed the project in its entirety.

√ Needless to say, we expect that each student will do his/her own **individual work, by him/herself, not in consultation with anyone else, handwritten on the sheets** (where applicable) and in the space provided. Violation of this directive will result in a zero on the project.

√ *Point deductions will be imposed for any work turned in after the due date.*

PART 2: Application Activity: After reading the attached excerpt from Chapter 1 of Blij's "Human Geography: People, Place, and Culture, briefly summarize the definitions of the five themes of geography in "part a" of the following section. In "part b", use any contextual information from "Three Cups of Tea" and apply it to the five themes. There is an example provided for you as a guide. (You may not use the example!!)

Example: Location

Part a. Define: emphasizes the geographic position of people and features on the earth and how and why human behavior has shaped these positions.

Part b. Application: **Skardu** was once a thriving city because of its trade route on the Indus River.

LOCATION

Part a. Define:

Part b. Apply the theme of LOCATION:

I: INTERACTION

Part a. Define:

Part b. Apply the theme of INTERACTION:

REGION

Part a. Define:

Part b. Apply the theme of REGION:

PLACE

Part a. Define:

Part b. Apply the theme of PLACE:

MOVEMENT

Part a. Define:

Part b. Apply the theme of MOVEMENT:

Key Questions For Chapter 1

1. What is human geography?
2. What are geographic questions?
3. Why do geographers use maps, and what do maps tell us?
4. Why are geographers concerned with scale and connectedness?
5. What are geographic concepts, and how are they used in answering geographic questions?

Human Geography

People, Place, and Culture

Ninth Edition

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WHAT IS HUMAN GEOGRAPHY?

Human geographers study people and places. The field of human geography focuses on how people make places, how we organize space and society, how we interact with each other in places and across space, and how we make sense of others and ourselves in our localities, regions, and the world.

Advances in communication and transportation technologies are making places and people more interconnected. Only 100 years ago, the fastest modes of transportation were the steamship, the railroad, and the horse and buggy. Today, we can cross the globe in record time, with easy access to automobiles, airplanes, and ships.

Aspects of popular culture, such as fashion and architecture, are making many people and places look more alike. Despite all these changes encouraging us to be more alike, our world still encompasses a multitude of ways in which people identify themselves and others. The world consists of nearly 200 countries, a diversity of religions, thousands of languages, and any number of settlement types from small villages to enormous global cities. All of these attributes come together in different ways around the globe to create a world of endlessly diverse places and people. Understanding and explaining this diversity is the mission of human geography.

The word "globalization" is all around us. To make sense of this phenomenon, we first need to define it. **Globalization** is a set of processes that are increasing interactions, deepening relationships, and heightening interdependence without regard to country borders. It is also a set of outcomes that are felt from these global processes—outcomes that are unevenly distributed and differently manifested across the world.

All too often, discussions of globalization focus on the pull between global—seen as a blanket covering the world—and local—seen as a continuation of the traditional despite the blanket of globalization. Geographers are in a place to understand globalization as much more than this. When geographers look at the outcomes of globalization as being distributed unevenly, they are not only talking about the local. Geographers use scale to understand the interre-



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relationships among individual, local, regional, national, and global. What happens at the global scale affects the local, but it also affects the individual, regional and national, and similarly the processes at these scales impact the global. To reduce the world to local and global is to miss much. In this book, we study globalization, and we use scale to understand the effects of globalization and the things that shape globalization (see the discussion of scale later in this chapter).

Globalizing processes occur at the world scale; these processes bypass country borders and include global financial markets or even global environmental change. However, the processes of globalization do not magically appear at the global scale: *what happens at other scales (individual, local, regional, national) helps create the processes of globalization and shape the outcomes of globalization.*

Some argue that understanding globalization is critical to understanding the world today, whereas others maintain that globalization is overhyped. As geographers Ron Johnston, Peter Taylor, and Michael Watts explain, "Whatever your opinion may be, any intellectual engagement with social change in the twenty first century has to address this concept seriously, and assess its capacity to explain the world we currently inhabit." We integrate the concept of globalization into this textbook because processes at the global scale and processes that disregard country borders are clearly changing human geography. At the same time, as we travel the world and continue to engage in fieldwork and research, we are constantly reminded how different places and people are—processes at the individual, local, regional, and national scales continue to change human geography and shape globalization.

No place on Earth is untouched by people. As people explore, travel, migrate, interact, play, live, and work, they make places. People organize themselves into communities, nations, and broader societal networks, establishing political, economic, religious, linguistic, and cultural systems that enable them to function in space. People adapt to, alter, manipulate, and cope with their physical geographic environment. No environment stands apart from human action. Each place we see is affected by and created by people, and each place reflects the culture of the people in that place over time.

Imagine and describe the most remote place on Earth you can think of 100 years ago. Now, describe how globalization has changed this place and how the people there continue to shape it—to make it the place it is today.

WHAT ARE GEOGRAPHIC QUESTIONS?

Geographers study human phenomena such as language, religion, and identity, and they also study physical phenomena, such as landforms, climate, and environmental change. Geographers also examine the interactions between humans and environment. Human geography is the study of human phenomena on Earth, and physical geography is the study of physical phenomena on Earth. Geographers are trained in studying both the human and physical worlds, but most focus on one more than the other. We ask similar questions but focus on different phenomena.

Geographer Marvin Mikesell defined geography in shorthand as the "why of where." Why and how do things come together in certain places to produce particular outcomes? Why are some things found in certain places but not in others? To what extent do things in one place influence those in other places? To these questions, we add "so what?" Why does it matter that things are different across space? What role does a place play in its region and in the world, and what does that mean for people there and elsewhere? Questions such as these are at the core of geographic inquiry—whether human or physical—and they are of critical importance in any effort to make sense of our world.

If geography deals with so many aspects of our world, ranging from people and places to coastlines and climates, what do the various facets of this wide-ranging discipline have in common? The answer lies in a perspective that both human and physical geographers use: spatial. Whether they are human geographers or physical geographers, virtually all geographers are interested in the spatial arrangement of places and phenomena, how they are laid out, organized, and arranged on the Earth, and how they appear on the landscape.

Mapping the spatial distribution of a phenomenon is typically the first step to understanding it. By looking at a map of how something is distributed across space, a geographer can raise questions about how the arrangement came about, what processes create and sustain the particular pattern of the distribution, and what relationships exist between different places and things.

The Five Themes

The first theme, **location**, highlights how the geographical position of people and things on the Earth's surface affects what happens and why. A concern with location underlies almost all geographical work, for location helps to establish the context within which events and processes are situated.

Some geographers develop elaborate (often quantitative) models describing the locational properties of particular phenomena—even predicting where things are likely to occur. Such undertakings have fostered an interest in **location theory**, an element of contemporary human geography that seeks answers to a wide range of questions—some of them theoretical, others highly practical: Why are villages, towns, and cities spaced the way they are? A geographer versed in location theory might conclude where a Super Target should be built (downtown or in a suburb), given the current neighborhoods and new developments, the median income of the people, the locations of other shopping areas, and the existing and future road system. Similarly, a geographer could determine the best location for a wildlife refuge, given existing wildlife habitats and migration patterns, human settlement patterns, and road networks.

A spatial perspective invites consideration of the relationship among phenomena in individual places—including the relationship between humans and the physical world. Thus, the second of the five themes concerns **human-environment** interactions. Why did the Army Corps of Engineers alter Florida's physical environment so drastically when they drained part of the Everglades? Have the changes in Florida's environment created an easier path of destruction for hurricanes? Why is the Army Corps of Engineers again changing the course of the Kissimmee River, and what does that mean for farmers around the river and residential developments in the south of Florida? Geographers study the reciprocal relationship between humans and environments.

The third theme of geography is the **region**. Phenomena are not evenly distributed on the surface of the Earth. Instead, features tend to be concentrated in particular areas, which we call regions. Geographers use fieldwork, quantitative, and qualitative methods to develop insightful descriptions of different regions of the world. Novelist James Michener once wrote that whenever he started writing a new book, he first prepared himself by turning to books written by regional geographers about the area where the action was

to occur. Understanding the regional geography of a place allows us to make sense of much of the information we have about places and digest new information about places as well.

The fourth theme is represented by the seemingly simple word **place**. All places on the surface of the Earth have unique human and physical characteristics, and one of the purposes of geography is to study the special character and meaning of places. People develop a sense of **place** by infusing a place with meaning and emotion, by remembering important events that occurred in a place, or by labeling a place with a certain character. Because we experience and give meaning to places, we can have a feeling of "home," when we are in a certain place.

We also develop **perceptions of places** we have never been through books, movies, stories, and pictures. Geographers Peter Gould and Rodney White asked college students in California and Pennsylvania: "If you could move to any place of your choice, without any of the usual financial and other obstacles, where would you like to live?" Their responses showed a strong bias for their home region and revealed that students from both regions had negative perceptions of the South, Appalachia, the Great Plains, and Utah (Fig. 1.7).

The fifth theme, **movement**, refers to the mobility of people, goods, and ideas across the surface of the planet. Movement is an expression of the interconnectedness of places. **Spatial interaction** between places depends on the distances (the measured physical space between two places) among places, the **accessibility** (the ease of reaching one location from another) of places, and the **transportation and communication connectivity** (the degree of linkage between locations in a network) among places.

Interactions of many kinds shape the human geography of the world, and understanding these interactions is an important aspect of the global spatial order.

PART 3: Visual Activity: Directions for this section are two-fold.

1) You are to create a one page, computer-generated image collage of 10 of the following villages or physical features that were referred to in "Three Cups of Tea".

2) Using the number system, label their location on the maps of "Pakistan and Its Neighbors" and "The Northern Area" that are attached to this handout. These are the same maps that are referenced in the first pages of the novel.

- | | |
|----------------------|-------------------------|
| 1) Hindu Kush | 11) Kargil |
| 2) Gilgit | 12) Baltor Glacier |
| 3) Karakorum Highway | 13) Skardu |
| 4) Khyber Pass | 14) K2 |
| 5) Shigar Valley | 15) Askole |
| 6) Korphe | 16) Gasherbrum (1 or 2) |
| 7) Hispar Glacier | 17) Indus River |
| 8) Khunjerab Pass | 18) Wakhan Corridor |
| 9) Kabul | 19) Charpursan Valley |
| 10) Peshawar | 20) Salang Tunnel |

Example:

