**SUGGESTIONS FOR USING THE AP HUMAN GEOGRAPHY CED**

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**Unit 6: Cities and Urban Land-Use Patterns and Processes**

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| **Topic**  **6.1** | **Origin and Influences of Urbanization** |

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| **EK 1** | Review the concepts of site and situation. The location of settlements and urban centers are chosen for one of several reasons deriving from site and situation.  • **Strategic location** |
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| **CITIES’WHY OF WHERE** | * East to defend * Necessary position to defend * **Economic benefit**    + Local resources   + Favorable climate/landscape for agriculture   + Along trade route * **Population movement**    + Satellite settlement away from center (as in Britain)   + To pull population into less populated area (Canberra, Brasilia, etc.) |
| **EK 2** | Students should be able to define and describe characteristics of **megacities** and **metacities**.  Emphasis should be placed on the following   * Spatial distribution past and present * Advantages and problems associated with them   • Future trends |
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| **CAUSES OF URBANIZATION** | The following terms: (they are associated with each other)   * **Suburbanization** * **Sprawl** * **Urban decentralization**     New urban forms:   * **Edge cities** * **Boomburbs** * **Exurbs** |

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| **Topic**  **6.2** | **Cities Across the World** |

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| **EK 1** | Students must be able to define **megacity** and **metacity** and give examples of each.    They should understand that although the first megacities emerged in the developed world, there are more today, and they are growing faster, in LDCs. |
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| **MEGACITIES** | Ensure that students can clearly describe the **Causes** of this rapid urbanization in LDCS (access to services, employment, etc.) and the **effects** (overwhelmed infrastructure, pollution, etc.)    Related terms which students should be familiar with are: megalopolis, conurbation, |
| **EK 2** | Students should be able to define and explain the historical, economic, social, and technological causes of: **suburbanization**, **edge cities**, **exurbs**, and **boomburbs**. |
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| **THE EDGE OF**  **THE CITY** | Associated terms related to these processes include **sprawl** and **leapfrog development** (suburbanization), **decentralization** (edge cities), **green belts**, **rural preservation**, **telecommuting** (exurbs). |

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| **Topic**  **6.3** | **Cities and Globalization** |

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| **EK 1** | Ensure that students understand the concept of a “world city” as an urban center in which political, economic, and cultural power – at the global scale – has become extremely concentrated. |
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| **WORLD CITIES** | Synonyms include **alpha city** (which implies a hierarchy of cities) and **global city**. |
| **EK 2** | Cities are connected to each other through global **networks of trade**, **movement of people and ideas**, and **infrastructure**. These are not equal such that some cities are more strongly connected globally than others by being major air traffic hubs (Amsterdam, Atlanta, |
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| **NETWORKS** | Johannesburg, Tel Aviv, etc.), major ports (Rotterdam, Los Angeles, Shanghai, etc.), or cultural linkages (Milan and Paris as centers of fashion, New York and London as centers of entertainment). |

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| **Topic**  **6.4** | **The Size and Distribution of Cities** |

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| **EK 1** | Two models describe the urban hierarchy: Central-place theory attempts to describe ***spatial distributio***n and the rank-size rule attempts to explain the ***size***.    Students should first understand **Christaller’s Central-place theory**. The concepts of **range** |
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| **SIZE AND LOCATION MODELS** | and **threshold** with regards to goods and services are a necessary component of this model.    Students must understand the **rank-size rule** and it’s corollary, **urban primacy** (**primate city**) and be able to give and explain examples of each from the real world. They should know WHY a rank-size distribution is generally considered positive (distributed access to the hierarchy of goods and services) but that small countries with good infrastructure may not need a rank-size distribution (the UK, for example). |

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| **Topic**  **6.5** | **The Internal Structure of Cities** |

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| **EK 1** | Students must be familiar with each of the models listed in the CED.    North American Models   * **Concentric zone** (Burgess) * **Sector** (Hoyt) * **Multiple-nuclei** (Harris and Ullman) * **Galactic City**     Ensure that students understand the concept of bid-rent (**bid-rent theory**) and how it plays a role in each of these models.    Other Urban Models   * **Latin American** (Griffen-Ford) * **Southeast Asian** * **African** |
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| **MODELS OF URBAN FORM** | Suggest teaching about **squatter settlements** (**favelas**) (Topic 6.10, EK 2) and **disamenity zones** (Topic 6.10 EK 1) here.    It is crucial to stress that ALL of the models are based on a simple, singular concept: **land-use segregation.** That is, that in urban areas all over the world thigs like economic activities (industry, business, entertainment), housing types, (apartments, low quality, luxury), ethnic groups, government zones all tend to be located within discrete zones.    In some countries these patterns of ***spatial differentiation*** are created and perpetuated legally by **zoning**. In other countries, usually LDCs, they form more organically.    Use Google Earth to look at cities across the world and have students identify zones of land use that are visibly different from space. Then zoom in and identify what the land use type is. Some cities I like to do this with are:   * Gabarone, Botswana * Delhi/New Delhi India * Mexico City, Mexico * Los Angeles Metro Area, California * Barcelona, Spain * Astana, Kazakhstan * Incheon, South Korea |

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| **Topic**  **6.6** | **Density and Land Use** |

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| **EK 1** | The only real new term or concept presented here is infilling. This is best taught with Topic 6.11. |
| **HOUSING AND RESIDENTIAL LAND USE** |

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| **Topic**  **6.7** | **Infrastructure** |

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| **EK 1** | At the heart of the EK is the idea that different places within an urban system require different types of infrastructure and that access to infrastructure is not evenly dispersed.    The distribution of various “infrastructures” has an effect on the society, economy, and politics of areas where they are concentrated, present, rare, or absent. Examples of these |
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| **URBAN INFRASTRUCUTRE** | infrastructures could include:   * the electrical grid * a subway system * water distribution * sewer and sanitation systems * roads     Imagine a map of each of these things (and others) and how they would affect neighborhoods in different ways, both positive and negative, from different perspectives. The concept here is that **access to services** (Topic 6.10 EK 1) may not be equal in urban areas because of infrastructure. (Note how this is related conceptually to “**food deserts**”.) |

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| **Topic**  **6.8** | **Urban Sustainability** |

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| **EK 1** | Students should understand the following terms as they relate to the larger concepts of **sustainable design** and **smart growth policies**:  ▪ **mixed land use** (mixed use zoning, mixed use planning) |
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| **SUSTAINABLE**  **DESIGN** | * **walkability** * **transportation-oriented development** * **New Urbanism** * **greenbelts** * **local food movements** (Topic 6.10 EK 3) |
| **EK 2** | Students should be able to identify both pros and cons of each of the terms from EK1. Note that something such as creating a pedestrian zone/mall (improved walkability) within a city |
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| **PROS AN CONS** | could be considered a positive or negative development depending on your perspective. |

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| **Topic**  **6.9** | **Urban Data** |

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| **EK 1** | No idea what to say about this. Obvious? |
| **QUANTITATIVE** |
| **EK 2** | See above. |
| **QUALITATIVE** |

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| **Topic**  **6.3** | **Challenges of Urban Changes** |

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| **EK 1** | Housing discrimination and problems can arise from the following practices:  • **redlining** |
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| **ECONOMIC AND**  **SOCIAL** | * **blockbusting** * **gentrification** (negative view, for positive see Topic 6.3 EK2) * lack of **affordable housing** * **slum clearance**     Responses to these are generally legal: redlining and blockbusting are illegal, **inclusionary zoning** is used promote affordable housing, **rent control.** |
| **EK 2** | Suggest teaching this with Topic 6.5. |
| **SQUATTER**  **SETTELEMENTS** |
| **EK 3** | Inclusionary zoning covered in EK 1.  Local food movements covered in Topic 6.8 EK 1. |
| **RESPONSES** |
| **EK 4** | Urban renewal covered in Topic 6.11 EK 2.  Gentrification covered in Topics 6.3 EK 1 and 6.11 EK 2. |
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| **URBAN**  **RENEWAL** | Ensure that students are clear about the different perspectives on urban renewal. |
| **EK 5** | Students should understand how “geographic fragmentation of governments-the way government agencies and institution are dispersed between state, county, city, and neighborhoods, presents challenges in addressing urban issues.” |
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| **POLITICAL ISSUES** | Ways these issues are addressed include:   * **Unified fire authorities**, **police departments**, and **school districts** * **Chambers of commerce** at various scales     This is a great EK to talk about the role of scale: Services are best provided when local scale authorities cooperate with larger scale entities. |

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| **Topic**  **6.11** | **Challenges of Urban Sustainability** |

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| **EK 1** | Two of these have been covered elsewhere:  suburban sprawl (Topic 6.2 EK 2)  sanitation (Topic 6.7)    In preparation for the future, cities need to plan for |
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| **CHALLENGES** | * **climate change** * improvement of **air and water quality** * reduction of **energy use** and ecological footprint     Students should be asked to brainstorm what some of the problems will be and generate *possible* solutions, even if they are not *probable* at this time. |
| **EK 2** | I suggest teaching about the ideas below as a part of the concept of “***urban renewal***” in an effort to combat “***urban decay***.” These terms are commonly used and can be controversial (just like the concepts below).    **Urban infill** in **grayfields** |
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| **RESPONSES** | Redevelopment of **brownfields**  **Historic preservation** laws or boards  **Gentrification** (positive view, for negative see Topic 6.10 EK 1)  **Farmland protection** policies  Formation of **regional planning agencie**s  Creation of **redevelopment agencies** |