

AP
Human Geography

UNIT 4:
POLITICAL
ORGANIZATION
OF
SPACE



Unit 4 Rubric	Points	Lost Pts.
Gradesavers Definitions	30	
Gradesavers Concepts(20 minimum)	20	
7.1/7.2	15	
7.3/7.4	15	
Balkanization Map	10	
8.1/8.2	15	
8.3/8.4	15	
Country/Nation/State/Anarctica	10	
World Barriers Map	15	
Heartland Theory	15	
Rimland Theory	15	
Organic Theory	15	
World System Theory	15	
Domino Theory	15	
U.S.S.R. and Eastern Bloc Countries	20	
World Trade Alliances	15	
European Union	10	
Neatness / Color / hi-lited	10	
Analysis / correctness	10	
Total	285	

Failure to add tabs to your spiral notebook will cost you points!

Unit 4: Political Geography January 2017 Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
2- No School Winter Vacation	3-Blue Current Events Due!	4-Gold	5-Blue 7.1/7.2 Due	6-Gold 7.1/7.2 Due
9-Blue 7.3/7.4 Due	10-Gold 7.3/7.4 Due	11-Blue	12-Gold 8.1/8.2 Due	13-Blue 8.1/8.2 Due
16- No School MLK, Jr. Day	17-Gold 8.3/8.4 Due	18-Blue 8.3/8.4 Due	19-Gold Conflict Project Due	20-Blue Conflict Project Due Last Day of Semester
23-No School Semester Break Day	24-Gold	25-Blue	26-Gold Vocab Quiz/Gradesavers Due After School Test Review	27-Blue Vocab Quiz/Gradesavers Due
30-Gold Unit 4 Test Workbooks Due	31-Blue Unit 4 Test Workbooks Due Current Events Due!	1-Gold	2-Blue 10.1/10.2 Due	3-Gold 10.1/10.2 Due

Unit 4 Vocab Quiz and Workbook will go on 1st semester's grade; however, the Unit Test will go on 2nd semester grade.

January 3rd Current Events is actually December's current events, and January's current events is due on January 31st.

We are skipping Chapter 9 for the time being; it will be read during Unit 6.

Unit 5 on Agriculture is a very important, but short unit.

There will be an extra credit movie opportunity on **Tuesday, February 7th; 6:30-8:00pm in Room 404 at Tahoma Junior High School.**

AP Exam registration will begin in late January!

Unit 4 Gradesavers

<p>Chapter 7: Ethnicity Race Ghetto Barrio Assimilation Acculturation Cultural shatterbelt Ethnic cleansing Ethnic conflict Ethnic enclave Ethnic group Ethnic homeland Ethnic neighborhood Ethnic landscape Ethnocentrism Plural society Social Distance Segregation Racism Racist Apartheid Nationalism Nation-state Multiethnic state Multinational states Centripetal force Balkanization Triangular slave trade Sharecropper Blockbusting Self-determinism</p> <p>Chapter 8: In book: Nation Nation-state (chapter 6) State Stateless Sovereignty</p>	<p>Law of the Sea EEZ (Exclusive Economic Zone) Microstate/Ministate City-state Fertile Crescent Colony Colonialism Decolonization (not in book but easy to figure out) Imperialism Boundary Territory Morphology: <ul style="list-style-type: none"> • Compact state • Elongated state • Prorupted state • Perforated state • Fragmented state • Landlocked state • Exclave/Enclave Border Landscape: <ul style="list-style-type: none"> • Natural/Physical (desert, mountain, water) • Ethnographic/Cultural • Geometric Frontier Federal State Unitary State Gerrymander/Gerrymandering Superpower Balance of power International Organizations: UN-<i>United Nations</i> NATO-<i>North Atlantic Treaty Organization</i> OSCE-<i>Organization on Security and Cooperation in Europe</i> OAS-<i>Organization of American States</i> AU-<i>African Union</i> The Commonwealth Terrorism 9/11 Attacks Al-Qaeda Jihad Fatwa Taliban</p>
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Chapter 8 Continued

Not in books:

The Arab League

Democracy

Communism

Socialism

Annexation

Boundary Origins:

- Antecedent
- Subsequent
- Superimposed
- Relic

Buffer state

Confederation

Conference of Berlin (1884)

Forward Thrust capital

Global commons

Immigrant states

Iron Curtain

Irredentism

Manifest destiny

Median-line principal

National iconography

Nunavut

Raison d'etre

Reapportionment

Regionalism

Reunification

Satellite state

Self-determination

Shatterbelt

Treaty ports

USSR/Soviet Union

Hegemony

Peace of Westphalia

Territoriality

Multinational state

Stateless nation

Capitalism

Core/periphery

Semiperiphery

Centrifugal

Centripetal

Devolution

Boundary Process:

- Definition
- Delimitation
- Demarcation
- Administrative

Boundary Disputes:

- Definitional
- Locational
- Operational
- Allocational

Geopolitics

Critical Geopolitics

Unilateralism

Supranationalism

EU-European Union

NAFTA-North American Free Trade Agreement

ISIS

Name:

Class:

Ethnicity: Key Issue 1

WHERE ARE ETHNICITIES DISTRIBUTED?

Rubenstein, pp. 208-217

● **DISTRIBUTION OF ETHNICITIES WITHIN THE UNITED STATES**

1a. Define *ethnicity*:

1b. Define *race*:

Ethnic group	% of US pop.

2. In the table at left, identify America's four major ethnic groups (other than "white"). Give their percentage of the total US population and shade areas in which they are clustered on the map.



2d. In what region of a typical American settlement are ethnic groups concentrated? Why there?

3. Complete the table below to summarize the historic migration patterns of African-Americans.

Migration from Africa	Migration to the North	Migration within cities (ghetto)

DIFFERENTIATING ETHNICITY AND RACE

4. In terms of the concept of race...

a. what is the “problem” with the way the US Census Bureau defines “Asian”?

b. what is the difference between “African-American” and “black”?

c. how does the US Census Bureau consider Hispanic/Latino?

5. What is *racism*?

6. Describe each of the following concepts dealing with the geography of race.

- “Separate But Equal”

- “White Flight”

- “Blockbusting”

7. Explain the division by race in South Africa. Be sure to use the following terms in your explanation: Apartheid, Afrikaners, Nelson Mandela.

What percentage of Key Issue 1 did you read? (circle one)

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-10 points

25%
-7.5 points

50%
-5 points

75%
-2.5 points

100%
-0 points

Ethnicity: Key Issue 2

WHY HAVE ETHNICITIES BEEN TRANSFORMED INTO NATIONALITIES?

Rubenstein, pp. 217-224

1. Define **nationality**:

2. Though they are very similar, use the table below to show how *nationality* differs from *ethnicity*. (2nd paragraph of reading.)

Ethnicity	Nationality

● **RISE OF NATIONALITIES**

3. Define each of the following related terms:

- NATION-STATE

- SELF-DETERMINATION

4. Why is Denmark a fairly good example of a nation-state?

5. How did the idea of a German Nation State lead to World War II?

9. Regarding "**NATIONALISM**"

(a) What is it?

(b) How do nations and states foster it?

(c) What are *centripetal forces*?

(d) What would centrifugal forces be?

● **MULTINATIONAL STATES**

10. What is a multiethnic state? Give an example.

11. What is a multinational state? Describe how the United Kingdom is an example.

12. When the Soviet Union dissolved into 15 countries in the 1990s, the new countries were based on ethnicities. They can be divided into 4 groups based on their location. Complete the chart below to indicate the countries in each group. NOTE: Be sure to look at the map on p. 220 to familiarize yourself with the locations of these countries.

Baltic region (3 states)	
Eastern Europe (3 states)	
Central Asia (5 states)	
Caucasus (3 states)	

13. Note the major religion and language of each of the **Baltic states**.

Baltic State	Religion	Language
A.		
B.		
C.		

14. The ethnic divisions among the **Eastern European** states are blurred for what reasons?

14b. What did the majority of **Moldovans** want when they gained independence? Who opposed this?

15a. What religions and languages are most common in the **Central Asian** countries?

15b. Have there been ethnic problems in Central Asia and, if so, where? If not, why not?



16a. How many different nationalities (ethnicities) are found in the country of **Russia**?

16b. Why are independence movements flourishing among these groups?

16c. Why has Russia resisted the independence movement in **Chechnya**?

17. In the **Caucasus region**, there have been many problems with the new nations and ethnicities. Summarize the main problem, and note specifics of regions and peoples, for each of the four main ethnicities.

AZERIS (Azerbaijan)	ARMENIANS (Armenia)
GEORGIANS (Georgia/Gruzny)	

● **REVIVAL OF ETHNIC IDENTITY**

18. How did communists suppress the issues of ethnicity and nationalism? (Give several examples.)

19. With the fall of communist governments in the 1990's, what kinds of problems have arisen in what places? (Give several examples.)

What percentage of Key Issue 2 did you read? (circle one)

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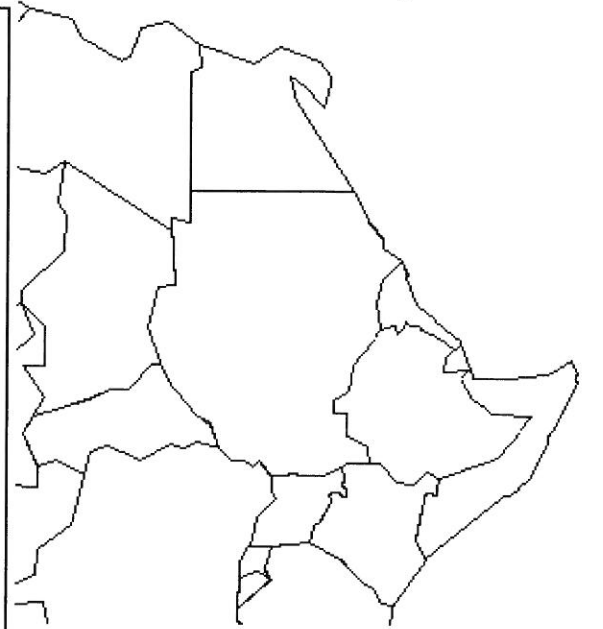
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• **ETHNIC COMPETITION TO DOMINATE NATIONALITY**

Make **notes on major issues** in each of these ethnic conflicts and shade and **annotate the map** at right as necessary.

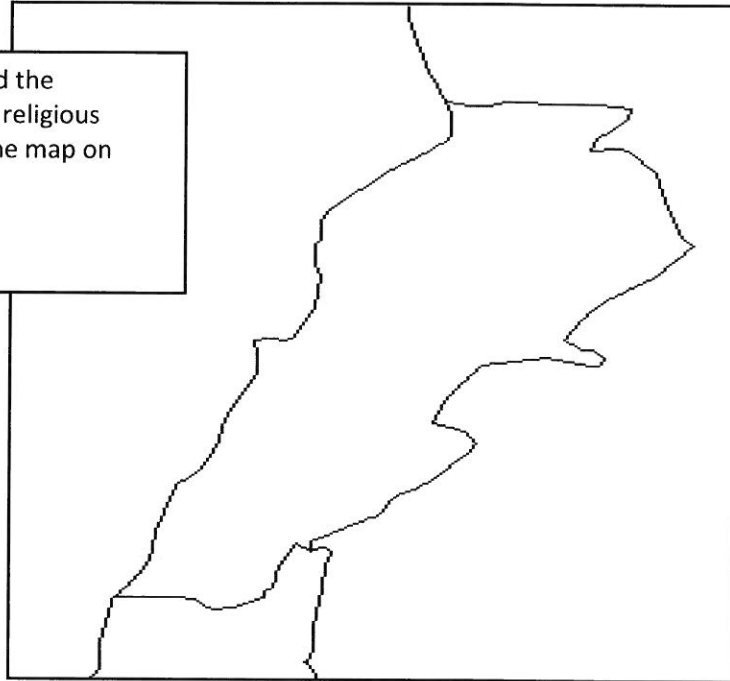
Case Study: AFRICA

1. ETHIOPIA and ERITREA	
2. SUDAN	

4. LEBANON

4a. Label the map of Lebanon and the surrounding region. Indicate the religious geography of the country. Use the map on page 226 as your resource.

4b. Religions of LEBANON
(largest to smallest in #)



4c. Describe the breakdown of Muslim branches in Lebanon.

4d. Who are the Druze? Describe.

4e. How did Lebanon's 1943 constitution seek to solve the religion problem?

4f. How has the make-up of the population changed since 1943?

• DIVIDING ETHNICITIES AMONG MORE THAN ONE STATE

5. When the **British ended colonial control** of South Asia in 1947, what did they do in the region?
a. politically?...

b. ethnically (religiously)?...

c. Some BIG numbers of **forced migrants**:

- i. How many people found themselves “on the wrong side of [the] boundary” in the 1940s?
- ii. How many Muslims migrated from India to West Pakistan (Pakistan, today)?
- iii. How many Muslims migrated from India to East Pakistan (Bangladesh, today)?
- iv. How many Hindus migrated from East and West Pakistan into India?
- v. What happened to many of the refugees as they traveled?

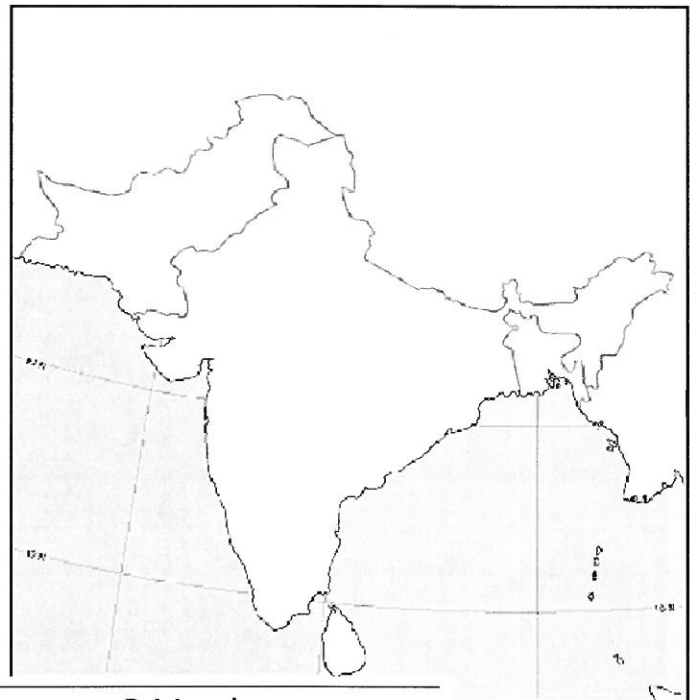
5d. Why is the region of **Kashmir** a problem?

- i. politically?
- ii. in terms of religion?

5e. Note the following regions on the map →

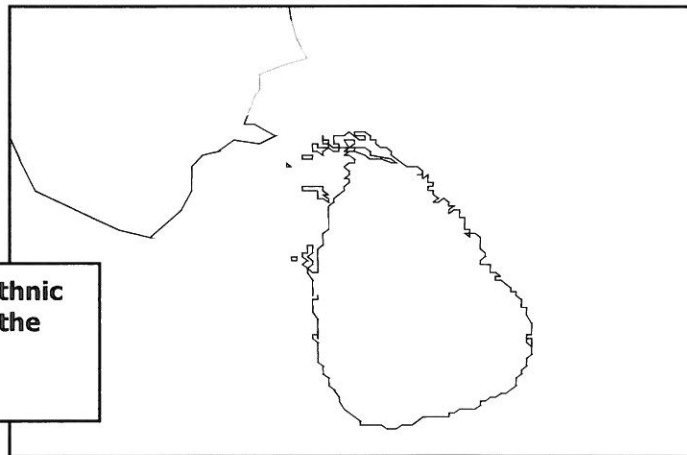
- a) India
- b) Pakistan
- c) Bangladesh
- d) Jammu and Kashmir

Also label: Sri Lanka, Nepal, Bhutan, Myanmar, China, and Afghanistan.



Sri Lanka

6a. List the two major ethnicities of Sri Lanka:



6b. Create a map of the religious-ethnic geography of the island of Ceylon, the country of Sri Lanka.

6c. Make a chart which compares the two ethnicities of Sri Lanka in terms of language and religion.

ETHNIC GROUP and %	LANGUAGE (family, etc.)	RELIGION	WHERE?

d. How has violence between these two groups (which goes back 2,000 years) been suppressed during the past 300 years?

e. What occurred in 1948?

f. Which group is unhappy? Why?

g. What happened in 2009? What are the fears?

What percentage of Key Issue 3 did you read? (circle one)

0%
-10 points

25%
-7.5 points

50%
-5 points **13**

75%
-2.5 points

100%
-0 points

Ethnicity: Key Issue 4

What Is Ethnic Cleansing

Rubenstein, pp. 229-233

1. On which two continents has ethnic cleansing been carried out most in recent years?

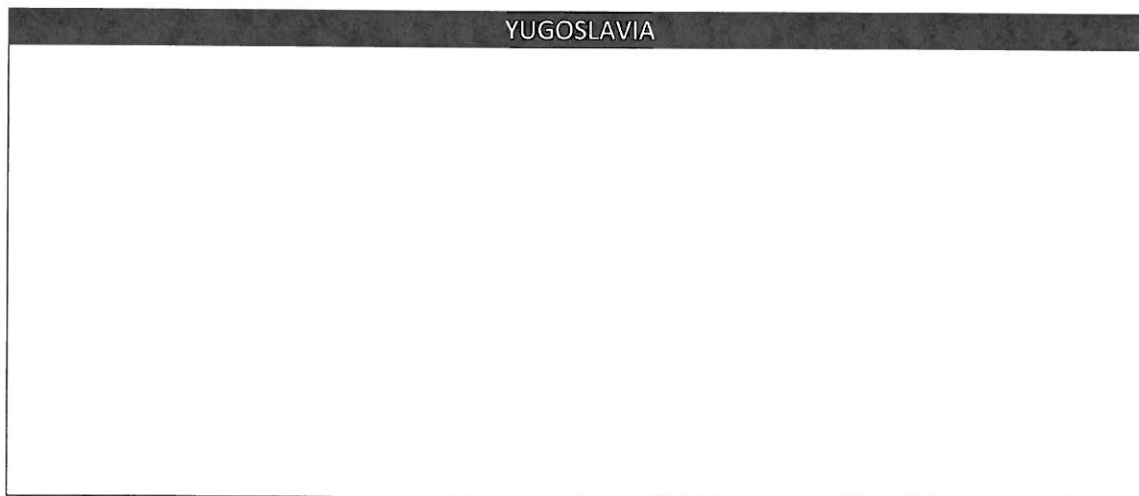
2a. Define the term **ethnic cleansing**:

2b. How is ethnic cleansing different than normal warfare?

• **ETHNIC CLEANSING IN EUROPE**

3. List the countries of the Balkan Peninsula.

4. List important/interesting facts regarding the creation of the post-WWI country of Yugoslavia



5. Regarding the Yugoslav refrain that was common during the rule of Josip Tito, identify the following:

Yugoslavia's

- FIVE NATIONALITIES...
- FOUR LANGUAGES...
- THREE RELIGIONS...
- TWO ALPHABETS...

6. What ethno-political problems did the country face after the death of Tito in the 80's and fall of communism in the 90's?

7. Why did Serbs and Croats in Bosnia (aka Bosnia-Herzegovina) ethnically cleanse themselves of Bosnian Muslims?

8a. What was agreed upon at the accords signed between these rival ethnicities in Dayton, Ohio in 1996?

8b. Who got the best deal? The worst? Explain.

9. Regarding the region of **KOSOVO**...

a. What country and ethnicity controls it today?

b. What ethnic group lives in Kosovo (and %)?

c. With the breakup of Yugoslavia, what began to happen in Kosovo?

d. How did the US and UN respond?

10. What is the meaning of the terms

- **balkanized:**

- **balkanization:**

11. If peace comes to the Balkan Peninsula in the next few years, why will it be "in a tragic way," according to the author of the textbook?

• **ETHNIC CLEANSING IN CENTRAL AFRICA**

12. Give the historical background of the two rival groups of Central Africa's countries of Rwanda and Burundi.

Hutus	Tutsis

13. Who were the colonial powers over Rwanda and Burundi? How did they reinforce ethnic rivalries there?

14. What happened when independence came to the countries?

15. How did the problem spread to Democratic Republic of the Congo (formerly Zaire)?

16. How did Angola, Namibia, and Zimbabwe and other countries come to be involved?

17. What is the situation today?

18. Analyze figure 7-34 on page 235. Explain how the map can be related to ethnic conflict.

What percentage of Key Issue 4 did you read? (circle one)

0%
-10 points

25%
-7.5 points

50%
-5 points **16**

75%
-2.5 points

100%
-0 points

Balkanization Map

On the map below, complete the following steps:

1. Draw in a dark and wide border of the former state of Yugoslavia.
2. Label the Balkan States and the countries that surround the Balkan States.
3. Create a key of the different ethnicities found in the Balkans and color where the ethnic groups are located on the map. (use the map on Page 232 in your text)

KEY:

Albanian

Muslims

Hungarians

No predominant majority

Croats

Slovenes

Montenegrins

Macedonians

Bulgarians

Serbs



Name: _____

Class Period: _____

Chapter 8 Political Geography
Key Issue 1: Where Are States Located?

1. Fill in the blanks: Despite greater global political _____, local diversity has _____ in political affairs, as individual cultural groups demand more _____ over the territory they inhabit.
2. How has the number of countries changed over the past century?
3. What does *sovereignty* mean and how does it relate to the term *state*?
4. What places in the world cause disagreement about the definition of a state? For each, summarize the issue.

Name/Location	Issue around statehood status

5. What is the only large landmass on Earth that is not part of a state? _____
6. Describe the political situation of the following regions:

Antarctica (South Pole)
The Arctic (North Pole)

7. List 5 of the world's largest states: _____

8. Fill in the blanks: A _____ is a sovereign state that comprises a town and the _____ countryside. Walls clearly delineated the boundaries of the city, and outside the walls the city controlled _____ land to produce food for _____ residents.

9. Explain the importance of the Roman Empire as an early European state

10. What is the significance of the *Fertile Crescent*?

11. What three motives does the author give for European colonization? Based on the text and on your prior knowledge, give an example for each.

Motive	Example

12. Explain the difference between *colonialism* and *imperialism*.

13. What do most of the world's remaining colonies have in common?

14. Which of the world's remaining colonies has the highest population? The lowest?

What percentage of Key Issue 1 did you read? (circle one)

0%
-10 points

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-5 points

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-0 points

Key Issue 2: Why Do Boundaries Between States Cause Problems?

15. Shapes of States – fill in the chart with notes from your reading

	Compact	Prorupted	Elongated	Fragmented	Perforated
Characteristic					
Benefits					
Drawbacks					
Examples					

16. Fill in the blanks: The prevalence of _____ states in _____ is a remnant of the colonial era, when Britain and _____ controlled extensive regions. The European powers built _____, mostly in the early _____ century, to connect the interior of Africa with the sea. _____ moved minerals from interior _____ to seaports, and in the opposite direction, rail lines carried _____ equipment and supplies from seaports to the interior.

17. Describe the *Tin Bigha corridor*

18. PHYSICAL BOUNDARIES Complete the table below to describe the advantages and an example of each type

Mountains	Deserts	Waters
Example:	Example:	Example:

19. CULTURAL BOUNDARIES Complete the table below to describe each type of Cultural Boundary

Geometric	Religious	Language
Example:	Example:	Example:

20. What two nationalities live divided on the island of Cyprus?
21. Who recognizes the Turkish Republic of Northern Cyprus?
22. Who recognizes and accepted the entire island as a member in 2004?
23. What is the difference between a *frontier* and a *boundary*? Include examples
24. Fill in the blanks: The _____ places most power in the hands of _____ government officials, whereas the _____ allocates strong power to units of _____ government within the country.
25. Explain the situations where unitary governments would work best. Why is that the case?
26. Explain the situations where federal governments would work best. Why is that the case?
27. Give an example of a multinational unitary state.
28. Why has **tiny Belgium** adopted a federal system?
29. Why has **enormous China** adopted a unitary system?
30. Categorize France according to the political geography concepts in this chapter (state/nation-state/colony, unitary/federal?) What struggles and solutions have arisen due to its unitary/federal system?

31. Categorize Poland according to the political geography concepts in this chapter (state/nation-state/colony, unitary/federal?) What struggles and solutions have arisen due to its unitary/federal system?

32. Why are the boundaries of legislative districts occasionally redrawn?

33. How often is this done in the US?

34. How is this type of boundary redrawing different in the US than in Europe?

35. What are the three types of gerrymandering and how do they work?

Type	Description

36. How is gerrymandering combined with ethnicity for political use?

What percentage of Key Issue 2 did you read? (circle one)

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-10 points

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-0 points

Name: _____

Class Period: _____

Chapter 8 Political Geography
Key Issue 3: Why Do States Cooperate with Each Other?

1. Fill in the blanks: The future of the world's current collection of _____ is also challenged by the trend toward _____. States are willingly transferring _____ to regional organizations, established primarily for _____ cooperation. Although it has limited authority, the _____ includes all but a handful of _____.
2. Identify the reason for which membership in the UN grew significantly in each of the following periods:
1955

1960

1990's
3. Who are the five permanent members of the Security Council?
4. Identify some of the problems the UN faces as it attempts to operate and influence world affairs.
5. Describe the *era of two superpowers*. Use specific examples.
6. Describe the purpose of *NATO*.

7. Complete the chart on notable regional organizations.

Regional Organization	Members	Purpose/info
OSCE Organization on Security and Cooperation in Europe		
OAS Organization of American States		
OAU Organization of African States		
Commonwealth of Nations		

8. Fill in the blanks: The era of _____ balance of _____ formally ended when the _____ was disbanded in 1992, and the world has returned to the pattern of more than two _____ that predominated before World War II.
9. When and why was the European Union formed and who were the initial states involved?

What percentage of Key Issue 3 did you read? (circle one)

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Key Issue 4: Why Has Terrorism Increased?

10. How is terrorism different from other acts of political violence?
11. Have any Americans committed acts of terrorism in the US? Explain.
12. Why are the attacks of 9/11/2001 considered a turning point in how Americans perceived terrorism?
13. Explain the role of Osama Bin Laden and Al-Qaeda in world political affairs.
14. Fill in the blanks: _____ is not a single unified organization, and the number involved is unknown.
15. Fill in the blanks: _____'s use of religion to justify attacks has posed challenges to _____ and non-_____ alike. For many Muslims, the challenge has been to express disagreement with the policies of _____ in the _____ and _____ yet _____ the use of _____. For many Americans and Europeans, the challenge has been to distinguish between the _____ but unfamiliar principles and _____ of the world's _____ Muslims and the misuse and abuse of _____ by a handful of terrorists.

16. List the three ways in which states (particularly in the Middle East in recent decades) have given support to terrorists.

a)

b)

c)

17. Note in which of the above ways each of the following states has supported terrorism and then very briefly describe it.

STATE	Type of support	Summary of issues with years of major events
Libya		
Afghanistan		
Iraq		
Iran		
Pakistan		

What percentage of Key Issue 4 did you read? (circle one)

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-10 points

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-5 points

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-2.5 points

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-0 points

Country, State, Nation and Antarctica Questions

Country, State, and Nation: Defining an Independent Country

While the terms country, state, and nation are often used interchangeably, there is a difference.

A State (note the capital "S") is a self-governing political entity. The term State can be used interchangeably with country.

A nation, however, is a tightly-knit group of people which share a common culture. A nation-state is a nation which has the same borders as a State.

States and Independent Countries

Let's start with what defines a State or an independent country. An independent State:

- * Has space or territory which has internationally recognized boundaries (boundary disputes are OK).
- * Has people who live there on an ongoing basis.
- * Has economic activity and an organized economy. A country regulates foreign and domestic trade and issues money.
- * Has the power of social engineering, such as education.
- * Has a transportation system for moving goods and people.
- * Has a government which provides public services and police power.
- * Has sovereignty. No other State should have power over the country's territory.
- * Has external recognition. A country has been "voted into the club" by other countries.

There are currently **196 independent countries or States, and 1 observer state**, around the world. Territories of countries or individual parts of a country are not countries in their own right.

Examples of entities that are **not** countries include: Hong Kong, Bermuda, Greenland, Puerto Rico, and most notably the constituent parts of the United Kingdom. (Northern Ireland, Wales, Scotland, and England are not countries.)

A "state" (with a lower-case "s") is usually a division of a federal State (such as the states of the United States of America).

Nations and Nation-States

Nations are culturally homogeneous groups of people, larger than a single tribe or community, which share a common language, institutions, religion, and historical experience.

When a nation of people have a State or country of their own, it is called a nation-state. Places like France, Egypt, Germany, Japan, and New Zealand are excellent examples of nation-states. There are some States which have two nations, such as Canada and Belgium. Even with its multicultural society, the United States is also referred to as a nation-state because of the shared American "culture."

There are nations without States. For example, the Kurds are stateless people.

The Vatican City is a Country: It Meets The Criteria for Independent Country Status

There are **eight accepted criteria** used to determine whether an entity is an independent country (also known as a State with a capital "s") or not.

Let us examine these eight criteria in regard to the Vatican City, a tiny (the smallest in the world) country located entirely within the city of Rome, Italy. The Vatican City is the headquarters of the Roman Catholic Church, with over one billion adherents worldwide.

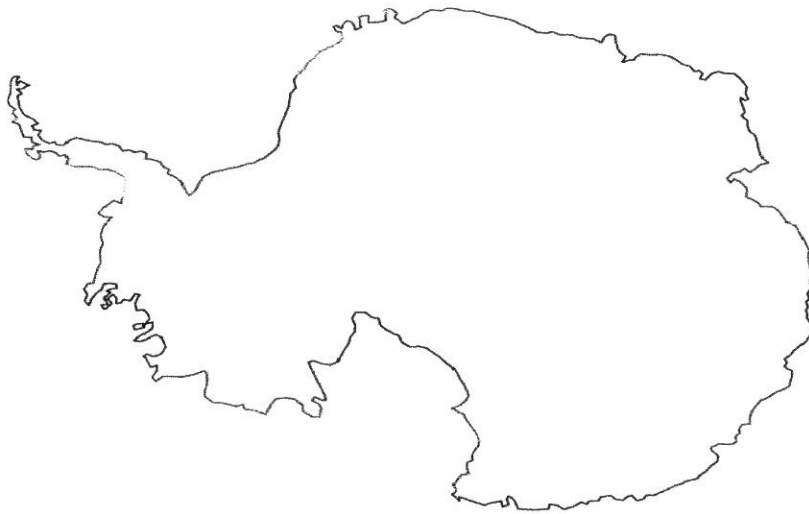
Country, State, Nation and Antarctica Questions

- 1. Has space or territory that has internationally recognized boundaries (boundary disputes are OK).**
 - Yes, the Vatican City's boundaries are undisputed even though the country is located entirely within the city of Rome.
- 2. Has people who live there on an ongoing basis.**
 - Yes, the Vatican City is home to approximately 920 full-time residents who maintain passports from their home country and diplomatic passports from the Vatican.
 - Thus, it is as though the entire country is composed of diplomats.
 - In addition to the over 900 residents, approximately 3000 people work at the Vatican City and commute into the country from the greater Rome metropolitan area.
- 3. Has economic activity and an organized economy. A country regulates foreign and domestic trade and issues money.**
 - Somewhat. The Vatican relies on the sale of postage stamps and tourist mementos, fees for admission to museums, fees from admissions to museums, and the sale of publications as governmental revenue. The Vatican City issues its own coins.
 - There is not much foreign trade but there is significant foreign investment by the Catholic Church.
- 4. Has the power of social engineering, such as education.**
 - Sure, although there aren't a lot of kids there!
- 5. Has a transportation system for moving goods and people.**
 - There are no highways, railroads, or airports. The Vatican City is the smallest country in the world. It only has streets within the city, which is 70% of the size of the Mall in Washington D.C.
 - As a landlocked country surrounded by Rome, the country relies on the Italian infrastructure for access to the Vatican City.
- 6. Has a government that provides public services and police power.**
 - Electricity, telephones, and other utilities are provided by Italy.
 - The internal police power of the Vatican City is the Swiss Guards Corps (Corpo della Guardia Svizzera). External defense of the Vatican City against foreign enemies is the responsibility of Italy.
- 7. Has sovereignty. No other State should have power over the country's territory.**
 - Indeed, and amazingly enough, the Vatican City does have sovereignty.
- 8. Has external recognition. A country has been "voted into the club" by other countries.**
 - Yes! It is the Holy See which maintains international relations; the term "Holy See" refers to the composite of the authority, jurisdiction, and sovereignty vested in the Pope and his advisers to direct the worldwide Roman Catholic Church.
 - Created in 1929 to provide a territorial identity for the Holy See in Rome, the State of the Vatican City is a recognized national territory under international law.
 - The Holy See maintains formal diplomatic relations with 174 nations and 68 of these countries maintain permanent resident diplomatic missions accredited to the Holy See in Rome. Most embassies are outside of the Vatican City and are Rome. The other countries have missions located outside Italy with dual accreditation. The Holy See maintains 106 permanent diplomatic missions to nation-states around the world.
 - The Vatican City/Holy See is not a member of the United Nations. They are an observer.

Thus, the Vatican City does meet all eight criteria for independent country status so we should consider it as an independent State.

Country, State, Nation and Antarctica Questions

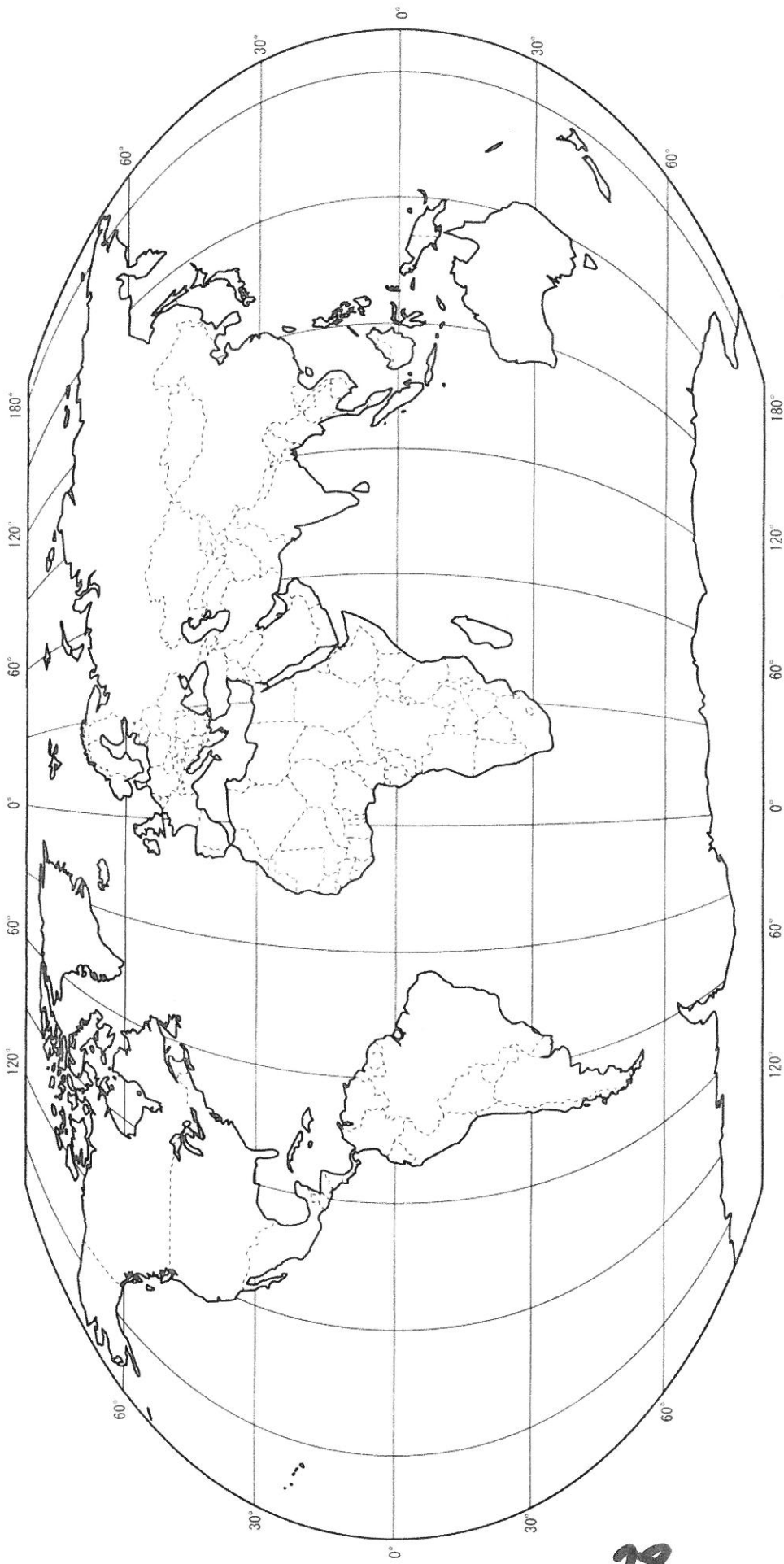
1. What makes a state an independent country?
2. What is the difference between a nation, nation-state, and a stateless nation?
3. What makes Vatican City an independent country? Is it a nation, nation-state, or stateless nation? Why?



Draw what countries have claims to Antarctica and what territory they claim.

What does it mean to be part of the global commons? How is Antarctica part of the global commons?

What laws govern Antarctica, according to the United Nations?



	Morocco v. Polisario Front (Sahrawi)	1980-1987+	Sand/stone, barbed wired, ditches, mines	In dispute
Western Sahara				
West Bank				
Northern Ireland				
Saudi Arabia-Yemen				
Ceuta and Melilla				
Cyprus				
Pakistan-Iran				
Armenia/Azerbaijan				
Koreas				
Botswana-Zimbabwe				
US-Mexico				
India-Pakistan-Kashmir				

Political Models

Geopolitics attempts to explain why some countries have power and other countries do not. The connection between spatial qualities of countries and international relations has been observed since the Greeks. However, the formal links between geography and political science began about 100 years ago.

In 1890 Alfred Thayer Mahan wrote *The Influence of Sea Power Upon History*. Sea power was necessary to facilitate trade and peaceful commerce, therefore Mahan believed that the country that possessed power would be one that could control the seas. Thus, the development of a strong navy was an essential ingredient to a powerful state as was the country's location. He believed that the country with the most power would be one whose relative location was accessible and connected with a long coastline and good harbors. Mahan saw power as belonging north of the Suez and Panama Canals.

Sir Halford Mackinder proposed what would become the most widely discussed concept of geopolitical studies. Mackinder was interested in political motion and he observed that the spatial distribution of strategic opportunities in the world was unequal. Mackinder's thesis, developed in his 1904 book *Democratic Ideals and Reality*, disregarded Mahan's theory. Advances in technology were forcing a reevaluation of spatial concepts and military strategies. With the advent of railroads, countries no longer depended on the navy to move large armies. Thus, Mackinder believed that the focus of warfare would be shifted from the sea to the hinterland (interiors). Mackinder developed a "pivot area" which was the northern and interior parts of the Eurasian continent where the rivers flow to the Arctic or to salt seas and lakes. He believed that with the advent of railroads, this area would be pivotal as it would be easy to defend and hard to conquer. Later, he called the pivot area the "Heartland" and devised his famous Heartland Theory: "He who controls the Heartland controls the World Island (Eurasia and Africa); He who controls the World Island, controls the world." Mackinder anticipated that Germany would be a threat to controlling the resources of Eastern Europe and the Heartland.

The Germans became instrumental in developing the field of Geopolitics (**Geopolitik**). In 1897 German natural scientist **Friedrich Ratzel** developed his "organic theory". This theory contended that the state is like an organism attached to the earth that competes with other states to thrive. Like all living organisms, the state needs lebensraum - living space.

General Karl Hauschofer was a leading proponent of Mackinder's Heartland Theory and he developed a theory of pan regions. Hauschofer divided the world into three pan regions which were blocs of power based on complementarity between the North and South. The Northern core region was connected to a Southern periphery. The three pan regions were Anglo America and its periphery, Latin America; Europe (controlled by Germany) and its periphery, Africa and India; and Japan and its periphery, Southeast Asia. Hauschofer began teaching in Munich during World War I and it was here that Rudolf Hess heard Hauschofer's lectures and later introduced him to Adolph Hitler (Spencer 43) Hitler, ignoring the subtleties of Hauschofer's teaching, used these theories to advance the Nazi cause of world domination. The Nazi's used quasi-scientific justification based on the works of Hauschofer and Ratzel as justification for territorial expansion.

After World War II the study of geopolitics fell into disrepute because of its association with Nazi Germany. Another criticism leveled against geopolitics was the charge that geopolitical theory ascribed a single cause to the success or failure of a country and that did not take into consideration human choice. This was known as determinism. The Nazi's interpretation of Mackinder transcribed his warning that "He who rules East Europe.....will command the World" into geographic predestiny.

Nicholas Spykman was a proponent of environmental determinism. Spykman eschewed the theory that from economic, political and military point of views, the northern half of the world would always be more important than the southern half, and that the location of a state north or south of the Equator would play a large part in determining the significance of the state. **Spykman disagreed with Mackinder's Heartland Theory.** He believed that both sea and land power were important. He saw that the real potential of Eurasia was in the "inner crescent." This region included Western Europe, the Middle East, South Asia, Southeast Asia and the Far East, Which he called the **Rimland**. The Rimland was important because this region would have access to the sea and to interior regions. "Who controls the Rimland rules Eurasia; who rules Eurasia controls the destinies of the world."

Political Models

Cold War policy makers used the Rimland theory as justification for the policy of containment -stopping the spread the communism. In America, geopolitics was simplified and distorted to serve political ends. Geopoliticians came from international relations and history or from the military but not from the field of geography. For these geopoliticians geography meant distance, size, shape, and physical features that were all static. The idea of geography as spatial patterns and relations that reflect dynamic physical and human processes was absent. The world was seen as being composed of two blocs with no overlapping areas.

A.P de Seversky saw that the development of air power made land battles obsolete. Thus, he concluded that whoever controls the skies would be the world power. At the time of his writing, the U.S. and the U.S.S.R. were the two most important air powers. He used an azimuthal equidistant projection centered on the North Pole to show the air dominance of the U.S. and the U.S.S.R. On this map there was an area of intersection he called the "area of decision". He believed that whoever controlled this area would be dominant.

Immanuel Wallerstein writing in the 1970s, developed his **World System theory**. A world system is a social system, one that has boundaries, structures, member groups, rules of legitimization, and coherence. According to Wallerstein, there are two varieties of World-system: World empires in which there is a single political system over most of the area; and those systems in which such a single political system does not exist over all of the space. The term used to describe this type of world system is "World-economy." Wallerstein believes that the World-economy was developed in Europe during the 16th century and was made possible by a division of labor that was not merely functional, but also geographical. Within this world-system are three geographic areas. **Core states are advanced areas of the World-economy**. They have strong state structures and a national culture, and its peoples are integrated. Core states are economic powers connected by trade and technology, and they are exploiters of the periphery. **Peripheral areas** are weak states; either colonial states or states with a low degree of autonomy. The third region is comprised of the **semiperipheral areas**; those that act as a buffer between the core and the periphery. Wallerstein's World System also reflects determinism as he believed that since the World-system had been fully developed by the 1950's, no country would be able to enter the system and be able to successfully compete and that those countries in the periphery would probably never be able to catch up economically to the core countries.

Today geographers now view the world in terms of spatial patterns that are not containable within national boundaries. They see the world as an interdependent system and the nation-state as part of a world that is a shared area. A proponent of this theory is Saul Cohen, who wrote *Geography and Politics in a World Divided*. Cohen divides the world into geostrategic regions. The two main regions are the Maritime, which is dependent on trade, and in the Eurasian Continental Realm, which is interior in direction. Within each realm are first -order states (the ones that are the most powerful within the region). His model shows Japan, the U.S. and the European Community as the current first -order states for the maritime realm and China and the Soviet Union as the first -order countries for the continental realm (Demko and Wood 40). In his model **shatterbelt** states separate the realms or regions with the realms. There are also independent states such as Pakistan, India, Thailand, and Vietnam. Gateway states lie between realms and regions and act as linkages. Asymmetrical states are in a region but they behave differently than the others. Cohen, unlike Wallerstein, believes that power is in a lot of different places and is continually changing in an integrated system.

Throughout the study of geopolitics, the Middle East has always been a region of strategic importance as it connects Eurasia and Africa. Whether part of Mackinder's World Island or Spykman's Rimland, the Middle East has always been seen as a region of strategic importance. In Cohen's model, the Middle East is a shatterbelt where the maritime realm meets the continental realm. Once a powerful region of great empires and an important trade region, the Middle East found itself susceptible to foreign influence in the form of colonial domination and as a pawn in an international chess game between the Soviet Union and the United States. The tricontinental position of the Middle East will always be important geographically. It is unclear if the Middle East will be able to overcome its economic and social difficulties to be able to reestablish itself as an important region of trade and culture or if it will continue to be a shatterbelt caught between colliding external cultural and political forces.

AP Human Geography Model Worksheet

Name of Model Heartland Theory
Field of study where used (ex. Agricultural Geography, Political Geography...)
Person who developed the model (Who, Where, When, How)
Premise (Claim of the model – “states that...”)
Assumptions of the model (variables, conditions)
Function of the model (when, where is/was it used)
Strengths of the model
Limitations/Weaknesses of the model
Current uses of the model (modified, debunked, supported in recent times?)

AP Human Geography Model Worksheet

Name of Model Rimland Theory
Field of study where used (ex. Agricultural Geography, Political Geography...)
Person who developed the model (Who, Where, When, How)
Premise (Claim of the model – “states that...”)
Assumptions of the model (variables, conditions)
Function of the model (when, where is/was it used)
Strengths of the model
Limitations/Weaknesses of the model
Current uses of the model (modified, debunked, supported in recent times?)

AP Human Geography Model Worksheet

Name of Model Organic Theory
Field of study where used (ex. Agricultural Geography, Political Geography...)
Person who developed the model (Who, Where, When, How)
Premise (Claim of the model – “states that...”)
Assumptions of the model (variables, conditions)
Function of the model (when, where is/was it used)
Strengths of the model
Limitations/Weaknesses of the model
Current uses of the model (modified, debunked, supported in recent times?)
36

AP Human Geography Model Worksheet

Name of Model World System Theory (Core/Periphery Model)

Field of study where used (ex. Agricultural Geography, Political Geography...)

Person who developed the model (Who, Where, When, How)

Premise (Claim of the model – “states that...”)

Assumptions of the model (variables, conditions)

Function of the model (when, where is/was it used)

Strengths of the model

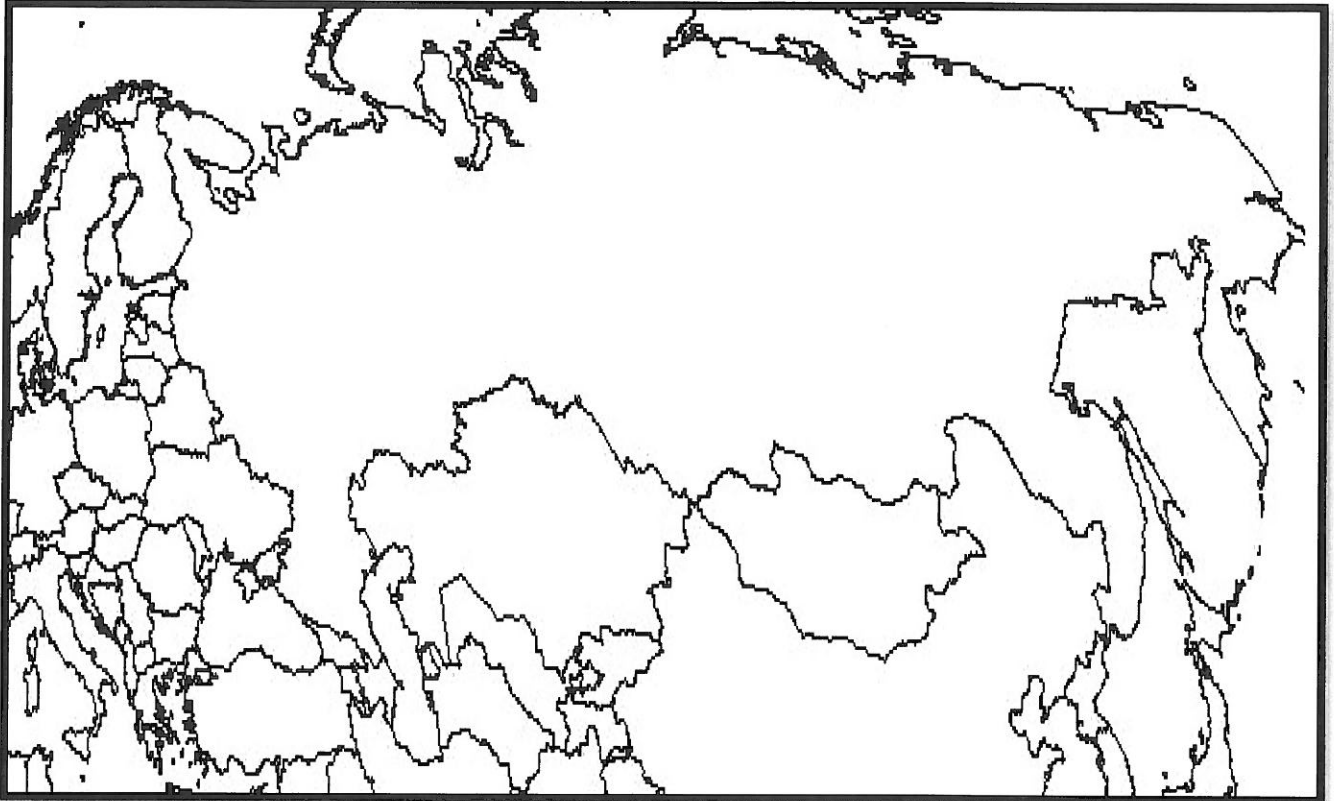
Limitations/Weaknesses of the model

Current uses of the model (modified, debunked, supported in recent times?)

AP Human Geography Model Worksheet

Name of Model Domino Theory
Field of study where used (ex. Agricultural Geography, Political Geography...)
Person who developed the model (Who, Where, When, How)
Premise (Claim of the model – “states that...”)
Assumptions of the model (variables, conditions)
Function of the model (when, where is/was it used)
Strengths of the model
Limitations/Weaknesses of the model
Current uses of the model (modified, debunked, supported in recent times?)
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U.S.S.R. and Eastern Bloc Countries



Color the map following this key:

U.S.S.R.

Eastern Bloc

Buffer State

Name the former members of the Soviet Union and the Eastern Bloc:

Soviet Union:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Eastern Bloc Satellite State:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

1. In no longer than two sentences...what was the Cold War?

2. What is a buffer state? How was Mongolia a buffer state between U.S.S.R. and China?

U.S.S.R. and Eastern Bloc Countries

3. What is a shatterbelt region? Give an example of a shatterbelt region during the Cold War.

4. What was the Iron Curtain?

5. Describe how the Domino Theory applies to the Cold War?

6. How did centrifugal forces impact the breakup of the Soviet Union?

7. How did centripetal forces impact many regions within the Soviet Union?

8. Explain how the breakup of the Soviet Union showed Devolution.

9. Why was NATO created? How did that lead to the Warsaw Pact?

World Trade Alliances

Name _____

Name of Alliance (Is Economic, political and / or military)	What does the acronym stand for?	How many countries are involved? (list at least 5)	What is its Purpose?
<u>NAFTA</u>			
<u>EU</u>			
<u>OPEC</u>			
<u>OAS</u>		What regions are full members?	

World Trade Alliances

Name _____

<u>ASEAN</u>			
<u>CARICOM</u>			
<u>EAU now AU</u>		All of Africa	
<u>WTO</u>		List a few main ones, too many countries	
<u>NATO</u>			

Overall Question: Answer after completing grid. What do you think are the main purpose(s) of supranationalistic organizations (alliances)?

SUPRANATIONALISM (define):

1. How many countries are currently in the European Union? List 10 of the main countries in the European Union.
2. Summarize: How does a country join the European Union?
(what are the conditions)
3. Analyze the purpose of the European Union? Why would a country choose to be a part of this supranational organization?
4. Using your research, explain how complicated it is for the European Union to bring together the many divergent members into one supranational organization.