ECONOMIC GEOGRAPHY - GEO 310.001 – Tue Thu 2-3:15 Business (McGee) 343 - Spring 2020

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Office hours: Tuesday & Thursday 11-1230; Wednesday 1030-330; online; other hours by appointment

Description: Surveys human influences on patterns of contemporary global economic activities. Economic patterns examined at local to global scales. Themes include spatial dimensions of resource use, energy consumption, trade, transportation, communication, population, agriculture/industrial patterns and trends of post-modern landscapes.


New York Times articles occasionally required - they allow ten free articles/month; college student rates under S2/wk

Grading: 90-100% =A; 80-90% =B; 70-80% =C; 50-70% =D.

30% quizzes – five-question multiple choice quizzes based mostly on assigned readings, less on class material since last quiz (lowest 20% of quizzes dropped).

30% exams - two multiple choice/map/essay exams

20% individual papers – five to ten page paper in APA format on selected topic (using group topic may save extra work). Draft optional but highly recommended. See schedule for deadlines. Late papers may be lose 1% per day.

20% group work/exercises – small groups will meet in-class to work on East Texas community development in several topical areas.

Class participation – includes attendance (recorded by quizzes – four or more absences will drop grade 5%); cell phone use in class, talking (repeated side conversations); or tardiness (repeatedly arriving late or leaving early) may drop grade 5% or more. Students may leave after a quiz once per semester after giving notice and rationale.

Calendar

January 16th – Colonialism, Mercantilism, Ind. Revolution
January 21st – Comparative Advantage, Free Trade Theory
January 28th – Ag, Mfg, Services; Demographic transition
February 4th – Agglomeration, Economies of Scale
February 11th – Specialization, Intra-industry trade
February 18th – Location theory, urban economies
February 25th – Sustainable development, fair trade
March 3rd - Review/Exam 1 Wednesday March 5th
March 10th – Spring Break

March 17th – Development indicators; SDGs
March 24th – Poverty (bottom billion), Inequality
March 31st – Energy sources (draft papers)
April 7th – Ecological economics, political ecology
April 14th – Development strategies/theories
April 21st – Case study (final papers due)
April 28th - Review/Exam 2 Wednesday April 30th
May 5th – Online quiz or presentations (130-4pm)
Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Please see student conduct policy D-34.1K: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

Course-specific policy: Final grades may be dropped 5% or more for not following quiz, test, or classroom protocol. Examples include, but are not limited to, having extra materials out during a quiz or exam and repeated classroom disruption such as side discussions, leaving early, use of cell phones, or work not related to the class. Students may leave early after one quiz with prior notice and rationale.

Make-up quizzes/exams/Drop Policy: Students will not be given a make-up exam without written documentation of unavoidable issues issued prior to the exam. Students should note drop deadlines in the schedule of classes. For the official policy see: http://www.sfasu.edu/policies/course-add-drop_6.10.pdf

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in later semesters the WH will automatically become an F and will be counted as a repeated course for computing grade point average. For the official policy please see: http://www.sfasu.edu/policies/course-grades.pdf

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www2.sfasu.edu/disabilityservices/.
Student (Course) Learning Outcomes (SLOs) (most of these will be covered in each world region)

After successfully completing this course, a student will be able to:

1) Identify on a map the world's major developed and developing nations and regions.

2) Describe and/or graphically illustrate the demographic transition, including example nations in each stage and dominant economic sectors that relate to each stage.

3) Explain primary, secondary, and tertiary sectors of the economy and how they may develop differently in different nations (Bhutan, Italy).

4) Describe the historical development of capitalism, colonialism, and economic dominance of developed nations.

5) Explain different theories, strategies, and examples of development, including poverty alleviation (Sachs, Sen, Yunus) and provision of social services in various nations and regions.

6) Describe the global role of free market (neoliberal) economic policies and globalization on development, cultural landscapes, and environment, including positive and negative examples from each world region.

7) Identify major trends in economic development, including influences of emerging nations and roles of Kondratiev cycles, infrastructure, technology/research and development, and financial investment.

8) Describe role of energy in global economy, including source locations and development of alternatives.

9) Explain major factors in location theory, using Von Thunen, Christaller (rural); Hoyt, Burgess (urban); Weber (transportation); Ricardo, Smith, Krugman (comparative advantage, economies of scale).

Program Learning Outcomes (PLOs) The geography program has these objectives for its students:

PLO 1. The student will be able to prepare written and verbal presentations presenting geographical research using the analyses and synthesis of appropriate documents and primary data. (Corresponding SLOs – 1,2,3,4,5,6,7,8)

PLO 2. The student will possess geographic literacy as evidenced by the identification of the major concepts involved with human spatial and ecological relationships. (Corresponding SLOs – 1,2,3,4,5,6,7,8)

PLO 3. The student will be able to apply geographical knowledge and skills to a variety of settings. (Corresponding SLOs – 1,2,3,4,5,6,7,8)

PLO 4. The student will recognize the implicit assumptions behind claims of knowledge about the spatial world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises. (Corresponding SLOs – 1,2,3,4,5,6,7,8)

PLO5. The student will be able to read geographical research and to identify its major methodological strengths and weaknesses. (Corresponding SLOs – 1,2,3,4,5,6,7,8)