



Map courtesy of IMF and World Bank (2015)

Geography 361v Economic Geography Fall Term, 2020

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| Course Location: | Breland Hall 185 |
| Meeting Time: | Tuesday and Thursday, 10:30-11:45 am |
| Instructor: | Dr. Christopher Brown |
| Office: | Breland Hall, Room 149 |
| Office Telephone: | 575-646-1892 |
| EMAIL: | brownchr@nmsu.edu |
| Office Hours: | Dr. Brown (BD 149): TBD TA; TBD |

Required textbooks and materials: The following required textbooks are available through the Barnes and Noble NMSU Bookstore and on-line vendors like <http://www.amazon.com> and <http://www.barnesandnoble.com/>. Rentals, print books, and e-versions of the McKinnon and Cumbers book can be obtained at the above book sellers, as well as the Routledge link below; a copy is also on reserve in Zuhl Library.

- McKinnon and Cumbers, 2019. [*An Introduction to Economic Geography: Globalization, Uneven Development, and Place, 3rd Edition.*](#) Routledge: London & New York.
- Strunk, W. & E.B. White. [*The Elements of Style.*](#) Various publishers. **(Any edition).**

Course description and learning outcomes ~ This course focuses on the spatial configuration of the global economy and its many regional variations. In doing so, the class has a special focus on exploring how the variables involved in globalization yield the geography of uneven development that exists across spatial scales, from the local to the global. We do this through a combination of relevant course readings, in class discussion exercises, and focused writing assignments on current issues of relevance in economic geography.

The class has several learning outcomes, as noted below. At the end of class, you will be able to:

- Define the process of globalization, and describe the drivers and impacts involved,
- Define the concept of uneven development and describe the regional geographies that this process yields,
- Define the roles of The State, private sector capital, and multi-national corporations, and discuss how they interact to yield the landscape of uneven development,

- Be able to articulate key variables in the production function and production networks and discuss how these processes drive the economic geographies of regions we study,
- Explore and critique alternate models of economic geography, especially those involving free versus fair trade arguments,
- Be able to answer the related questions of where we should locate certain economic activities, and why certain activities are located where they are, and
- Demonstrate an improved ability to engage in critical thinking about economic geography and write coherent narratives about issues we examine.

“Canvas” & Web support for this class- This class is offered as a "Web-supported" class, which means that we meet "live and in color" twice a week like a traditional class, but all of your assignments and other helpful material are served on the Web. These materials are accessed through the “Canvas” learning management program, (<http://learn.nmsu.edu>) that serves up all course materials and also provides extensive technical support. Aside from this syllabus and a detailed course outline which I share with you on Day One (which are also available on line), **all other materials and assignments are provided to you via the Web and Canvas. You will also turn in your Hot Topic Papers through the Assignments Tool in Canvas.**

NOTE: Although I DO use the “Announcements” tool in Canvas as a means to post news blasts to students, I take email at my campus email address, brownchr@nmsu.edu. Please use my NMSU email address if you want to contact me. **Also, if you take your mail at a non-NMSU email address, NMSU policy requires that email sent to your NMSU email address is forwarded to this off-campus address.**

Team Based Learning - Educational research indicates that more active classroom experiences are more effective at facilitating learning.... and more enjoyable. An excellent tool by which active learning can be advanced is Team Based Learning, in which students do much of their work in teams. Within teams, students also take an active role in determining how work is to be weighted towards a final grade. Working in teams is a very common model by which people work in numerous professions, and the experience you gain in a team-learning environment will benefit you in the professional workplace. Remind me to tell a story about this! We will employ this model on in-class quizzes and the group problem solving exercises we will do in class; more detail will be provided as the term progresses.

Grading and evaluation ~ People both learn and are able to demonstrate their mastery of material in different ways. I offer a range of class activities by which I share information, guide our journey of exploration, and evaluate student performance, including in-class and out-of-class activities and formal versus informal exercises. Final grades are based on a “90/80/70/60” classification of the percentage of the total possible points that are earned by the student. **NOTE – As suggested by previous classes, I will drop your lowest Individual Readiness Assessment Test (RAT) as I compile your final grade for the class.**

NOTE - NMSU deploys a differential grading system, whereby +/- grades earn more or less GPA points than a straight grade of A/B/C/D earned in the past. Please note I give +/- final grades, hence differential grading will impact your GPA. The following link provides detail on how this grading system generates the GPA points students receive for the grade they earn in class:

- <https://catalogs.nmsu.edu/nmsu/regulations-policies/#newitemtext>

“Hot Topic Papers” are to be computer-generated, typewritten, or word-processed, and turned in on time!!! If you have a legitimate excuse for a University sanctioned activity or work-related event that causes work to be turned in late, please advise me **in advance**, turn in the work **prior** to the due date, and attach written documentation. Work coming in late due to illness also needs written documentation attached. Work turned in late for other reasons will be **grudgingly** accepted; however, 10% will be deducted for each day the assignment is late. If you have a scheduling conflict that causes you to either arrive to class late or leave early, please advise me of this ahead of time; otherwise, please show me and other students the courtesy of being on time so you can "enjoy the whole show."

Make-up policy on missed in-class work - Students who miss in-class work for acceptable, documented reasons must provide written documentation to receive credit for these exercises. Readiness Assessment Tests (RATs) are short quizzes that start every module to gauge how prepared students are for the upcoming module. Because of the dynamic nature of RATs and the quick turnaround by which I return graded work, **STUDENTS MUST TAKE RAT'S THAT THEY MISS BEFORE THE NEXT CLASS PERIOD!!!** This means it is students' responsibility to contact me promptly to schedule a time to take the RAT **PRIOR** to these quizzes being turned back in class during the next class session. If students miss Group Discussion Exercises for legitimate reasons, they will need to provide documentation on why class was missed, and write and turn in a 2-page write-up of the exercise in question to get credit.

Weights of assignments and exams on the final class grade

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| Two hourly exams | 20% of final grade |
| Final Exam (Tuesday, 10 December 2019, from 10:30am-12:30pm) | 15% of final grade |
| Written “Hot Topic” Papers (n=2) | 20% of final grade |
| Individual Readiness Assessment Tests (RATS); n=8 | 15% of final grade |
| Group Exercises (students weight how different elements count!) | 30% of final grade |

NOTE ON WITHDRAWALS AND INCOMPLETES - Withdrawals from this course are solely students' responsibility; I will not withdraw or drop students from this class **UNDER ANY CIRCUMSTANCES**. If you "want out of here like the place is on fire," you must drop the class; students still on the course roll at the end of the class will be issued grades based on work completed. Incomplete grades will not be given except in the case of extraordinary situations related to serious illness, bereavement, or personal crises. Documentation is required for these limited cases; incompletes will be granted solely at my discretion, consistent with NMSU policy.

Academic Integrity - As stated in the NMSU Undergraduate Catalog, "Students at NMSU are expected to observe and maintain the highest academic, ethical, and professional standards of conduct." I expect all work submitted in this class to represent each student's own individual efforts, and any student found guilty of cheating or plagiarism will be subject to the strictest disciplinary action, including issuance of a failing grade for the class. Please note, NMSU has

purchased "[Turnitin](#)," a plagiarism detection tool, and I will deploy this as needs arise. As stated by the NMSU Student Code of Conduct, plagiarism is defined as follows:

"Plagiarism is the use of another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures, or other source must be acknowledged in a citation that gives credit to the source. The prohibition of plagiarism applies irrespective of the origin of the material, including the Internet, another person's work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct." ([NMSU Student Code of Conduct 2019](#)). Please note - direct quotes must be set within quotation marks, with page(s) # noted; direct quotes should also be limited in number.

If you have any questions or concerns regarding the honesty or integrity of work being done by you or a classmate, please come and talk to me. Further information concerning the University's Code of Conduct can be found at the URL noted above:

Further information on plagiarism can be found at the following NMSU Library Website:

- <http://lib.nmsu.edu/plagiarism/>

Expectations and responsibilities ~ I see university teaching as a contract between you and me; I believe you are at university because you wish to learn and gain mastery of course materials. Think of me as your tour guide; I provide opportunities for you to learn, and the rest is up to you. I see you all as adults, will treat you with respect, and ask you to show the same respect to me and other students. I am particularly keen that we enhance our acceptance of diversity, especially concerning, but not limited to, gender, gender orientation, and ethnicity. I agree to prepare clear and well-structured materials; to work hard at presenting material and helping students to master the material; to be accessible for students to get assistance and feedback; and to evaluate students' work fairly and rigorously. In exchange, I ask you to attend class, do the required work, and be engaged and participate in class activities. "You paid your money; jump right in and enjoy the show!"

Workload and study habits ~ Success in university classes requires attendance, participation in class activities, and regular work outside of class. As a rule, expect to put in approximately two hours of outside work (reading, review, completion of regular assignments, and preparing for exams) for every hour of formal class time. I also suggest regularly reviewing lecture notes, readings, and assignments to avoid "falling behind," which will cause problems in meeting class requirements. Setting aside 15 minutes after each class period to look over notes, the text reading, and the slides posted on the Web is a good way to stay on top of things.

Students with disabilities and discrimination issues - I subscribe to and fully support university policy on students with disabilities and special needs in meeting class requirements. Students with physical, psychological, or learning disabilities are encouraged to contact the office of [Student Accessibility Services \(SAS\)](#) concerning issues related to the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973. If you have a documented disability and anticipate needing accommodations in this course, please meet with me soon. For more

information about the programs and services available, including academic accommodations for students with disabilities, contact the office of SAS, at 646-6840, sas@nmsu.edu, or at <https://sas.nmsu.edu/>. If you have a condition which may affect your ability to exit safely from class in an emergency or which may cause an emergency during class, please discuss this with me at the earliest opportunity. All information shared with me in this area will be treated confidentially.

NMSU policy prohibits discrimination on the basis of age, ancestry, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, gender, spousal affiliation, and protected veterans' status. Furthermore, Title IX of the Civil Rights Act of 1964 prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. I fully support abide by these policies to support a work and study environment free of harassment and discrimination. Please feel free to contact me to discuss any issues or concerns you have in this area. Laura Castille, Director of NMSU's Office of Institutional Equity, can be contacted at 575-646-3983, or castille@nmsu.edu, to answer any questions you may have about NMSU's Non-Discrimination Policy or concerns you have related to discrimination or harassment.

Seeking help and access to faculty - If you feel that you are having difficulty keeping up with class assignments or understanding material we are covering, please see me **as soon as possible!!!** Falling behind due to problems with time management, personal or health issues, study habits, or concepts you are having trouble mastering will pose problems in earning a passing grade for the class. I want you all to do well in class and am very willing to help students, but I need to hear from you if you are having difficulty. Please note the office hours posted at the beginning of the syllabus. If you cannot make these regularly scheduled hours, please contact me via EMAIL or phone to make an appointment. I hope you all enjoy this class and find the things we will learn to be of interest and value.

The final word....cell phones – As we all engage with digital devices, etiquette issues arise in class & professional situations. Put simply, I ask that you “watch your ringer.” If you own a cell phone, please turn it off or set it to silent or vibrate prior to entering class. Outside of **real emergencies or legitimate work-related obligations**, people should not be taking calls in class. Also, please refrain from texting, checking your EMAIL, Tweeting, Facebooking, or surfing the Web while in class. This is especially required during exams and quizzes; yes, please remind me to tell you yet another story!