



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/geog.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
 It is **strongly recommended** you keep a copy of this outline with your academic records.
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

Instructor:	Sean Irwin
Office Hours:	Mondays 12:30 – 1:30 PM (other times can be arranged)
Location:	Paul 233
Phone:	250-514-8211
Email:	irwins@camosun.bc.ca or irwin@uvic.ca

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

Upon completion of this course the student will be able to:

1. Describe the approaches and perspectives in economic geography and the location and distribution of economic activities.
2. Identify the principles, processes, and issues related to the location, diffusion and distribution patterns of primary, secondary and tertiary activities.
3. Explain the changing location and distribution patterns of economic activities at the international, regional and local levels.

3. Required Materials

Mackinnon, Danny and Andrew Cumbers. (2011). *An Introduction to Economic Geography 2nd ed.* Essex: Pearson.

One of the following three books (see Book Review assignment for details)

Mander, Jerry & Goldsmith, Edward. (1997). *The case against the global economy: And for a turn toward the local.* Sierra Club Books.

Stiglitz, Joseph. (2007). *Making Globalization Work.* New York: Norton.

Wolf, Martin. (2005). *Why Globalization Works.* New Haven: Yale University Press.

Most reading required for this course is in the textbook, the schedule of which is below. On occasion, the instructor will assign other supplementary reading. They will be posted to the D2L site.

4. Course Content and Schedule

There are four learning components to this course; lectures, lab work, assignments, and readings. Each is designed to compliment each other and guide the student towards achieving the learning objectives. Therefore, it is very important that students engage with each of these components. Students are expected to participate in discussions through questions and comments with the instructor and one another, they are expected to complete assignments in a timely manner, and they should keep up to date with readings.

		Activities	Readings	Assignments Due
Week 1	Jan 5	Introduction to course and assignments.		
	Jan 7	Introduction to Economic Geography – Globalization, Uneven Development, and Place		
Week 2	Jan 12	Theory and Approaches to Econ Geog - 1	Ch. 1, 2	
	Jan 14	Anything project discussion Lab assign #1 discussion		
Week 3	Jan 19	Theory and Approaches to Econ Geog - 2	Ch. 3	
	Jan 21	Theory and Approaches to Econ Geog - 3	Ch. 4	Lab assign #1 – Making Your Own Exam
Week 4	Jan 26	Special Topic: Economic Geography of BC and Canada		
	Jan 28	Anything Project Preliminary Presentations and Discussion Lab assign #2 Discussion		Anything project proposal
Week 5	Feb 2	Actors & Processes 1 – The State	Ch. 5	
	Feb 4	Actors & Processes 2 – Multinational Corporations	Ch. 6	Lab assign #2 – Small Town Analysis
Week 6	Feb 9	Family Day – No Class		
	Feb 11	Actors & Processes 3 – Labour and Migration	Ch. 7	
Week 7	Feb 16	Special Topic: Economic Geography of Health		
	Feb 18	Globalization Mid-term take home test		Test due Sunday Feb 22 nd @ midnight
Week 8	Feb 23	Globalization & Uneven Development	Ch. 8	
	Feb 25	Book Review Discussion Lab Assign #3 Discussion		
Week 9	Mar 2	Globalization, Chains, and Finance	Ch. 9 & 10	
	Mar 4	Development Video Assignment Discussion Anything Presentation dates will be assigned		Lab assign #3 – Development Videos and Discussion

Week 10	Mar 9	Special Topic: Financial Crises		
	Mar 11	Urban Economic Geography Lab Assign #4 Discussion	Ch. 11	Book review due
Week 11	Mar 16	Alternative Economic Geography	Ch. 12	
	Mar 18	Economic Geography and You – What the future may bring		Lab assign #4 - Contemporary Issues in Economic Geography
Week 12	Mar 23	Anything Project Presentations		Presentation
	Mar 25	Anything Project Presentations		Presentation
Week 13	Mar 30	Anything Project Presentations		Presentation
	Apr 1	Anything Project Presentations		Presentation
Week 14	Apr 6	Easter Monday – No Class		
	Apr 8	Class wrap-up Final take-home test		Final test due Sunday April 12 th @ midnight

5. Basis of Student Assessment (Weighting)

Marks will be determined on the basis of the following work:

1. Lab Assignment 1: Making Your Own Exam – 5%

In this assignment you are required to write 6 exam questions as if you were an Economic Geography professor preparing an exam for your students (you do not need to provide the answers, only the questions). The exam questions should focus on the theory and approaches to economic geography covered in the first three weeks of the course and in chapters 1 – 4 of Mackinnon & Cumbers (2011). Each question should be formulated so that a test taker would be able to answer it with precision in a short essay (150-300 word) style response. Also assume that the test would be take home and open book.

Your 6 questions should be submitted in class or on the D2L site on **January 21, 2015**. You may do this assignment with a partner.

2. Lab Assignment 2: Canadian Small Town Analysis – 5%

For this assignment you are to prepare a ~500 word economic geographical analysis of a small(ish) Canadian town of your choosing. The town should be approximately 10,000 – 60,000 people in size. You should analyse how its fortunes and/or misfortunes may be related to aspects of economic geography. Your research should include statistical information, grey literature, and at least 2 peer-reviewed academic articles. Relevant maps/images are also nice.

Some resources include:

StatsCan Census region information: <http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/prof/index.cfm?Lang=E&MM>

Federation of Municipalities: www.fcm.ca

Camosun Library

Google Scholar

Provincial and local websites

Your analysis should be submitted in class or on the D2L site on **February 4, 2015**. You may do this assignment with a partner.

3. Lab Assignment 3: Development Videos and Discussion – 5%

For this assignment you are to choose an international development issue related to economic geography and find a video online that represent the issue. You should try to use video(s) that originate close to, and

that are produced by, the people of the area and issue in question. You should avoid high budget and generic videos produced by large charities or institutions. Your video should be no more than 5 minutes in length. You can do a mash up of videos but they cannot exceed 5 minutes total (including transition time). You must also prepare 2 discussion generating questions related to your topic that you will pose to the class after they see your video.

You will present your video and questions to the class on **March 4, 2015**. You may do this assignment with a partner.

4. **Lab Assignment 4: Contemporary Issues in Economic Geography** – 5%

In this assignment you will provide an analysis of an emerging and/or ongoing economic geographical issue in the world using newspaper or magazine articles. Your paper should recount the development of the issue, describing its economic, historical, and social roots. Based on your research and analysis, your paper should make a prediction about how your chosen issue will evolve over the short, medium, and long term. It should also discuss some of the reasons why your prediction may prove wrong.

Inspiration for this assignment will stem from newspaper reviews with the instructor on Wednesdays. This assignment may be done with a partner, should be 500-750 words in length, and is due **March 18, 2015**.

5. **Anything Project** – 25%

Economic geography investigates some of the largest and most important challenges of our time, and meeting those challenges will require creative and dynamic ideas. Each person in this class has unique talents, skills, and passions, and through those the ability to come up with creative and dynamic ideas that can make a difference. The major project of this course challenges you to devise a project of your choosing that utilizes your passion and abilities and applies them to one of the challenges we face that has been outlined in this course.

Some ideas for a project include; business plan/venture capital proposal, draft legislation, academic paper, investigative journalistic piece, literature review, documentary, design new charity, design new development project, a story/work of fiction. This is not an exhaustive list. You are free to design a project of your choosing providing it is of sufficient complexity and depth reflective of a final major assignment for a post-secondary course. You are highly encouraged to discuss project ideas with the instructor prior to submitting your project proposal at the end of January. Attached to such creative freedom will be the expectation of a high quality product. Simply 'doing' the assignment runs the risk of a poor mark. Also note that the instructor reserves the right to deny a project idea if the project is not conducive to the investigation of an economic geographical theme and/or is not of sufficient complexity and difficulty to warrant being a major final project.

The project may be done individually or with a partner. If it is done with a partner it should be sufficiently complex as to justify having two people. Each person should make an evident and substantial contribution equal to what they would have contributed had they done the project alone. The purpose of allowing partners is not to reduce workload, but rather to allow opportunities for collaboration that lead to an even more dynamic final project.

Every student will submit a project proposal worth 5% **due January 28, 2015**. This paper is expected to be between 1-2 pages in length and will describe what your project will be and how it relates to major themes of economic geography. It will show that you have begun to think in detail about your project, as demonstrated by a discussion of your topic, its background, the nature of your project, your methodology, some of the literature you will draw from, and some of the potential logistical problems that you may face. If you have a partner you should explain what tasks and roles you will be responsible for, and how the work will be divided. We will have an in-class discussion of each person's idea. If during this time you find another person with whom you want to collaborate with, you are free to partner up.

The final project and presentation, which is worth 20%, will be **due in week 12 or 13, between March 23 and April 1, 2015** (exact date will be chosen randomly later in the term). Each student must submit all relevant materials of their project on their due date to the instructor, as well as prepare a 15 minute presentation to the class. The class will then ask questions and discuss the project in some detail.

Online students will submit all project materials to the instructor on their assigned due date. They will also prepare a video presentation of their project that they will share with their fellow online students.

The videos will be open to comment and questions from other students, which will make up the discussion for that week.

6. **Book Review** – 15%

Globalization is a key phenomenon of economic geography. It is also a divisive one. The purposes of this assignment are for you to investigate the debate surrounding globalization and to build your own informed opinion. You will choose one of the following three books, read it during the months of January and February, and present a report on your findings in March.

Mander, Jerry & Goldsmith, Edward. (1997). *The case against the global economy: And for a turn toward the local*. Sierra Club Books.

Stiglitz, Joseph. (2007). *Making Globalization Work*. New York: Norton.

Wolf, Martin. (2005). *Why Globalization Works*. New Haven: Yale University Press.

Each book represents a different perspective on globalization. Wolf (2005) presents the pro globalization position, arguing that globalization has been a force for positive change in the world. Mander & Goldsmith (1997) argue the opposite; that globalization has led to, and continues to worsen, various economic, social, and environmental problems. Stiglitz (2007) takes a middle ground approach and is cautiously optimistic about globalization, provided certain rules and standards are attached. Aside from their key message, each author also subscribes to different priorities and values.

You are free to choose any one of the three books, but you are encouraged to do so strategically. Take your own current feelings about globalization into account. You may want to learn more about your position, or you may want to learn more about an opposite point of view.

The assignment:

In a paper of approximately 1000 words, describe the argument of the book that you chose, elaborate upon how the argument was made and the perspective the author(s) took, and critically analyze their analysis of the issue. You should also tie in your own perspective by providing an introspective analysis of how and why your viewpoint has evolved and whether the reading changed or reinforced your previously held feelings and beliefs about globalization.

This assignment is **due March 11, 2015**

7. **Mid-term Take Home Test** – 15%

This test will challenge your understanding of course and textbook content from the first half of the semester. It will be made available on the D2L site immediately after class on Feb 18th. Your responses should be submitted to the D2L site no later than **midnight on Sunday Feb 22nd, 2015**.

8. **Final Take Home Test** – 15%

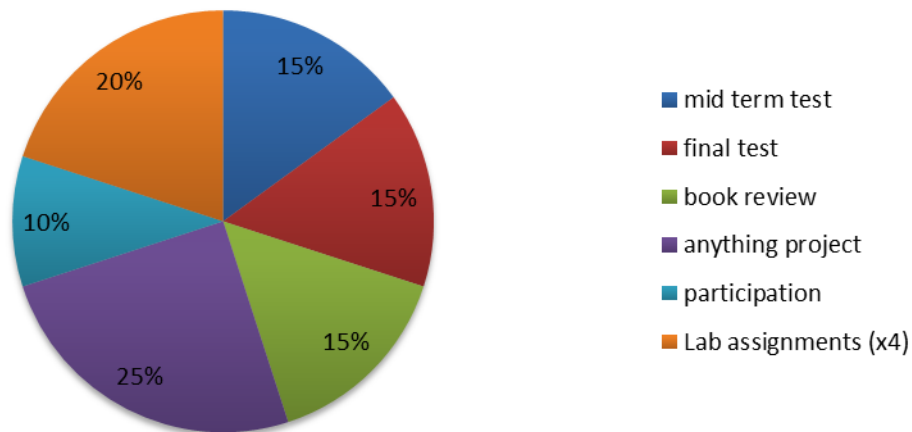
This test will challenge your understanding of course and textbook content from the entire semester, with greater emphasis on the latter half. It will be made available on the D2L site immediately after class on April 8th. Your responses should be submitted to the D2L site no later than **midnight on Sunday April 12th, 2015**.

9. **Participation** – 10%

All students are expected to make contributions to classes and discussions through questions, comments, and sharing their own perspectives and experiences as they relate to course themes. It is important to contribute regularly but the quality of your contribution will also be highly valued.

Online students will be required to participate in discussions with each other on the D2L site. Each week the instructor will post discussion questions on that week's topics and students will spend the week discussing them amongst each other. The instructor will provide moderation and feedback comments.

Grade Distribution and Weighting



Assignments are to be submitted in class or online in the D2L website. They will be graded and returned in the same format that they were submitted. Late assignments will be penalized **10% per day for a maximum of 5 days**. Accommodation will be considered for students with appropriate documentation (doctor's note, etc.) and who notify the instructor in a timely manner.

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED