

Course Change Request

New Course Proposal

Date Submitted: 10/15/19 9:02 am

Viewing: **GGG 615 : Economic Geography**

Last edit: 10/15/19 9:02 am

Changes proposed by: tleslie

Are you completing this form on someone else's behalf?

No

Effective Term: Fall 2019

Subject Code: GGS - Geography & Geoinformation Science Course Number: 615

Bundled Courses:

Is this course replacing another course? No

Equivalent Courses:

Catalog Title: Economic Geography

Banner Title: Economic Geography

Will section titles vary by semester? No

Credits: 3

Schedule Type: Lecture

Hours of Lecture or Seminar per week: 3

Repeatable: May be only taken once for credit, limited to 3 attempts (N3) Max Allowable Credits: 3

Default Grade Mode: Graduate Regular

Recommended Prerequisite(s):

Recommended Corequisite(s):

Required Prerequisite(s) / Corequisite(s) (Updates only):

Registrar's Office Use Only - Required Prerequisite(s)/Corequisite(s):

And/Or	(Course/Test Code	Min Grade/Score	Academic Level)	Concurrency?

Registration Restrictions (Updates only):

Registrar's Office Use Only - Registration Restrictions:

In Workflow

1. GGS Chair
2. SC Curriculum Committee
3. SC Associate Dean
4. ECON Chair
5. Assoc Provost-Graduate
6. Registrar-Courses
7. Banner

Approval Path

1. 10/14/19 2:34 pm
Nathan Burtch (nburtch): Rollback to Initiator
2. 10/15/19 11:39 am
Nathan Burtch (nburtch): Approved for GGS Chair

Field(s) of Study:

Class(es):

Level(s):

Degree(s):

School(s):

Catalog Description: Analyzes pattern of distribution of world economic activity, spatial economics behind this pattern, and influence of distribution on other spatial systems.

Justification: Economic geography is a blend of geographic principles applied to the behavior of purchasing and spatial distribution of economic activity. Spatial economic behavior encompasses almost every aspect of our everyday life, from our phones, communication with others, to where jobs are located. This class stresses the importance of geographical, historical, social, cultural, and institutional views on the global economy. The approach taken in this course focuses on the spatial aspects of the global economy, discusses the major actors or forces of the global economy, such as communicative technologies, firms, population and migration, institutions, the environment and so on, and provides a survey of the interaction of these actors at local to global scales through the lens of the region.

Does this course cover material which crosses into another department? Yes

Impacted Departments:

Department
ECON - Economics

Learning Outcomes:

At the end of the course, each student should have a fundamental understanding of the principles underlying the public discourse of economic growth and its regional differences. Specifically, students will (1) learn major forces, actors, and institutions that constitute the economic geography of everyday life, and the factors that shape the unevenness in economic lives at various scales; and (2) be familiar with concepts and analytical tools to analyze and solve real-world problems of economic-geographical relevance

Attach Syllabus [615Syllabus_proposed.pdf](#)

Additional Attachments

Staffing: Course will initially be taught split level with existing undergraduate version of the course. If sufficient enrollment dictates an independent or more frequent offering, such a separate offering will be considered.

Relationship to Existing Programs: A proposal to include the course as one of the human geography electives in the department's PhD program will be submitted subsequent to the approval of the course.

Relationship to Existing Courses: Will augment existing human geography courses within the GGS graduate programs.

Additional Comments:

Reviewer Comments **Nathan Burtch (nburtch) (10/14/19 2:34 pm):** Rollback: Per faculty discussion, suggested course number change.

GGG 615: Economic Geography

Course Syllabus, Semester 20XX, 3 Credits

INSTRUCTOR

Name: Dr. Timothy Leslie
Office: 2207 Exploratory Hall
Email: tleslie@gmu.edu
Phone: 703-993-4336

COURSE BASICS

Meeting times: Monday, 4:30 – 7:10pm
Location: 2103 Exploratory Hall
Web location: Blackboard (courses.gmu.edu)
Office hours: Monday, 7-8pm or by appt

SUGGESTED TEXT No Textbook, Readings will be provided

OVERVIEW

Economic geography is a blend of geographic principles applied to the behavior of purchasing and spatial distribution of economic activity. Spatial economic behavior encompasses almost every aspect of our everyday life, from our phones, communication with others, to where jobs are located. This class stresses the importance of geographical, historical, social, cultural, and institutional views on the global economy. The approach taken in this course focuses on the spatial aspects of the global economy, discusses the major actors or forces of the global economy, such as communicative technologies, firms, population and migration, institutions, the environment and so on, and provides a survey of the interaction of these actors at local to global scales through the lens of the region.

LEARNING OBJECTIVES

At the end of the course, each student should have a fundamental understanding of the principles underlying the public discourse of economic growth and its regional differences. Specifically, students will (1) learn major forces, actors, and institutions that constitute the economic geography of everyday life, and the factors that shape the unevenness in economic lives at various scales; and (2) be familiar with concepts and analytical tools to analyze and solve real-world problems of economic-geographical relevance.

ASSIGNMENTS & EXPECTATIONS

All assignments will be available and submitted through Blackboard. While unlimited submissions are permitted in Blackboard, only the most recent submission will be graded. No late work will be accepted without a documented excuse.

Weekly meetings will include both lecture- and discussion-based material. While we may exhibit carrying “natural” proclivities for speaking out, it is imperative that everyone expresses their interpretations and views. While this is a computer classroom, we will generally not be using the computers except for very specific activities, and students are asked to not engage in activities that are unrelated to the class.

All students are expected to not only attend class, but also be active participants. Informed discussion and debate represent a key element to this course, and we can (and will) disagree. Expressions of disparate points of view are welcome, as reasonable minds may differ. Spirited debate is often illuminating. I have two caveats about this. First, express your views as informed scholars, giving a fair reading in terms of the context presented. Second, express your views and criticism in a constructive spirit. While we should not expect a “love fest” of united peace and harmony each week, I have the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions.

My last name is pronounced LESS-LEE. My preference is that you address me as “Professor,” “Professor Leslie” or “Dr. Leslie.” If there is a specific way that you would like me to address you—including certain pronouns—please notify me as soon as possible.

GMU EMAIL ACCOUNTS

Students must use their MasonLive email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

ACADEMIC INTEGRITY

The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification.

Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format (or similar). A simple listing of books or articles is not sufficient.

The principle of academic integrity is taken seriously, and violations are treated gravely. No grade is important enough to justify academic misconduct, and ignorance is not an excuse. Please see the University Catalog for a full description of the code and the honor committee process.

GRADING SCHEMA

Assessment	Points	% (of final grade)
Assignments (5)	110	22%
Article Reflections and Participation	90	18%
Midterm Exam	100	20%
Final Exam	100	20%
Final Paper	100	20%

- Grades generally follow 90/80/70/60 with plus/minus being within 3 percent of the cutoffs. I reserve the right to alter the exact boundaries at the end of the semester.
- If you are not satisfied with your progress during the semester, please see me as early as possible; do not wait until the end of the semester to address these concerns.
- Participation points are generally garnered through the reflections and in-class discussions of the assigned readings.
- The midterm exam will cover the first 7 weeks of the course. The final exam will be semi-comprehensive, focusing on the final 7 weeks of the course, but also building on key topics from throughout the entire semester.

GGG COMPUTER LAB ASSISTANCE

All students in GGS courses should receive “swipe” access (using your Student ID) to the GGS Student Computer Lab (Room 2102, Exploratory Hall) upon the start of the semester. If you are having problems with door access, please e-mail GGS administrator Sam Cooke (scooke4@gmu.edu) with SWIPE ACCESS in the subject line of your email.

If you experience problems with the computers (e.g., software or hardware issues) in the GGS Student Computer Lab, please email College of Science IT (cosit@gmu.edu) for technical assistance.

If you need an ArcGIS student key, please e-mail Dr. Leslie for a key.

Please copy Dr. Leslie on any e-mail correspondence to outside parties if it is related to this course.

READING REFLECTIONS

I am a proponent of writing as a means to develop critical thinking skills. Writing facilitates learning and helps sharpen and crystallize fuzzy thinking. In a sense, we do not know what we think exactly until someone tells us to express it in writing; what you have to say and how you say it are inextricable. Making sense of the “quantum haze” whirling around in our head via clear, expressive writing is a lifelong challenge, and is a challenge that, like any art or craft, takes practice. For each day of in-class discussion, students will write a brief essay (about 500 words) expressing your reaction to the reading.

When crafting essays keep in mind the nexus of economics, geography, and cultural expression. In some instances, a personal observation, experience, activity, or event may stimulate a response to the reading. Making connections in this way can be illuminating. Feel free to draw upon your outside experiences in crafting your reaction essays. Producing finely polished products regularly is not the chief objective. The primary purpose is to express *your* thoughts and ideas vis-à-vis the reading. We are looking for agility, flexibility, and creativity in expression. You should seek interesting ways to express ideas through word choices, analogies and metaphors, phrasing, and varying sentence structure. Each paper is due half an hour before the start of class on the day we discuss the particular topic - *late essays will not be graded*.

DIVERSITY

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected. Notably, individuals are asked not to speak for the experience of others, nor to ask others to account for an entire demographic of which they may belong.

OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474, <http://ods.gmu.edu>. All academic accommodations must be arranged through the ODS.

STUDENTS AS SCHOLARS

Students as Scholars is GMU's award-winning initiative to give students the opportunity to conduct undergraduate research. If you are interested in conducting research or simply learning more about the program, check out oscar.gmu.edu or stop by the Office of Student Scholarship, Creative Activities, and Research to learn about the many programs available to GMU students.

GMU RESOURCES

The Writing Center: <http://writingcenter.gmu.edu>

University Libraries, Ask a Librarian: <http://library.gmu.edu/ask>

Counseling and Psychological Services: <http://caps.gmu.edu>

University Catalog: <http://catalog.gmu.edu>

University Policies: <http://universitypolicy.gmu.edu>

ANTICIPATED COURSE SCHEDULE (subject to change)

	Lecture Topics	Article Discussion	HW / Exam
1	Introduction Economics of Populations		
2	Components of the Economy	#1	
3	Central Place Theory Inequality		Assignment #1 Due, Regional Description
4	Urban Economic Models	#2	
5	Globalization Economic Development Theories		Assignment #2 Due, Regional Economic Structure
6	Shift-Share Analysis	#3	
7	Economies of Scale		Assignment #3 Due, Shift-Share
8	MIDTERM EXAM		
9	Spatial Interaction	#4	
10	The Economic Base Model		Assignment #4, Due Economies of Scale
11	Geographies of Food	#5	
12	Labor Cost Geography Innovation		Assignment #5, Economic Base
13	Weber	#6	
14	Course Wrap Up Review for Final Exam		Final Papers
FINAL EXAM			