

Geography 301 World Economic Geography

Tues/Thurs. 2:00-3:15

Butte 307

A systematic survey of human economic activities. Analysis of resource exploitation and use, including agriculture, extractive activities, industry, commerce, and service functions. Recommended for business and liberal arts majors. This is an approved Non-Western course.

Office Hours and Contact Information:

Tuesday and Thursday 3:30-5:00 pm

Wednesday 9:00 am-1:00 pm

Butte 507 (Geography and Planning Department main office)

898-5587

Please access your [Vista site](#) to communicate with me by email, to read announcements and check your grades.

Do you know why so much of our stuff is made in China? Do you know why certain neighborhoods cannot buy fresh fruits and vegetables at their local stores? Do you think you can change the world by drinking fair trade coffee and buying local foods? Is recycling good for the environment and for people? What do you think your work life will be in ten years? These are questions that world economic geography can help you answer. Economic Geography is a field of human geography that focuses on how production and consumption are distributed on the earth's surface, how that distribution got that way and how it is changing. This course is about those processes, but it interrogates spatial interactions from the global to local scales. As I teach it, it is concerned with "the sustainable and humane production, use and reproduction of the social, natural and material conditions of human existence" (From *Dictionary of Human Geography*, 3rd Edition). In other words, we cannot assess the effects of economic activity in space without attention to the multiple strands of sustainable development.

We will learn about how...

- The world's resources, populations and economic opportunities are organized and distributed.
- Capitalism developed in different ways in different places.
- Different commodities and sectors (agriculture, industry, services) have used different labor regimes such as slavery, peasant agriculture or wage labor, with environmental issues such as deforestation, and with population change (especially migration).
- Global business practices (multinational strategies, location decisions, technologies, competition) affect local economies, environments and the life of work.
- People are challenging the "old world order" with fair trade, recycling, green businesses, community-supported agriculture and alternative energy, and how they affect people's lives in different parts of the world.
- Consumerism supports or destabilizes economies and environments around the world.
- The distribution and character of jobs is changing worldwide.

This course will introduce or practice five of the Geography and Planning Department's learning outcomes:

- *Students can formulate geographic research questions*
- *Students can recognize the presence and application of regional, local and global dimensions of the social and physical worlds in data*
- *Students are cognizant of varying interpretations of causality, interaction, policy and values in human-environmental relationship*
- *Student will understand ways in which they use the environment can affect future generations and other human and natural systems*

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- *Students can analyze information from different physical or social sciences from a geographic perspective*

Course Format:

This course will integrate elements of **Problem-based Learning** (PBL) with traditional classroom activities. PBL is a way to engage interest in the material, to promote deeper learning, to help you remember what you are learning, and to promote life long capacities in problem-solving and critical thinking.

Students will be join semester-long learning groups that will focus on a series of problems related to Global Economic Geography. You will start by making lists of what you know – or don't know -- for each problem. These are referred to as **learning issues**. Then you will come up with a list of learning goals that will help you answer the question. The group will assign a goal or goals to each member of the group to research. You will develop **problem-solving strategies** based on the geographical and other kinds of information you need to research. Your course readings should provide you with a starting place for your learning goals and further research. Your group write-ups of the problem should be in the format of a short research report, including sources used during research and other features that I will announce. Attachments should include group notes, lists and self-evaluations. Each group will also present its findings on the problems it is investigating two times to the rest of the class. All presentations are on Thursdays, unless otherwise noted.

Discussion of the learning issues and goals among group members will occur during some class periods, but you might have to communicate outside of class and on Vista. You will pick a person for each session to evaluate and report on the quality of the group discussion and interaction.

I will also show films, websites and other current material for class discussion and concept development.

Course Requirements:

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| • 14 in-class “one minute papers” on course readings | 28 points |
| • Six group research reports (five points each) | 30 points |
| • Group leadership and class participation | 12 points |
| • Final exam | 30 points |

Reading Materials:

- **Knox, Paul, John Agnew and Linda McCarthy.** 2003. *The Geography of the World Economy*. 4th Edition. London: Edward Arnold. (Shown as **KAM** in course calendar, below.)
- **Ransom, David.** 2001. *The No-nonsense Guide to Fair Trade*. London: Verso.
- **Reading Packet #95** to be purchased at Mr. Kopy, at the corner of Main and First Streets, downtown. (Shown as **RP** in course calendar, below.)

A signature of your higher degree is the ability to read, write and think critically. I put a lot of emphasis on reading and expect you to have the readings finished by the first day of class of each week. The readings should provide a support for you in your Problem Based Learning exercises, but they won't be enough. Your group will be expected to investigate other sources of data and material for those. I can help.

Course Calendar

Week	Topics	Readings	Assignments/Activities
1. January 29-31	Introduction to Global Economy	KAM Ch. 2 (skim)	Introductions
2. February 5-7	History of Global Economy, Capitalism	KAM Ch. 3	Tuesday: One Minute Paper on Ch. 3 of KAM Start to organize groups; Hand out problems February 8 the last day to drop via the Portal; need COP Film: Darwin's Nightmare
3. February 12-14	Commodities, Free Trade/Fair Trade	KAM Ch. 8 Ransom, foreword, introduction and Ch. 3 RP: Sacramento Bee article 1/15/08	Tuesday: One Minute Paper on KAM, Ch. 8, selections from Ransom and <i>Bee</i> article Work on Problems 1 and 2/ <i>Chocolate</i>
4. February 19-21	Agriculture	KAM, Ch. 9 Ransom, Ch. 6 RP: Stewart Ch. 7	Tuesday: One Minute Paper on week's readings Problems 1 and 2 presented Friday last day to drop course without serious and compelling reason
5. February 26-28	Population, Consumption	KAM, Ch. 5; review Ch. 2, pp.39-42 RP: DeGraaf et al Ch. 18; <i>Economist</i> article; <i>Sacramento Bee</i> article 1/16/08	Tuesday: One Minute Paper on week's readings Work on Problems 3 and 4/ <i>Affluence/Consumerism</i>
6. March 4-6	Consumerism	KAM Ch. 6 RP: Myers and Kent; Sacramento Bee article 1/14/108	Tuesday: One Minute Paper on week's readings Problems 3 and 4 presented
7. March 11-13	Raw Materials and Energy	RP: Freese , Ch. 3 Review KAM, Ch. 2, pp. 33-36	Tuesday: One Minute Paper on week's readings Work on Problems 5 and 6/ <i>Alternative Energy</i>
8. March 18-21	SPRING BREAK		
9. March 25-27	S/A	RP: Freese , Ch. 8; <i>USA Today</i> 6/14/08	Tuesday: One Minute Paper on week's readings Problems 5 and 6 presented TUESDAY Film: Who Killed the Electric Car?
10. April 1-3	Industrialization of the periphery Work: Global Labor Markets	KAM Ch. 10 Ransom, Ch. 1 and 5 RP: DeGraaf et al, Ch. 17 and 28; <i>Sacramento Bee</i> article 1/20/08	Tuesday: One Minute Paper on week's readings Work on Problems 7 and 8/ <i>World of Work for Generations X and Y in the US and Globally</i> Film: Maquilópolis
11. April 8-10	Service Industries Work, continued	RP: Farrell in <i>Harvard Business Review</i>	Tuesday: One Minute Paper on week's readings Problems 7 and 8 presented
12. April 15-17	Recycling	RP: New Yorker piece on global recycling	Tuesday: One Minute Paper on week's readings Work on Problems 9 and 10/ <i>Recycling Industry</i>
13. April 22-24	S/A	RP: Hansen excerpt and Ch. 3 and 5	Tuesday: One Minute Paper Problems 9 and 10 presented
14. April 29, May 1	Sustainable Business and Development	RP: Elias and Carney	Tuesday: One Minute Paper on week's readings Becca Schwalm Chico Bags Work on Problems 11 and 12/ <i>Green Businesses</i>
15. May 6-8	Organics	RP: Nestlé , Ch. 3	Tuesday: One Minute Paper on week's readings Problems 11 and 12 presented
16. May 13-15	S/A	Online reading TBA	Tuesday: One Minute Paper
Final May 22 12-1:50			

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Grading Policy

Your one-minute papers will be graded on “good effort.” I will design them to be thought provoking, not to test your memorization. If it is apparent you have *not* done the reading, I will return the paper to you with no credit. Group projects must show evidence of your participation, and students in each group will evaluate their peers.

I do not discuss grades except during my office hours. I will bring graded material to class once. After that, you must retrieve your work from me during office hours. If you have any questions about a grade, you should see me soon after I’ve returned the assignment to you.

Grading on exams, assignments and on the course is based on the following scale:

95-100	A	74-76	C
90-94	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	<60	F

Your participation points will be based on attendance, in-class contributions to discussions and leadership and responsibility in group projects.

No make-up quizzes or assignments will be allowed unless you can bring me an excuse **in writing before** the next time we meet as a class. I will not accept assignments outside of class. Do not slide assignments under my door or put them in my mailbox unless you have made prior arrangements with me to do so. I do not discuss grades except during my office hours. I will bring graded material to class once. After that, you must retrieve your work from me during office hours. If you have any questions about a grade, you should see me no more than one week after I’ve returned the assignment to you.

Other Information

I value your classroom participation. The classroom should be a safe place where all ideas, as long as they do not include bigotry, intolerance or hatred, can be expressed freely. Please listen to me and to other students, and frame your commentaries in the spirit of supportive and constructive criticism. Use non-sexist language when speaking and writing.

If there is evidence that you have been involved in any form of academic dishonesty, you may receive an “F” grade for the assignment or for the entire course, and a report will be provided to Student Judicial Affairs for further action. Please see Student Judicial Affairs’ information on academic integrity: <http://www.csuchico.edu/sjd/sja.shtml#Integrity>.

If you have a documented disability that may require reasonable accommodations, please contact Disability Support Services (DSS) for coordination of your academic accommodations. DSS is located in University Center Room 100 and their phone number is 898-5959 V/TTY. Visit the DSS website at <http://www.csuchico.edu/dss/>.

Students are responsible for handling the necessary paperwork for adding or dropping this class. University guidelines for dropping classes are strictly adhered to. See the course calendar for drop dates and conditions.