GOAL FIVE – Evaluate individual responsibility to self, society, and the world
Ethical Citizenship (EC)

Course Number and Name Geography 220 Economic Geography

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

To obtain an EC designation, the proposed course must meet all the criteria, as well as all of the outcomes listed below.

Criteria:

a. Courses designated EC will identify individual and collective responsibilities to the social and natural environment of one’s community, nation and the world.

b. Courses designated EC focus on the process of decision-making regarding values and ethics in personal, professional, and civic life.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>How will outcome be met?</th>
<th>What assessment procedure(s) will be used?</th>
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<tr>
<td>Students will be able to identify factors of the social and natural environment that influence ethical decision-making in the context of one’s community, nation and the world.</td>
<td>Through lecture, assignments, exams, discussion, class readings and other media students will demonstrate their ability to identify factors of the social and natural environment that influence ethical decision making. For example, students will have to write an essay identifying the social and natural factors that influence ethical decision making. This will be Outcome 1.</td>
<td>An essay exam question will require students to have studied a situation where social and environmental factors influenced ethical decision making. The students will be assessed using a rubric and the results will report.</td>
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<td>Students will be able to identify and apply a framework for making ethical decisions.</td>
<td>Through lecture, discussions, assignments, exams, discussion, class readings and other media students will demonstrate their ability to identify and apply a framework for making ethical decisions. This will be Outcome 2</td>
<td>An essay question will require students to identify a model for industrial location and apply it to a hypothetical situation. The students will be assessed using a rubric.</td>
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All General Education courses will be reviewed by the General Education and University Requirements Committee. What data will be provided to the committee to demonstrate the extent to which students in this course are meeting the outcomes? The department will provide an assessment of essay questions on an exam that will require students to identify factors of the social and natural environment that influenced decision making.
1. A summary and evaluation of student performance of the outcomes will be reported. In addition representative questions will be provided.

2. Test questions will be used to determine that students are meeting the outcomes. We will monitor student performance over similar questions assessing that outcomes. We will maintain consistency over test questions over the review period for purposes of assessment. A database of questions and written assignments and student performance will be maintained. Written exercises, multiple choice, short answer, and essay questions will be coded for each of the outcomes. We will collect and assess student performance. For objective questions, the results will reflect a cumulative assessment. Essay questions will have a rubric similar to the ones below.

Example of a question with rubric for the Outcome 1

The response to the economic crisis in the 1970s and 1980s by core countries was greater flexibility in the production process. This required decision making by capitalists and governments that resulted in economic hardship for people in both core and peripheral countries. There were four main responses made by capitalists and government that benefit producers at the expense of consumers. In your essay please explain the four responses in sufficient detail and what the social and environmental factors in the responses were.

Rubric

1. Improved transportation & circulation of information
   Container shipping, fax, internet, communications, GPS, GIS, logistics.

   Capitalists needed to cut costs by greater communication and efficiency. Puts greater pressure on workers for time leading to 24 workplaces and life disruptions. Environmental factors include greater dependence on energy for 24 hour workplaces and increased pressures on the environment.

2. Robotics & Computerization of Production
   Less labor needed, less skilled labor needed, finer specialization in some areas and less in others
   This leads to:
   a. deskilling: a reduction in the range and level of skills within a local labor market (older industrial areas)
   b. increased consolidation & localization of higher-skilled activities in major cities of the world and centers of innovation

   Capitalists needed to cut labor costs to reduce costs in production. People lose jobs or face underemployment resulting in poorer communities and reduced quality of life. People need reduced skills which hurts their long-term employability. The geographic location of employment changed in both core and peripheral countries.

3. Creation of powerful support activities
   Travel services, business services, temp work agencies, Federal express, office max, office depot, home offices Internet Services, financial services,

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Outsourcing of former in-house activities needs to see the creation of new business and services to perform the former in-house services such as office cleaning, accounting, personnel, advertising, information management, payroll, secretaries.

Workers who had stable employment and benefits become temporary workers and independent contractors losing security and benefits. A new geography of support services and offices arose in cities and resulted in more home-based occupations.

4. New Government/Business Relationships, reduced spending on welfare and social services and reduced safety and environmental regulations & increased spending on infrastructure for businesses and tax breaks for capital and capitalists. Tax breaks for fossil fuel exploration.

Reduced spending on education and social services places a higher cost on people to obtain an education. From buying more school supplies to increased tuition and a reduced social safety net.

Rubrics for grading and assessing essay

Far Exceeds Expectations (100-90). Student has demonstrated a complete understanding of the topic. These papers are well-written, intelligent, and shows that the student has developed an understanding of the topic through readings and class discussions. All major points are fully explained in the essay. The student has successfully identify factors of the social and natural environment that influence ethical decision-making in the context of one’s community, nation and the world.

Exceeds Expectations (80-89): Student has demonstrated a good understanding of the topic. All major points and concepts are noted in the essay but not in sufficient detail. These are not as well-planned and well-written. These are quality works, but they lack the extra effort required for a higher grade. The student identify factors of the social and natural environment that influence ethical decision-making in the context of one’s community, nation and the world, but not in full detail or as well papers that far exceed expectations.

Meets Expectations (70-79): Student has demonstrated an average understanding of the topic. A key idea or portion of the answer is missing. In addition, the essay is simplistic and shows a basic understanding of the topic and is burdened with written errors. The student has only partially explained the topic. The student has only partially identified factors of the social and natural environment that influence ethical decision-making in the context of one’s community, nation and the world. The student lacks one major component in the essay.

Below Expectations (60-69): Student has demonstrated a below average understanding of the topic. Student is missing major points and ideas of the topic. The student has shown a very poor understanding of identifying factors of the social and natural environment that influence ethical decision-making in the context of one’s community, nation and the world. The essay is poorly written and shows that the student does not understand key ideas.

Fails (0-59). Student has failed to substantially to answer the question. Student has failed to demonstrate any understanding.
Economic geography studies the geographic factors and environment in the choice of locating a site of industrial manufacturing. Suppose you are asked to locate a manufacturing plant in a hypothetical country that uses one ubiquitous raw material and one localized raw material that is 50 percent pure resulting in hazardous waste in the form of air pollution. For each mile away from the plant the toxicity of the air pollution decreases by ten percent. You have one market town for the product that serves as your source of labor and there is a road between the localized raw material and the market town that is ten miles to the East of the localized raw. The prevailing wind patterns are from the West to the East. The cost of labor increases the further you are from the market town. For each mile the cost increases by ten percent from the market town to the location of the raw material. The transportation cost increases by ten percent for each mile away from the location of the localized raw material. Because of agglomeration economies it is cheapest to manufacture your finished product in the market town and the savings decrease by ten percent each mile away from the market town.

Write an essay explaining where you would put the plant that causes the least harm to the environment and yet maximizes your ability to turn a profit in the world-capitalist economy. Feel free to draw a map in your answer.

Rubric

Model of Industrial Location
Aim is to explain the location of industrial activity in terms of 3 economic factors.

A. Transport Costs how much to transport.
B. Labor Costs wages paid for labor.
C. Agglomeration Economies. The savings accrued by being in a fixed location. What savings do you earn by producing your product in this location? Such as utilities, support services, labor pool.

Explanation is based on finding least-cost location for production.
Three regional factors influence the costs of production
1. Cost of raw materials
2. Cost of transporting raw materials
3. Cost of labor.
1. Cost of raw materials varies on the nature of the deposits and the difficulty in mining or extracting them, and processing them.

2. Transport cost is based on distance they have to travel, the weight of the material, and the weight of the material lost during processing (reducing ores, preparing lumber). If you lose a lot of weight during processing you tend to produce things near the source to save transport costs.

Two types of Raw Materials
a. Localized Materials. Materials that are only in certain locations. Depend on the amount of weight lost from materials during production. If no material is lost during processing or production the material is a pure material.

3. Labor Cost is based on the prevailing labor market. What wages are paid for labor?

To find a least cost place of production you:

1. Identify the point of minimum transport cost.

2. Discern where production will be attracted away from the point of minimum transport cost based on advantages from cheaper labor & agglomeration.

Note that the essay will be assessed not by the student finding a correct location for the plant but by the student demonstrating in the essay and that he or she understands the Model of Industrial Location by incorporating the environmental aspects of the question which are not originally part of the model but will be introduced in the course. The student will demonstrate a decision based on utilizing each factor.

Rubrics for grading and assessing essay

Far Exceeds Expectations (100-90). Student has demonstrated a complete understanding of the outcome. The student has fully explained the model of industrial location and demonstrated an understanding of economic and environmental concerns impacting the population. These answers are well-written, intelligent, and shows that the student has developed an understanding of the topic through readings and class discussions. All major points are fully explained in the essay. The student has successfully demonstrated their ability to identify and apply a framework for making ethical decisions.

Exceeds Expectations (80-89): Student has demonstrated a good understanding of the outcome. All major points and concepts are noted in the essay but not in sufficient detail. These are quality works, but they lack the extra effort required for a higher grade. The student has successfully demonstrated their ability to identify and apply a framework for making ethical decisions but not in as sufficient detail as essays that far exceed expectations.

Meets Expectations (70-79): Student has demonstrated an average understanding of the topic. A key idea or portion of the answer is missing. In addition, the essay is simplistic and shows a basic understanding of the topic and is burdened with written errors. The student has only partially explained the topic. The student has only partially demonstrated their ability to identify and apply a framework for making ethical decisions. The student lacks one major component.

Below Expectations (60-69): Student has demonstrated a below average understanding of the topic. Student is missing major points and ideas of the topic. The student has shown a very poor understanding in their ability to identify and apply a framework for making ethical decisions. The essay is poorly written and shows that the student does not understand key ideas.

Fails (0-59). Student has failed to substantially to answer the question. Student has failed to demonstrate any understanding of a multidisciplinary approach.

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Course Outline.

1. Introduction to Economic Geography
2. Population and Economic Geography
3. Resources and Economic Geography
4. Human-Environment Relationships in the world-economy
5. Geographic Patterns and Trends: The Flow of Capital across the Planet
6. The World-Economy and Core and Periphery Approach
7. Geographic Preindustrial Foundations
8. Geographic Characteristics of the Core Economies
9. Core economies and the flow of capital and resources and labor between core economies and peripheral economies.
10. Geography of Global production systems
11. Spatial reorganization of the core economies since the 1980s
12. Geographic Characteristics of the Peripheral Countries
13. The Economic Geography of Peripheral Countries
15. Geography of Industrialization and the periphery
16. Trans-national corporations and the world-economy: A global economy of local places

Course Grading

Two mid-terms and a final exam each worth 20 percent each for 60 percent.
Journal assignment essay worth 20 percent
20 percent of final grade will be based on activities. This will entail short in-class and out-of-class activities. Two formal and fun activities to be worked on out-of-class and one or more in-class ones to be announced during the semester. Past activities have included charting world population, site location for a restaurant, mapping retail establishments, and researching gas prices.

Text