Instructor Information
Professor Julie Silva
Email: jasilva@umd.edu
Department of Geographical Sciences
Phone: 301.405.4052
Office: LEF 1119
Office Hours: Tuesday 1-3 p.m. or by appt.

Teaching Assistant Information
Mike Strong
Email: mlstrong@gmail.com
Department of Geographical Sciences
Sections: 101, 102
Office: LEF 2134
Office Hours: Thursday 1-3 p.m. or by appt.

Kusuma Prabhakara
Email: kusumaprabhak@gmail.com
Department of Geographical Sciences
Sections: 103, 104
Office: LEF 2132
Office Hours: Tuesday 4-5 p.m. or by appt.

Course Information
Lecture
Tuesday & Thursday
3:00 – 3:50 (TYD 0117)
Discussion: 101
Wednesday
9:00 – 9:50 (LEF 1220)
Discussion: 102
Wednesday
10:00 – 10:50 (LEF 1220)
Discussion: 103
Friday
9:00 – 9:50 (SQH 1107)
Discussion: 104
Friday
10:00 – 10:50 (LEF 1221)

Course Description
This course provides an introduction to the field of economic geography. The course explores processes
driving spatial patterns of economic activity at the global, national, regional, and local scales. Topic areas
include economic globalization, spatial distribution of industrial sectors, multinational corporations,
international trade, regional economic development, and illegal economic activities. The course looks at the
development of the global marketplace in both the developed and the developing world. A lecture and
discussion format is used in this class.

Course Learning Objectives
It is expected that a student completing this class will be able to:

1. Recognize the significance of geographic concepts for understanding socio-economic processes and
   outcomes.
2. Appraise the different ways in which time and space interact and constrain each other with regards to
   economic activities and articulate how economic processes can be broken down into changes over
   time and variations across space.
3. Assess how society and economic actors organize themselves in space, the factors driving these
   complex spatial patterns, and the implications these spatial configurations have for the socio-
   economic well being of affected groups and societies.
4. Appreciate the complexity of economic development processes taking place across the world and how
   these are influenced by space.
5. Relate course content to current economic, social, and political events, and identify some of the
   geographical trends in economic processes and likely outcomes for societies.
**Required Textbooks**


You are also to read a newspaper of your choice regularly and be prepared to discuss current events in class. Many newspapers can be accessed on-line so there is no need to subscribe to any particular paper. Additional readings may be handed out in class.

**General Requirements**

Requirements for this course include attendance and participation in class and discussion, maintaining an online journal, quizzes, a short paper, and a final exam. Course readings will come from the class textbooks and other sources distributed to you. Lectures will also include information not included in the readings, so it is important to attend class and discussion. We will discuss current events as they relate to the global economy so it is important to read a newspaper regularly. The exams and quizzes will be based on all material presented in the lectures, discussion sections, and the required readings.

**Medically Necessitated Absences from Class:**

For a medically necessitated absence from a single lecture and/or discussion students may submit a self-signed note to their instructor. Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event. Any student who wishes to be excused for an absence from a single lecture and/or discussion due to a medically necessitated absence shall: (1) Make a reasonable attempt to inform the instructor of his/her illness prior to the class; and, (2) Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. This note must be submitted to the instructor as soon as the student returns to class following an absence. For example, if a student misses a Tuesday class, then the note must be submitted to the instructor on the following Thursday class. Each note must also contain an acknowledgment by the student that the information provided is true and correct. Providing false information to University officials is prohibited under Part 9 (h) of the Code of Student Conduct (V-1.00(B) UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT) and may result in disciplinary action.

Students who experience more than two non-consecutive medically necessitated absences, a prolonged absence(s) of consecutive lectures and/or discussions, or an illness during a Major Scheduled Grading Event (communicated as such in the course syllabus by the class instructor) shall be required to provide written documentation of the illness from the Health Center or from an outside health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given. For more information on the University’s policy on medically necessitated absences from class can be found at http://www.president.umd.edu/policies/v100g.html.

**Academic Integrity**

Plagiarism is the use of another person’s work as if it was your own. For more technical definitions of plagiarism see http://www.bsos.umd.edu/for-students/advising/academic-integrity-honor-pledge-and-legal-aid-.aspx. If I believe that there has been plagiarism on an assignment, I will inform you of my determination and you will receive a zero for the assignment. Cases will be referred to the Student Conduct Office. Remember that on each assignment you must write and sign the honor pledge. “I have neither given nor received any unauthorized help on this assignment.”
University Rule on Completion of Work
The University requires that all work must be completed in order for you to pass the course. This includes active participation in discussion section activities.

Accommodations for Students with Disabilities
If you have disabilities, learning or otherwise, you should visit the Disability Support Office to fill out appropriate forms that will tell me what accommodations to make. These may include testing formats, class participation difficulties, and paper writing. I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the Fall 2011. This form must be presented to me no later than October 1, 2013. If you need accommodation for the in-class quizzes, I will need documentation by September 15, 2013. I am not able to accommodate students who are not registered with DSS or who do not provide me with documentation which has been reviewed by DSS.

Classroom Etiquette
Cell phones (including text messaging) cannot be used while you are in the classroom. All music playing devices must be turned off and earphones must be removed during class. Computers are not to be used for non class-related purposes during class time. If it becomes obvious that you are using your phone or your computer for non class-related purposes, you will be asked to shut it off and put it away. Failure to do so will result in you being asked to leave the class.

Honor Code
The University has a nationally recognized Honor Code administered by the Student Honor Council (http://www.bsos.umd.edu/for-students/advising/academic-integrity-honor-pledge-and-legal-aid-.aspx). Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

CourseEvalUM
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. I will announce when the CourseEvalUM will be open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
Grading Scale
All assignments will be given a numerical grade on a 100-point scale. At the end of the semester, your overall numerical grade will be calculated, based on your grades for and the relative weights of the assignments and then converted to a letter grade using the following scale.

<table>
<thead>
<tr>
<th>Numerical grade (n)</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 ≤ n ≤ 100</td>
<td>A</td>
</tr>
<tr>
<td>90 ≤ n &lt; 93</td>
<td>A-</td>
</tr>
<tr>
<td>86 ≤ n &lt; 90</td>
<td>B+</td>
</tr>
<tr>
<td>83 ≤ n &lt; 86</td>
<td>B</td>
</tr>
<tr>
<td>80 ≤ n &lt; 83</td>
<td>B-</td>
</tr>
<tr>
<td>76 ≤ n &lt; 80</td>
<td>C+</td>
</tr>
<tr>
<td>73 ≤ n &lt; 76</td>
<td>C</td>
</tr>
<tr>
<td>70 ≤ n &lt; 73</td>
<td>C-</td>
</tr>
<tr>
<td>66 ≤ n &lt; 70</td>
<td>D+</td>
</tr>
<tr>
<td>63 ≤ n &lt; 66</td>
<td>D</td>
</tr>
<tr>
<td>60 ≤ n &lt; 63</td>
<td>D-</td>
</tr>
<tr>
<td>0 ≤ n &lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

All grades will be determined by the above method. There will be no extra credit assignments.

Assessment and Grades
There will be several tools used to assess student learning in this class. These may test all material included in the assigned reading and all the material covered in class, including the discussion sections. There will be no extra credit assignments. All the assessments, including the quizzes, are identified on the course schedule as Major Scheduled Grading Events. Therefore, if you miss an assignment due to an illness, you are required to provide written documentation of the illness from the Health Center or from an outside health care provider to the course instructor (see syllabus section titled Medically Necessitated Absences from Class).

- **Writing Assignment:** Each student will submit a paper of not more than 1,000 words (worth 30% of the final grade) that compares/contrasts the themes presented in the Rivoli and Fishman books. More detailed questions will be handed out in class prior to the assignment due date. Papers are due at the start of discussion in the week indicated on the class schedule.

- **Online Journal:** Students will maintain an online journal throughout the course. At the end of each discussion activity, you will receive a question for contemplation in your journal. These are independent reflective activities that ask you to respond to questions, synthesize information presented in class/discussion with external information, and critique the activity of the global economy. Your journal will be assessed on a regular basis using the rubric included in this syllabus. The journal will count for 15% of your total grade.

- **Quizzes:** There will be six quizzes given throughout the semester. These quizzes will be based on course readings and material presented in lectures. These will take place at the beginning of the course period on the day they are given (see section ‘Class Schedule and Reading’ for quiz dates). Each quiz is worth 5% of your total course grade. These quizzes combined will count for 25% of the course grade. **If you are late to class on a day a quiz is administered, you will receive a zero grade for that quiz.** Your lowest quiz grade of the six will be dropped.
• **Final Exam:** The final exam will be worth 30% of your grade. The exam questions will be based on course readings and on other lecture material. Exam questions will be heavily weighted towards topics discussed in class, so class attendance is important in order to do well on the exam. Since the course meets at a non-standard time, the date of the exam will be announced in the middle of the semester. See the UMD final exam policy for courses that meet at non-standard times - [http://www.testudo.umd.edu/soc/exam201108.html](http://www.testudo.umd.edu/soc/exam201108.html). The final exam date and time will be announced in class as soon as the university releases the schedule.

• **Attendance and Class Participation:** Attendance and participation in lecture and discussion sections are a requirement and an integral part of the work for the course. A significant portion of exam questions will come from material presented in lectures and discussion sections (and may not necessarily be in the required course readings). Therefore attending class and discussion sections will be very important in helping you do well in the course. For more on the University of Maryland’s attendance policy see [http://www.testudo.umd.edu/soc/atedasse.html](http://www.testudo.umd.edu/soc/atedasse.html). The University’s policy on medically necessitated absences from class can be found at [http://www.president.umd.edu/policies/v100g.html](http://www.president.umd.edu/policies/v100g.html).

**Summary of Course Assessment:**

Please remember that you only need to submit one paper. Assignment due dates are subject to change with prior notice or in the event of unforeseen class cancellation at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1 [MSGE]*</td>
<td>September 17</td>
<td>5% (only 5 highest count)</td>
</tr>
<tr>
<td>Quiz 2 [MSGE]</td>
<td>October 1</td>
<td>5% (only 5 highest count)</td>
</tr>
<tr>
<td>Quiz 3 [MSGE]</td>
<td>October 15</td>
<td>5% (only 5 highest count)</td>
</tr>
<tr>
<td>Quiz 4 [MSGE]</td>
<td>October 29</td>
<td>5% (only 5 highest count)</td>
</tr>
<tr>
<td>Quiz 5 [MSGE]</td>
<td>November 12</td>
<td>5% (only 5 highest count)</td>
</tr>
<tr>
<td>Quiz 6 [MSGE]</td>
<td>November 26</td>
<td>5% (only 5 highest count)</td>
</tr>
<tr>
<td>Paper [MSGE]</td>
<td>Due in Discussion: Week 11</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam [MSGE]</td>
<td>TBD by the UMD Registrar</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion: On-line Journal</td>
<td>Refer to Class Schedule</td>
<td>15%</td>
</tr>
</tbody>
</table>

* MSGE = Major Scheduled Grading Event

Please refer to the discussion syllabus for information about weekly discussion activities and due dates.
Class Schedule and Readings

Readings should be done by the date indicated. Always come to class prepared to discuss them. Readings are indicated in italics by author’s last name. If there is a discussion assignment, it is due prior to your assigned discussion section.

**Week 1**
(Tu, Sept 3) **Introduction: Geography, economics, and economic geography**
(Th, Sept 5) **Differing perspectives on economic globalization** *Dicken, Chapter 1*
Discussion: No discussion this week!

**Week 2**
(Tu, Sept 10) **Economic geography of the world economy** *Dicken, Chapter 2*
(Th, Sept 12) **World trade patterns** *Dicken, Chapter 3*
Discussion: Activity 1, What is Globalization?

**Week 3**
(Tu, Sept 17) **Technological change** *Dicken, Chapter 4* [Quiz 1 - Major Scheduled Grading Event]
(Th, Sept 19) **Corporations** *Dicken, Chapter 5*
Discussion: Activity 2, Innovation and Time-Space Geography

**Week 4**
(Tu, Sept 24) **The state’s role in shaping economic activity** *Dicken, Chapter 6*
(Th, Sept 26) **The clothing industry** *Dicken, Chapter 10*
Discussion: Activity 3, Build a Multinational Corporation [Journal Assessment 1]

**Week 5**
(Tu, Oct 1) **Cotton and T-shirts – A Case Study** *Rivoli, pages 1-140* [Quiz 2 – Major Scheduled Grading Event]
(Th, Oct 3) **Cotton and T-shirts – A Case Study** *Rivoli, pages 141-261*
Discussion: Activity 4, (Mind)-Mapping the T-shirt’s Travels

**Week 6**
(Tu, Oct 8) **Extractive industries** *Dicken, Chapter 8*
(Th, Oct 10) **Agro-food industries** *Dicken, Chapter 9*
Discussion: Activity 5, The Cost of Extractive Industry

**Week 7**
(Tu, Oct 15) **Auto industries** *Dicken, Chapter 11* [Quiz 3 – Major Scheduled Grading Event]
(Th, Oct 17) **Business services** *Dicken, Chapter 12*
Discussion: Activity 6, Vandana Shiva vs. Monsanto

**Week 8**
(Tu, Oct 22) **Logistics and distribution services** *Dicken, Chapter 13*
(Th, Oct 24) **Corporations vs. the state** *Dicken, Chapter 7*
Discussion: Activity 7, The Impact of Multinational Corporations [Journal Assessment 2]

**Week 9**
(Tu, Oct 29) **The Walmart Effect – A Case Study** *Fishman, pages 1-136* [Quiz 4 – Major Scheduled Grading Event]
(Th, Oct 31) **The Walmart Effect – A Case Study** *Fishman, pages 137-284*
Discussion: Activity 8, Sales in an International Market

**Week 10**
(Tu, Nov 5) **Social justice and the global economy** *Dicken, Chapter 14*
(Th, Nov 7) **Global production networks** *Dicken, Chapter 14*
Discussion: Activity 9, Production-Consumption-Oppression?

**Week 11**
(Tu, Nov 12) **Environmental impacts of globalization** *Dicken, Chapter 15* [Quiz 5 – Major Scheduled Grading Event]
(Th, Nov 14) **Double exposure** Article Handouts
Discussion: Activity 10, E-Waste Case Study [Paper Due – Major Scheduled Grading Event]

**Week 12**
(Tu, Nov 19) **World poverty** *Dickens, Chapter 16*
(Th, Nov 21) **Uneven development** *Dicken, Chapter 16*
Discussion: Activity 11, Farming in the Developing World [Journal Assessment 3]

**Week 13**
(Tu, Nov 26) **The Global Criminal Economy** *Castells Handout* [Quiz 6 – Major Scheduled Grading Event]
(Th, Nov 28) **No Class Nov 28th - Thanksgiving Holiday**
Discussion: No discussion this week!

**Week 14**
(Tu, Dec 3) **Contemporary Slavery – A Case Study** *Bales, pages 1-120*
(Th, Dec 5) **Contemporary Slavery – A Case Study** *Bales, pages 121-231*
Discussion: Activity 12, Global Economics of Criminal Activity

**Week 15**
(Tu, Dec 10) **Contemporary Slavery – A Case Study** *Bales, pages 232-264*
(Th, Dec 12) **Making the world a better pace** *Dicken, Chapter 17*
Discussion: Activity 13, Making the World a Better Place [Journal Assessment 4]

**FINAL EXAM** [Major Scheduled Grading Event]: The date of final exam is TBD.
NAME: ____________________________________________________________

Grading Criteria:

1. Paper offers a clearly stated thesis (20%)
   a. Clear presentation of paper’s central thesis in the introduction ________
   b. Appropriate level of detail (doesn’t tackle too much or too little) ________
   c. Good identification of important details ________
   d. The paper shows the writer has thought about the assignment and has developed his or her own ideas ________

2. The paper’s thesis is supported with valid and sound arguments (60%)
   a. Clear presentation of your argument ________
   b. Clear and sound support of your argument (i.e., evidence) ________
   c. The relevant literature on the topic is discussed and critically appraised ________
   d. Plausibility of your argument ________
   e. Critical engagement with opposing views and offering of reasonable criticisms and strengths of the opposing views ________
   f. Paper concludes with brief summary of main points ________

3. Appropriate structure (20%)
   a. The paper focuses on the central thesis and does not jump from topic to topic ________
   b. Abided by word length of the assignment ________
   c. Citations used and correctly referenced ________
   d. Turned paper in on time ________

OTHER COMMENTS

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

FINAL GRADE ________________
Evaluation of Journal Entries:

A journal entry—conducted and assessed individually—is due following each discussion session prior to the next, and will be assessed at regular intervals throughout the semester as indicated on the calendar. Journal entries will be assessed as follows:

Students are expected to write a weekly journal entry. I am looking for thoughtful, critical entries. I want evidence that you read and thought about the assigned material and are not simply stating your own point of view or restating the author’s point of view. Not every entry will have the following features, but over the entire course, I would expect to see evidence of the following. High marks will be assigned to entries that:

1. Reflect the readings/topics for discussion/general question
2. Exhibit thoughtful and critical responses
3. Pose questions for thought
4. Extend what has been discussed in course readings/lectures
5. Provide a new idea, a new way of thinking about the concept
6. Incorporate current events that illustrate concepts/themes

The following grid-marking scheme will be used as a guide.

<table>
<thead>
<tr>
<th>1. Below Average (D and lower)</th>
<th>2. Average (C)</th>
<th>3. Above Average (B)</th>
<th>1. Superior (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basically nothing written; minimal content; little evidence of having read the required readings.</td>
<td>Entries address readings and current events, giving evidence of having done some preparation.</td>
<td>As for 2, but, in addition, some attempt to provide a critical analysis of the topic.</td>
<td>In addition to 3, critique the work and extrapolate the main ideas, that is, create original ideas about the topic, taking a risk, being controversial – with justification.</td>
</tr>
</tbody>
</table>