

## GRADING GUIDE – HUMAN GEOGRAPHY (bachelor SGO and master HGO)

**Course code and semester-year: SGO2200 spring autumn**

**Type of examination:** [underline the option that applies]

Written school exam / take-home exam / term paper given topic / term paper self-chosen topic

**About exams at SGO/HGO:** A good examination paper contains solid knowledge, logical and coherent reasoning, and a systematic structure. The answer to a discussion question/task must examine, analyze, and connect different parts of the curriculum.

1. The answer responds to the question/task given in a precise and exhaustive way.
2. The answer demonstrates knowledge.
3. The answer must be well-written: coherent and using good academic language.
4. Key concepts – those at the core of the answer – must be defined.
5. The answer demonstrates analytical capacity and reflection.

**Om eksamen ved SGO/HGO:** En god besvarelse inneholder solid kunnskap, logisk argumentasjon og ryddig disposisjon. Besvarelsen av en drøftingsoppgave skal være diskuterende, analytisk og koble ulike deler av pensum.

1. Besvarelsen svarer på oppgaveteksten på en presis og utfyllende måte.
2. Besvarelsen viser kunnskap.
3. Besvarelsen skal være velskrevet: sammenhengende med godt akademisk språk.
4. Viktige begreper - de som er i kjernen av besvarelsen – skal defineres.
5. Besvarelsen skal vise analytiske evne og refleksjon.

### **About this course:**

This course provides a broad overview of economic globalisation and technological change, and implications for regional development. The book "Global Shift" by Peter Dicken (2015) is the main text used. Given the complexity and inter-relatedness of sub-topics covered, the examination questions are formulated to allow critical thinking and reflection. This should be considered in the evaluation.

### **About specific questions/tasks:**

Six-hour school exam. The students are to answer three out of four questions. The three answers weigh equally in the final grade.

### **Question 1:**

*The industrial activities that are present today in regions or countries tend to channel development in certain directions, at the expense of others. Briefly discuss why this is the case. Elaborate on why some industrial configurations (the actual blend of economic activities/sectors that are present today in a country or region) might be more beneficial for economic development than others are.*

## Guidelines

This broad question concerns the basic dynamics of industrial evolution as presented in the curriculum by Hidalgo et al (2007) and Frenken et al (2007), extending into Sæther et al (2016) and Fagerberg et al (2018) where the ‘innovation system’ concept is presented. In Dicken (2015), evolution is discussed explicitly in the context of technological change, and more generally in the context of agglomeration. It is expected that students understand the importance of diversification and change in territorial industrial structures. Discussions of how such changes are nurtured or constrained by knowledge & technology (and capital) accumulated by the country through past and current industrial activity draw in the direction of a good marking. Benefits and/or drawbacks of current industrial activities can be discussed in light of agglomeration theory and/or the product space approach, which draws in the direction of a high marking. Discussion of innovation-based competitiveness and of co-evolution between actors and institutions in fostering such competitiveness also draw in the direction of high marking.

### **Question 2:**

*What is meant by a change in techno-economic paradigm? Define and discuss economic globalisation in light of the techno-economic paradigm that is currently evolving and make comparisons with the previous paradigm.*

## Guidelines

According to Perez (2010), techno-economic paradigms build on technological revolutions and are best practice models ‘for the most effective ways of using the new technologies within and beyond the new industries’. In line with this, Dicken (2015) state that changes in techno-economic paradigms involve fundamental change the style of production and management. Perez (2010) and Dicken (2015) both discuss the interrelatedness of globalisation (functional integration of economic activities across national boundaries) with the evolving ICT-based paradigm. A general account of this paradigm in comparison with the previous mass production oriented Fordist paradigm is expected. For a high marking to be given, students must elaborate on how the shift from the previous to the current paradigm has affected the organization of production, and thereby economic globalisation.

### **Question 3:**

*Describe what is meant by a transnational corporation, and their role in economic globalisation. Such corporations can be broken down into four main business functions: 1) control and coordination, 2) research and development, 3) marketing and sales, and 4) production. Proceed to discuss what is meant by each and how their needs can be satisfied in different types of locations*

## Guidelines:

A transnational corporation is a corporation with the power to coordinate and control operations in more than one country. By their very nature, they seek to exploit geographical differences in markets and resource endowments. Dicken (2015) emphasize that the three first functions have certain locational requirements in common: 1) Control and coordination through corporate or

regional HQs depend on locational factors such as access to well-developed transportation and communication infrastructures, proximity to advanced services and a labour market with high-level expertise. 2) Research and development depend on locational factors such as access to universities or research institutions and a large supply of highly skilled & experienced scientists and engineers. Recognition that 3) marketing and sales tend to be conducted in proximity to markets draw on the direction of a high marking. The locational requirements of 4) production depend on a number of factors, including the type of production in question and the organizational model of the TNC.

#### **Question 4**

*According to Dicken (2015), states can be seen as containers, regulators and collaborators. Describe what is meant by each of the three, and provide examples. Discuss how the state can influence economic development within its territory specifically through the role as regulator.*

#### **Guidelines:**

The state as *container* captures how distinctive cultures, practices and institutions are bundled together within its boundaries. Dicken (2015) provide two complementary perspectives: Socio-cultural dimensions and the ‘variegated capitalisms’ that have evolved and reflect, yet cannot be reduced to, such socio-cultural characteristics. *States as collaborators* refers to negotiated trade agreements. It is expected that students provide brief and general accounts of the GATT-framework and its successor WTO. *States as regulators* refer to how states stimulate activity in their economies through monetary and fiscal policy, and seek to influence how their economies operate through labour market, industry & technology and trade policy. While empirical examples are not required, student may choose to provide such to illustrate. Elaborate discussions of how different types of policies and tools may combine to jump-start industrialisation or influence the direction of development in national economies draw in the direction of a high marking, as do discussions of the contested nature of policy intervention into the economy and how policy principles and practices have evolved over time (drawing e.g. on Block (2008) and Lauridsen (2018)).