

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

Course code and semester-year: SGO2500-H19

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:

The course discusses fundamental issues and trends that explain the differences and multiple relations between the global North and South, conveying empirical knowledge and critical perspectives on global development. Issues such as globalisation, population growth and basic needs, the flows of people and capital, urban-rural spaces are addressed from the perspective of the global South. The awareness of a spatial perspective to development problems and processes will enable the students to identify and understand the impact of regional and global processes on people's lives in specific places.

About specific questions/tasks:

Students need to answer one question from Part I and two questions from Part II to pass the exam, that is, a total of three answers. Failure to do so implies failing the exam.

The questions are formulated in such a way that the student is given room to structure their answer on their own. Good answers are those explicitly making use of basic concepts and perspectives.

PART I

Choose only 1 out of the 2 questions presented below and write a longer essay (maximum 1500 words) for the chosen question. Start each answer with the question number.

Question 1:

In order to understand the emergence of the global South and development as a political project, we need to look at long-term historical processes such as colonialism. Discuss the logic and experience of colonialism, including decolonization, and its impact on shaping the global South.

- The main purpose of this question is to get students to reflect on the influence on colonialism upon development thinking, with discussions on linkages between colonialism and development, how 'development' as a project was born on the coattails of colonialism and to which extent colonial patterns continue to influence development thinking.
- There are different entry points for this discussion, but it is expected that the answer addresses colonialism as a political process: control over peoples and territories beyond the boundaries of European nation-states.
- Students are likely to address this in historical manner. Discussion of waves of colonialism (chronological sequence of expansion and contraction of colonialism and cycles of development) not expected but to be rewarded if addressed.
- Thorough discussion of the three main phases of colonialism: mercantile, industrial, late-colonialism. It is natural to provide examples in this part of the answer.
- The discussion of decolonization and its impact on the new independent states opens up for a reflection on the legacies of colonialism.
- General historical overview of colonialism gives a C. Higher grade if the student demonstrates good level of critical reflection on the legacies of colonialism and/or discuss the link between colonialism and development. Relevant examples and/or connects to development strategies/theories will also be rewarded.
- Ref mainly chapter 2 textbook.

Question 2:

There are different ways to understand the relation between globalization and development. Discuss this relation with particular emphasis on economic globalization. Provide examples to illustrate the discussion.

- Defining globalization: different way to address the concept. Cultural, economic and political globalization.
- Globalization and development: supporting development or increasing marginalization?
- Thorough discussion of economic globalization addressing industrialization strategies, international trade, finance and services, and/or global production networks. Relevant examples from any of these areas will be rewarded.
- Discussion/reflection of economic globalization and the production of uneven development, and/or reactions to economic globalization will be rewarded. Relevant examples from any of these areas will be rewarded.
- General overview of any of this gives a C. Higher grade if the student demonstrates good level of critical reflection, provides relevant examples and/or connects to development strategies/theories.
- Ref mainly chapter 3 textbook.

PART II

Choose only 2 out of the 3 questions presented below and write a short essay (maximum 600 words) for each of the chosen questions based on the syllabus. Provide examples. Start each answer with the question number.

Question 3:

According to Potter et al., improving the quality of life of people should be at the core of development processes. Discuss 1 or 2 elements/aspects relevant for the improvement of quality of life of people in the global South.

- Answers should demonstrate awareness over the plurality of factors determining the quality of life of people, such as health and education, but also food/nutrition and security.

- The student is free to discuss 1-2 elements. If only one element is discussed, the answer is expected to be more thorough; use of examples will be rewarded. If two elements are discussed, the answer is expected to be shorter for each element, requiring precision.
- Explicit discussion of the relevance of specific elements for quality of life of specific groups of people (women, children, the poor, minorities) will be rewarded.
- General overview gives a C. Higher grade if the student demonstrates good level of critical reflection, provides relevant examples and/or connects to development strategies/theories.
- Ref mainly chapter 5 textbook.

Question 4:

What does the term 'resource scarcity' refer to? Provide an example to illustrate your answer.

- Resource scarcity refers to a situation when a given resource becomes scarce, independently on whether it is renewable or non-renewable.
- It is expected that different forms of resource scarcity are mentioned and briefly explained: physical, absolute, as a social product, geopolitical.
- It is expected that scarcity as social product is emphasised: relative to social relations of production and consumption (such as supply, demand, economics of the market, political decision-making), so that it is a more complex notion than stocks of resources running out (physical scarcity).
- The difference between existence, availability and inequality of access of specific resources needs to be made explicit. Here it is natural to provide examples.
- Answers that link up to a broader discussion on the relation between resources and development will be rewarded.
- Not expected, but if students are able to link scarcity to a Boserupian idea that it can be conducive for technological innovation, it will be rewarded.
- General overview gives a C. Higher grade if the student demonstrates good level of critical reflection, provides relevant examples and/or connects to development strategies/theories.
- Ref mainly chapter 6 textbook.

Question 5:

Discuss some of the key trends of urbanization processes in the global South. Provide an example to illustrate your answer.

- Key trends of urbanization in the global South (cities in the South grow more rapidly than cities in the North, demographic boom of cities in Africa etc.) should be explicitly mentioned. Answers that go beyond listing up key trends will be rewarded. This can include a discussion of the relation between housing and income, such as:
- The relation between housing location, access to income generating opportunities and transportation time/costs.
- The contradiction of why many low-income communities prefer to live in a slum close to the city centre (or wherever the jobs are) despite having access to better and cheaper housing in the peripheries.
- The lack of institutional and financial capacities of local governments to control rapid urban growth in the South.
- The raising income inequalities which exclude many from the formal housing markets (both in the North and the South).
- General overview of key trends gives a C. Higher grade if the student demonstrates good level of critical reflection, provides relevant examples and/or connects to development strategies/theories.
- Ref mainly chapter 9 textbook.