

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

**Course code and semester-year:** SGO2500-H20

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

Written school exam / take-home exam (5-hours) / 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 (long answer) and two questions from Part II (short answers) to pass the exam, that is, a total of three answers. Failure to do so implies failing the exam.

The questions are formulated around selected news briefs and tweets, and students are asked to discuss specific issues based on what they have learnt in the course throughout the semester. The aim is that students will be able to apply their knowledge to interpret the world around them. The questions are formulated in such a way that students are given room to structure their answer on their own. Good answers are those explicitly making use of basic concepts and approaches.

### PART I - LONG ANSWER

Choose 1 of the 2 questions presented below and write an essay of maximum 1500 words based on what you have learned in the course. Start each answer with the question number.

**Question 1:**

*The following extract from an article in The Guardian discusses water scarcity in Latin America. Write an essay to help us understand the article and the factors shaping water scarcity and inequality in access to water using the concepts and approaches you have learned in the course (maximum 1500 words).*

- The starting point for this question is the core concept of resource scarcity. From then on, students can choose different directions for their discussion: access at household or global level, human development, international relations, etc.
- Since the article used for this question refers to water, it is natural that the discussion relates to water resources (addressed in the readings). However, the use of other examples (other resources) is also allowed and will not detract from the assessment of the exam.
- 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.
- The difference between existence, availability and inequality of access needs to be made explicit.
- Answers that link up to a broader discussion on the relation between resources and development will be rewarded.
- General overview gives a C. Higher grade if the student demonstrates good level of critical reflection and actively links relevant examples to a discussion of the relation between resource scarcity, access and inequality.
- Ref mainly chapter 6 textbook.

**Question 2:**

*The article by Jillian Kestler-D'Amours in Aljazeera discusses housing shortages in Brazil and different ways poor people try to address the problem. Write an essay to help us understand the article using the concepts and approaches you have learned in the course (maximum 1500 words).*

- This question addresses the overall theme of urban spaces and urbanization processes in the global South, with housing shortages as an entry point. A discussion of the causes of housing shortages and how it leads to squatting and slum formation is expected. Students can then choose to structure their discussion in different directions, such as:
- The relation between housing shortage, housing location, access to income generating opportunities and transportation time/costs.
- 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, cheaper housing in the peripheries.
- The lack of institutional and financial capacities of local governments to control rapid urban growth in the South.
- The legal status of different solutions to housing shortage.
- Land takeovers in peripheral locations
- The raising income inequalities which exclude many from the formal housing markets. The use of relevant examples beyond the one mentioned in the Aljazeera article is allowed and will not detract from the assessment of the exam.
- General discussion of housing shortages gives a C. Answers explicitly linking up housing shortages with broader processes of urbanization in the global South will be rewarded. Higher grade if the student demonstrates good level of critical reflection and actively engages with relevant examples to illustrate the argument.
- Ref mainly chapter 9 textbook.

## **PART II – SHORT ANSWERS**

Choose 2 out of the 3 questions presented below and write a short essay of maximum 500 words for each of the chosen questions based on what you have learned in the course.

### **Question 3:**

*Based on this tweet from UN-Habitat, discuss the need for use of alternative energy systems in the global South (maximum 500 words).*

- The starting point for this answer is the current situation of energy needs in the global South and the mismatch between energy supply and energy needs. This should form the base for a relevant discussion.
- Different ways to solve energy needs in the global South should be mentioned or briefly presented before focusing on the use of alternative energy systems.
- The core of the answer will be on the advantages of off-grid and decentralized solutions to address energy needs. Relevant examples from the course will be rewarded.
- General overview of the above gives a C. Higher grade for more detailed explanation, relevant examples and/or linking up (in a good way) to other issues in the course.
- Bridge et.al, Hancock, Romijn & Caniels, Chapter 6 textbook.

### **Question 4:**

*In this tweet the UN agriculture agency FAO calls for global response to food security. Discuss how food security can be understood as a global issue in general (not only in a covid-situation) (maximum 500 words).*

- Food security is at the core of this answer. A discussion of the understanding of food security as an approach to food production and distribution is expected. This should include the basic premises as well as the implications of food security
- Food security has evolved, from being a national concern into being a global issue. A discussion of this has happened and what it involves is expected.
- Discussing the advantages and limitations of food security should be rewarded.
- Using examples to illustrate the discussion is not expected but should be rewarded.
- Contrasting food security to food sovereignty is not expected but should be rewarded if done in an accurate way.
- Linking up the discussion to agricultural development or a covid-situation is not expected, but if done in a relevant manner it should be rewarded.
- General overview of the first two points above gives a C. Higher grade if the student demonstrates good level of critical reflection on the advantages and limitations of food security as a global issue, applies relevant examples, and/or link up to other themes of the course.
- Ref. Hopma & Woods, Chapter 10 textbook.

### **Question 5:**

*In a news item, the World Trade Organisation highlights the key role of foreign direct investment (FDI) to expand trade and support the economies of poor countries. Discuss the advantages and disadvantages of FDI for countries of the global South (maximum 500 words).*

- This question is to be addressed in the context of economic globalization and international trade. Answers should include a definition of FDI and a discussion of global trends.
- An explicit discussion of the advantages and disadvantages of FDI for countries of the South is expected.

- Explicit discussion of the links between FDI and global production networks should be rewarded.
- Explicit discussion of FDI in relation to globalization and development should be rewarded.
- The use of relevant examples should be rewarded.
- General overview of the first two points above gives a C. Higher grade if the student demonstrates good level of critical reflection on the advantages and disadvantages of FDI, applies relevant examples, and/or link up to debates on globalization and development.
- Ref. Chapter 4 textbook.