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

Course code and semester-year: SGO2200 spring 2022
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 world economy is characterized by co-existing processes of globalisation and localisation. Describe what is meant by globalisation and localisation, and discuss how the two processes might be related.

Guidelines:

A good marking demand that students clearly define globalisation (deepening functional integration of economic activities) and localisation (the concentration of economic activities in certain places). Answers that elaborately discuss each using relevant literature from the curriculum (e.g., on TNCs and GPNs for the globalisation dimension, and evolutionary theories for the localisation dimension) should be awarded a high marking. A main point is that the global economy can be seen as a system of cross-national networks that are interlinked with territorial resources & processes and feed on, as well as feed into, such localised processes & resources. A high marking should be awarded candidates who acknowledge this and provide elaborate discussions of the relationship between globalisation and localisation.

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:

A transnational corporation can be broken down into four main business functions: 1) control and coordination, 2) research and development, 3) marketing and sales, and 4) production. Briefly describe what is meant by each before discussing how their needs can be satisfied in different types of locations

Guidelines:

Dicken (2015) emphasize that the three first 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. For a good marking, it is sufficient that this point is recognized. Detailed discussions of factors that determine locational requirements should be awarded with a high marking; yet it is not required for such a marking to be given.

Question 4

Discuss how states can work to facilitate industrial development within their territories. Use examples.

Guidelines:

This question aims at what Dicken (2015) refers to as the roles of states as containers and regulators. It concerns issues that span from the ideology of state intervention, to specific forms of intervention such as through technology & innovation policies, FDI attraction/regulation and industrialisation strategies. A distinction is by Dicken made between older industrialized economies, and economies that more recently have industrialized or are in the process of doing so. Supplementary readings on the curriculum (Block, 2008; Sæther et al, 2011; Fagerberg et al 2018) emphasize how states in the former group, in various ways, work to incentivize technological development and maintain innovation systems to facilitate continuous upgrading in the economy based on the capabilities & resources already possessed. Block (2008) follows Hausmann (2016) in recognizing that such strategies assume that a certain level of development has already been reached, and that policies aiming to 'acquire' industrial capabilities through e.g. inward FDI promotion might be required in less developed economies. Thus, a good grade should be awarded to students who recognize the different ways that states can promote industrial development. If the candidate is able to distinguish between policies relevant in different contexts (e.g. developed vs. less developed countries), this draws in the direction of a high marking. The same applies if students follow e.g. Hausmann (2016) and discuss the role of the state in acquiring certain capabilities that are 'critical' because their absence constitute bottlenecks to further development.