GEO 3502: ECONOMIC GEOGRAPHY
University of Florida - Department of Geography
Syllabus – Summer B 2025 (online)

Course Information
Class Number/Section: 11536 / EGDL; 13299 / EGUF (UF Online)
Credit Hours: 3
Prerequisites: Sophomore standing or higher
Modality: Fully online (asynchronous)
First Week of Class: June 29 – July 3

Instructor Information
Name: Aaron R. King
Contact: Canvas Inbox (preferred) or aaronrking@ufl.edu
Office Location: Turlington Hall, 1215
Office Hours:
-   TBD
-   By appointment (please use an appointment link or Canvas Inbox)
Appointment Links:
-   Microsoft Teams or in-person
-   Zoom ("Zoom Conferences" menu option and select "Appointments" tab on Canvas site)

Overview
The world is becoming increasingly connected. Yet, the benefits of globalization have not been shared equally across the regions. What makes regions competitive? Why are some cities more innovative than others? How do borders affect human flows and ideas?

The aim of this course is to study the spatial causes and consequences of uneven development. The course provides a general introduction to economic geography, a science that examines how societies, firms and states make use of space through their economic activities.

The course first discusses the concepts developed in economic geography to understand uneven economic development across the world. It then examines how money, states, firms, and workers reshape the global economic landscape. Finally, the course considers the territorial consequences of uneven development for local societies, firms and regions and discusses possible policies that can contribute to reduce territorial disparities.

At the end of the course, you will be able to reflect on the major drivers of territorial change observed across the world using a variety of concepts developed in economic geography. You will also be able to find relevant data pertaining to the evolution of cities, regions and countries, organize the data into tables, maps, or graphs, and apply your knowledge of the spatial economy to compare major trends across regions.

How This Course Will Be Taught
This is a fully online course offered in an asynchronous format. All course activities, assignments, learning content, supplemental readings, and communication will be available on and conducted through Canvas, our course management system. You can access the course at https://elearning.ufl.edu/.

Each module contains: (1) a module overview, (2) learning materials, and (3) assessments.

- Module overview includes an introduction to major themes and learning objectives.
- Learning materials include readings, videos, and PowerPoint slides.
- Assessments will consist of exercises and writing submissions uploaded to Canvas.

Student Learning Outcomes
By the end of this course, students will be able to:
- Analyze and discuss the fundamental concepts of economic geography
- Understand the key processes of economic geography
- Find and use economic data
- Apply the theoretical and analytical tools of economic geography to empirical case studies
- Write a research paper using original research and analysis

Writing Requirement and Course Expectations
This course fulfills the Writing (formerly Gordon Rule-6000). This means that students in this course are required to write at least 6,000 words in assignments throughout the semester. Work in this course contributes to UF's 24,000 original written word requirement. "Original words" DOES NOT include references and title pages.

The 6,000 word requirement is spread across two writing assignments in this course. Please note that excess words written in one assignment will not be counted toward the word requirements of another assignment.

Regarding course expectations: This is a research and writing intensive course. You will be expected to utilize data as evidence in your work throughout the term and, to some extent, feel comfortable using and/or interpreting quantitative methods.

This does not mean that you must rely exclusively on or demonstrate mastery of quantitative techniques, nor are you expected to have expertise in economic theory. However, gathering and interpreting data, quantitative methods, and at least rudimentary economic theory are key elements of the course.

Grading and Assessments

Research question + data	5 points
Midterm paper	40 points
Conceptual framework	5 points
Final paper	50 points
Total	**100 points**

The major assessment components of this course include:

- Research question + data: Identify your research question, a subnational region for your case study, and some preliminary data sources you will use to *describe* the recent economic evolution of your region. This is not a formal written assignment and does not count toward the required word total for the course. This assignment is due **July 8 at 11:59PM** on Canvas.
- Midterm paper (2000 words): This descriptive paper uses statistical data from various sources to study the recent economic evolution of a region of your choice. For more information, see "How to write your mid-term paper" on Canvas. The midterm paper is due **July 17 at 11:59PM** on Canvas**.**
- Conceptual framework: Identify a geographical concept(s) you will use to *explain* the changing geography of your region. The concept(s) you choose will be the basis for the literature review section of your final paper. Keep in mind that a literature review discusses concepts/theories/frameworks and NOT the case study or region. This is not a formal written assignment and does not count toward the required word total for the course. This assignment is due **July 24 at 11:59PM** on Canvas.
- Final paper (4000 words): This analytical paper applies some of the key concepts developed in economic geography to study the evolution of a region. For more information, see "How to write your final paper" on Canvas. The final paper is due **August 7 at 11:59PM** on Canvas.
- Students who wish to improve their grades can complete an optional assignment worth up to 3 additional points and due **August 7 at 11:59 PM**. Not completing this assignment will not hurt your grade.

Letter grades will be assigned according to the following numerical scale. For more information, visit UF's Grading Policies.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
>92.5	90-92.5	87-89	83-86	80-92	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0

Minimum Technical Skills
To complete your tasks in this course, you do not need advanced technical or quantitative skills, though such skills will certainly aid you in the course. You will be introduced to the following programs for data analysis and research: Excel, ArcGIS Pro, ORA. Further details about how to access these programs in UFApps are noted in the "Software" section below.

Literature

<u>Statement of attestation</u>: Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

<u>Textbook</u>

The textbook for the course is *Introduction to Economic Geography. Globalization, Uneven Development and Place* by Danny MacKinnon & Andrew Cumbers (third edition, 2019). Two hard copies are reserved for this class at the library for those with access to campus facilities. Students experiencing difficulty acquiring a copy of the textbook should reach out to the instructor as soon as possible.

<u>Supplemental readings (provided in Canvas)</u>

Davis JE. 2017. *The Gulf: The Making of an American Sea*. New York, W.W. Norton.

Glaeser E. 2011. *Triumph of the City. How our Greatest Invention Makes us Richer, Smarter, Greener, Healthier, and Happier*. New York, Penguin.

Hall MC, Page SJ. 2014. *The Geography of Tourism and Recreation*. London, Routledge.

OECD 2019. Regional integration in border cities. Paris, OECD *West African Papers* 20.

Rosling H. 2014. Don't Panic, https://www.youtube.com/watch?v=FACK2knC08E

Shane S. 2019. Prime Mover: How Amazon Wove Itself Into the Life of an American City. *The New York Times*, Nov. 30.

Thrift N. 2008. Space: the fundamental stuff of human geography, in Clifford N, Holloway S, Rice SP, Valentine G. (eds) *Key Concepts in Geography*. New York, Sage: 85-96.

Walther O, Dambo L, Koné M, van Eupen M. 2019a. Mapping travel time to assess accessibility in West Africa: The role of borders, checkpoints and road conditions. *Journal of Transport Geography* 82.

Walther O, Tenikue M, Trémolières M. 2019b. Economic performance, gender and social networks in West African food systems. *World Development* 124: 1-14.

World Bank. 2009. *World Development Report. Reshaping Economic Geography*. Washington, DC, The World Bank.

Yau N. 2013. *Data Points. Visualization That Means Something*. New York, Wiley, chapter 4.

Week	Topic + Readings	Assignments + Due Dates
Week 1 *6/29-7/3*	Key concepts in economic geography McK&C 2019, Ch. 1-2 (pp. 3-13, 26-34) Regions and regional geography World Bank 2009 (pp. xix-xxiii) Working with spatial data Yau 2013, Ch. 4 (pp. 143-161)	
Week 2 *7/6-10*	Population Rosling 2014, 00:00-11:30, 19:15-26:20 [video] Günther & Harttgen 2016 (skim) Production, industrial districts, and clusters McK&C 2019, Ch.3 (pp. 58-85) Finance McK&C 2019, Ch. 4 (pp. 102-113) Labor and knowledge-intensive activities McK&C 2019, Ch. 6 (pp. 174-178)	Research question + case study (due Wed 7/8)
Week 3 *7/13-17*	Spatial inequalities Glaeser 2011 (pp. 69-91) Development McK&C 2019, Ch. 7 (pp. 197-203)	Midterm paper (due Fri 7/17)
Week 4 *7/20-24*	Transport, communication, the digital economy McK&C 2019, Ch. 8 (pp. 227-234) Networks, value chains, and space Walther et al. 2019b Economic networks McK&C 2019, Ch. 9 (pp. 254-265) Cities, urban agglomeration, innovation McK&C 2019, Ch. 10 (pp. 295-303) Shane 2019	Concept framework (due Fri 7/24)
Week 5 *7/27-31*	Regional integration and borders World Bank 2009 (pp. 96-102) OECD 2019 State and governance McK&C 2019, Ch. 5 (pp. 130-142)	
Week 6 *8/3-7*	Tourism Hall and Page 2014 (pp. 1-11) Davis 2017, Ch. 9 (pp. 253-260)	Final paper (due Fri 8/7)

GEO3502 Economic Geography: Summer B 2025 Overview

Wk	Sun	Mon	Tue	Wed	Thur	Fri	Sat
				JUNE / JULY			
	21	22	23	24	25	26 **Registration**	27
1	28	29 **Class Start**	30 **Drop/Add**	1	2	3 *July 4th*	4
2	5	6	7	8 **RQ**	9	10	11
3	12	13	14	15	16	17 **Midterm**	18
4	19	20	21	22	23	24 **Concept**	25
5	26	27	28	29	30	31	1
				AUGUST			
6	2	3	4	5	6	7 **Final**	8
	9 **Grades Due**	10	11	12	13	14	15

Key	Written Assignment	Check-in Assignment	Holiday

Citation Style and Plagiarism

When using information, data, quotes, etc. from a book, article, or other source, make sure that the source is cited properly and that your paper is not plagiarized, wholly or in part. Use Google Scholar or the UF Library website to export your references in MLA, APA, Chicago, IEEE, or any referencing style you want.

General statements must be presented as follows: *Cities tend to attract creative workers (Scott 2002).* Excerpts must be presented in quotation marks to show that a particular portion of your paper is from a different source. Include the author's name, the date, and page number, as follows: *According to Glaeser (2011: 65), "national policy should strive to enrich and empower everybody".*

The Use of Artificial Intelligence

UF has embraced the use of AI throughout the curriculum, in research and in the classroom. Learning to use LLM generative AI tools (like ChatGPT) is an important skill. However, conducing original research, developing original ideas, communicating clearly, and writing well are also key skills. Further, it is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, including responses to assignments that do not acknowledge the use of generative AI tools.

To that end, <u>limited</u> use of AI tools for brainstorming ideas and refining research questions is permitted. If you use an AI tool in any assignment, you must include a brief statement at the top of the bibliography explaining:

a. precisely which AI tools were used (e.g., ChatGPT paid version, Claude Sonnet 3.7 on UFIT NaviGator);
b. how the tools were used (e.g., to refine a research idea, to check my understanding of a concept); and
c. why you used the tools (e.g., to stimulate thinking, to save time, to manage stress).

You are <u>not permitted</u> to use AI tools for drafting text/prose or in your written assignment submissions. **Any unauthorized or undocumented use of AI will be treated as plagiarism.** AI tools should be used wisely with an aim to deepen understanding.

Please review the [Student Honor Code and Student Conduct Code](#) for additional details.

Software
We will work with three programs (Excel, ArcGIS Pro, and ORA) available on [UFApps](#). The students are responsible for installing the software on their own computer or accessing UFApps. The instructor cannot be held responsible for any damage or malfunction resulting from the installation or use of the programs.

For general help using the UFApps on the Horizon platform, [visit UFIT's help page](#).
For help with ESRI login for ArcGIS Pro, [watch this step-by-step video](#).

Other Information
Please review the University's policies regarding [student conduct and conflict resolution](#), available through the Dean of Students Office [website](#). Any violations of the Student Honor Code will result in a failing grade for the course and referral to Student Judicial Affairs.

A course description is available here: https://one.ufl.edu/soc/

Books and articles can be accessed using UF's Libraries: http://cms.uflib.ufl.edu/. To find a scientific journal, please go to [Journals](#) of use [Google Scholar](#).

The course is delivered in person. It includes lectures, discussions, tutorial exercises, and case studies. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with [university policies](#).

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://gatorevals.aa.ufl.edu/

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. For additional information, please visit the University website.

This syllabus represents current plans and objectives. As the semester proceeds, those plans may need to change to enhance the class and student learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.