

## Periodic course evaluation












### SGO2200 Economic globalisation and regional development

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#### Introduction

SGO2200 introduces students to theoretical perspectives and empirical research on how economic globalisation and technological change interact in shaping development at the level of regions and countries. The first part of the course defines economic globalisation as growing functional interdependencies between countries and regions in the world economy. It proceeds to map contemporary trends, including the entry of countries such as China and India as major players. The second part is more theoretical, discussing specifically the role of multinational companies and more generally the question of industry localization in light of modern space-shrinking transportation and communication technologies. The role of the state in regulating and facilitating economic globalization will be thoroughly discussed. Critical questions concerning who are the winners and losers in ongoing global shifts are reflected upon, with emphasis on how the policies, industrial structures and institutional conditions of regions and countries determine whether they benefit or not (cf. Figure 1).

*Figure 1: Lecture plan 2021*

▾ Lectures
 1 SGO2200-2021 Introduction.pdf
 2 SGO2200-2021 The changing global economy.pdf
 3 SGO 2200-2021 Technological change and innovation.pdf
 4 SGO2200-2021 Heidi Wiig China.pdf
 5 SGO2200-2021 evolutionary economic geography
 6 SGO2200-2021 Global value chains and production networks.pdf
 7 SGO2200-2021 transnational corporations.pdf
 8 SGO2200-2021 States and globalisation.pdf
 9 SGO2200-2021 policy and institutions.pptx
 10 SGO2200-2021 Winners and losers_
 11 SGO2200-2021 Summary.pdf

In addition to the lectures, the course offers seminar teaching with two (previously three) parallel seminars starting in late January and continuing into early April. As of 2021, there are no compulsory seminar activities.

## Learning objectives & curriculum

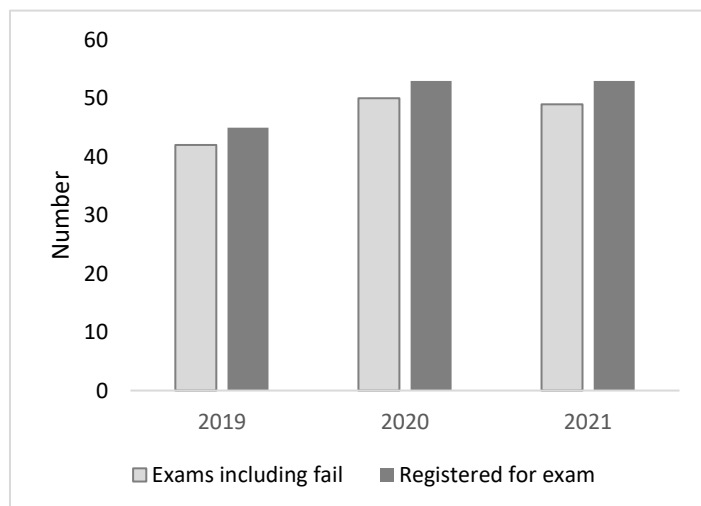
The stated goal of the course is to provide students with an understanding of some of the major changes going on in the world economy and the key actors making these changes happen. In terms of skills, they are expected to be able to analyse the role of technological change global and regional economic change, the role of transnational corporations in global and regional economic change and reflect upon the positive and negative consequences of economic globalization, and be able to distinguish between normative accounts of economic globalization and real changes that affect people's lives. The current curriculum, as confirmed by exam results, reflect well the defined learning objectives.

Peter Dickens's book "Global Shift" is the backbone of the course. Through seven editions published over more than three decades, 'Global Shift' has evolved into a very comprehensive text on economic globalization that combines theoretical insights with deep, empirical knowledge of industrial sectors and countries. However, the latest edition published in 2015 is starting to show signs of age. To compensate, the course has in recent years focused on digging deeper into theoretical perspectives connected to themes covered in the textbook. Thus, more journal articles covering recent advances in economic geography, innovation studies, research on global production networks and the role of the state have been introduced. Even so, Global Shift remains a core text and essential as it is accessible and gives an overall structure to which journal articles can be linked.

## Student interest & results

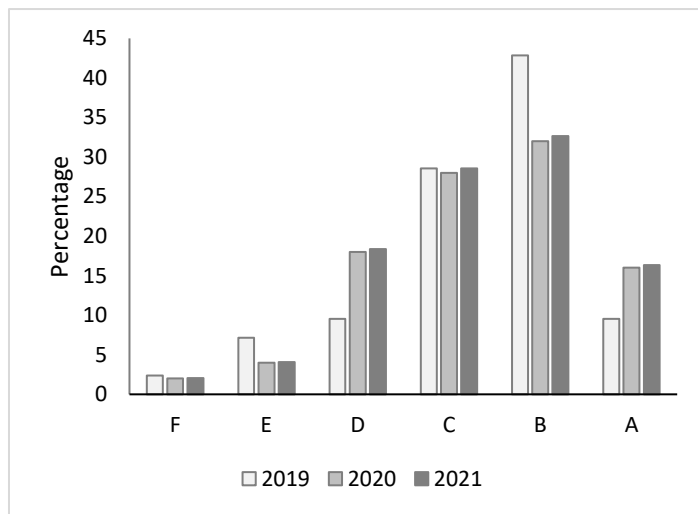
Student interest in SGO2200 has been stable during the period considered, with a slight increase in the number of exams from 42 in 2019 to 49 in 2021.

Figure 2: Candidates



The distribution of grades has also remained relatively stable. A certain over-representation of B's in 2019 gave in the two following years way to a more even distribution between B's and C's and an increase in the proportion of exams graded D or A. However, grades awarded school exams in 2019 might not be fully comparable with grades on corona-motivated home exams in 2020 and -21

Figure 3: Distribution of grades



### Comparison with prior periodic evaluation

The number of students registering for SGO2200 has increased somewhat from the average of 40 reported for the years leading up to the prior evaluation in 2018. In this evaluation, it was stressed that the students tend to fall into either one of three groups: 1) those who report that the course is fine as is, 2) those arguing the course is too difficult and more teaching is needed, and 3) those that register for the course but never show up at lectures or seminars. The general impression from the last three years is one of healthy lecture & seminar attendance, particularly in 2019 and 2020 when seminar essays were compulsory. As is reflected in exam grades, some students do find the course complex and diverse in issues covered, while others find this breadth and complexity attractive and deals with it well. To some extent, this might reflect their pre-qualifications.

### Areas of improvement

Before 2019, grades were given based on a combination of course essay and a 6-hour school exam. This reflected well the complex, multi-faceted nature of the course. When dual exams as of 2019 were no longer permitted, seminar essays were made compulsory without grading yet subject to approval by seminar leaders before the school exam. In 2020, the number of seminars was reduced from three to two, while the number of active students increased to over 50. This made formative feedback from seminar leaders to students and subsequent evaluation of extensive essays difficult due to the share size of the seminar groups. Thus, in 2021, the seminars were made voluntary without essay work. It is the opinion of the course convenor that learning outcomes, and more generally interest in economic geography, would benefit from re-introducing compulsory essays. Assuming that student interest in the course remains stable, this demands that a third seminar is re-introduced in order to ensure manageable group sizes.

The course deals with topics on which research is vibrant, meaning that efforts have to be invested in regularly updating readings complementary to 'Global Shift'.