



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Natural Sciences and Business

COURSE: ECN 2005 Global Economic Geography

Date: Spring 2019

Credit Hours: 3

Prerequisite(s): None

Delivery Method: **Lecture** **3 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: **S4903N**

CATALOG DESCRIPTION:

This introduction to diverse, global patterns of economic activity focuses exclusively on developing economies, describing their geography and populations in terms of production and trade; investment and consumption; income and inequality; and overall freedom of opportunity and well-being. The course explores theories and processes of spatial-temporal differences and the development strategies to advance human conditions in their physical and social environments. It explores domestic and international structures, models and institutions which address policies aimed to improve health, education, economic outcomes, and international relations. And presents students with cultures and contexts outside of the western world.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

Outcome 1: Understand definitions and expectations of development around the world.

Competency 1.1 – Students will discuss the who, what, how and why of development.

Competency 1.2 – Students will identify differences between growth and development.

Competency 1.3 – Students will discuss differences in values, goals and groups.

Competency 1.4 – Students will identify geographic-demographic issues in economics

Competency 1.5 – Students will discuss the three outcome objectives of development.

Competency 1.6 – Students will use basic indicators, holistic measures and relative standards of comparative economic development.

Outcome 2: Use theoretical models to evaluate development patterns.

Competency 2.1 – Students will discuss theories of linear-stage growth.

Competency 2.2 – Students will discuss theories of structural and dependency change.

Competency 2.3 – Students will discuss contemporary models of underdevelopment.

Outcome 3: Improve critical and analytical thinking skills.

Competency 3.1 – Students will identify the factors in development.

Competency 3.2 – Students will identify the determinants of growth.

Competency 3.3 – Students will analyze causes, consequences and controversies in population and economic growth.

Competency 3.4 – Students will describe rural-urban migration patterns in development.

Outcome 4: Evaluate views on global economics and develop students' perspectives.

Competency 4.1 – Students will describe poverty and inequality.

Competency 4.2 – Students will describe social welfare and at-risk/vulnerable groups.

Competency 4.3 – Students will identify the comparative amounts of income generation, production capacity, consumption levels, and wealth accumulation in new economies.

Competency 4.4 – Students will identify effects on the environment from development.

Outcome 5: Analyze the economic forces affecting different levels of development.

Competency 5.1 – Students will identify the various forms of capital in development.

Competency 5.2 – Students will identify the roles of Human Capital in development.

Competency 5.3 – Students will discuss agricultural and manufacturing transformation.

Competency 5.4 – Students will discuss different state-owned and private enterprises.

Outcome 6: Become familiar with international and domestic policies and structures.

Competency 6.1 – Students will discuss the role of civil societies, the state and markets.

Competency 6.2 – Students will use aggregate, multi-sector and cost-benefit models.

Competency 6.3 – Students will discuss the role of international trade in development.

Competency 6.4 – Students will discuss international finance and stabilization policies.

Competency 6.5 – Students will discuss Foreign Direct Investment and Fiscal Policies.

Competency 6.6 – Students will identify the role of geographic and political conflicts

Competency 6.7 – Students will discuss the role of central banks and informal finance.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	Outcome 2: Use theoretical models to evaluate development patterns.
Second Goal	
To construct a critical awareness of and appreciate diversity.	Outcome 4: Evaluate views on global economics and develop students' perspectives.
Third Goal	
To recognize what it means to act ethically and responsibly as an individual and as a member of society.	Outcome 6: Become familiar with international and domestic policies and structures.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Instructional Methods:

- Lectures and class discussions
- Exams and homework assignments Case Studies and group projects
- Analysis of contemporary global issues

INSTRUCTIONAL MATERIALS:

Textbook: *Economic Development*, 12th Edition, Pearson Publishing, Michael Todaro.

Powerpoint

Exams

Online Data Sources, including www.WorldBank.org

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = below 60

STUDENT REQUIREMENTS AND METHODS OF EVALUATION

Regular class attendance

Completion of assignments

Active participation in discussions

Group presentations and exams

