

# Course Change Request

## New Course Proposal

Date Submitted: 10/02/24 11:08 am

Viewing: **GGG 515 : Economic Geography**

Last edit: 10/02/24 11:08 am

Changes proposed by: nburtch

Are you completing this form on someone else's behalf?

No

Effective Term: Spring 2025

Subject Code: GGS - Geography & Geoinformation Science

Course Number: 515

Bundled Courses:

Is this course replacing another course? Yes

Old Course Number: GGS 615 - Economic Geography

Equivalent Courses:

Catalog Title: Economic Geography

Banner Title: Economic Geography

Will section titles vary by semester? No

Credits: 3

Schedule Type: Lecture

Hours of Lecture or Seminar per week: 3

### In Workflow

1. GGS Chair
2. SC Curriculum Committee
3. SC Assistant Dean
4. Assoc Provost- Graduate
5. Registrar-Courses
6. Banner

### Approval Path

1. 10/03/24 9:57 am  
Nathan Burtch  
(nburtch): Approved for GGS Chair

**Repeatable:** May only be taken once for credit (NR)  
\*GRADUATE ONLY\*

**Default Grade Mode:** Graduate Regular

**Recommended Prerequisite(s):**

**Recommended Corequisite(s):**

**Required Prerequisite(s) / Corequisite(s) (Updates only):**

**Registrar's Office Use Only - Required Prerequisite(s)/Corequisite(s):**

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?

**Registration Restrictions (Updates only):**

**Registrar's Office Use Only - Registration Restrictions:**

**Field(s) of Study:**

**Class(es):**

**Level(s):**

**Degree(s):**

**School(s):**

**Catalog Description:**

Analyzes pattern of distribution of world economic activity, spatial economics behind this pattern, and influence of distribution on other spatial systems.

**Justification:**

What: Creating a 500-level Economic Geography course

Why: We currently have GGS 615 Economic Geography. GGS wants to offer cross-level listings with our

undergraduate GGS 305 Economic Geography course with a graduate level. GMU policy desires cross-level listings to be within two levels (<https://universitypolicy.gmu.edu/policies/cross-level-listing-of-undergraduategraduate-courses/>). Therefore, we want to create a 500-level course. This will replace GGS 615 (which will be deactivated after this proposal is passed).

**Does this course cover material which crosses into another department?** Yes

**Impacted Departments:**

Department
ECON - Economics

**Learning Outcomes:**

**Will this course be scheduled as a cross-level cross listed section?**

**Attach Syllabus**

[GGS515syllabus.pdf](#)

**Additional Attachments**

**Staffing:**

Dr. Timothy Leslie is an urban-economic geographer and has taught economic geography at GMU for a number of years.

**Relationship to Existing Programs:**

GGS 515 will replace GGS 615 in relevant degree programs; Human Geography Core in PhD ESGS, applicable elective in MS GECA.

**Relationship to Existing Courses:**

It is intended to be cross-level listed with GGS 305. It will replace GGS 615.

**Additional Comments:**

**Reviewer Comments**

# **GGS 515: ECONOMIC GEOGRAPHY COURSE SYLLABUS, SPRING 2025, 3 CREDITS**

## **INSTRUCTOR**

Name: Dr. Timothy Leslie  
Email: [tleslie@gmu.edu](mailto:tleslie@gmu.edu)

## **COURSE BASICS**

Meeting time(s): R 4:30 – 5:45pm  
Location: Exploratory Hall 2103  
Modality: 50% synchronous, 50% asynchronous  
Course URL: [mymasonportal.gmu.edu](http://mymasonportal.gmu.edu)  
Pre-Requisites: None  
Textbook(s): None

## **SECTION I – COURSE GOALS**

Economic geography is a blend of geographic principles applied to the behavior of purchasing and spatial distribution of economic activity. Spatial economic behavior encompasses almost every aspect of our everyday life, from our phones, communication with others, to where jobs are located. This class stresses the importance of geographical, historical, social, cultural, and institutional views on the global economy. The approach taken in this course focuses on the spatial aspects of the global economy, discusses the major actors or forces of the global economy, such as communicative technologies, firms, population and migration, institutions, the environment and so on, and provides a survey of the interaction of these actors at local to global scales through the lens of the region. We also analyze patterns of distribution of world economic activity, spatial economics behind this pattern, and influence of distribution on other spatial systems.

At the end of the course, each student should have a fundamental understanding of the principles underlying the public discourse of economic growth and its regional differences. Specifically, students will meet the following learning outcomes:

- (1) understand the major forces, actors, and institutions that constitute the economic geography of everyday life, and the factors that shape the unevenness in economic lives at various scales; and
- (2) be familiar with concepts and analytical tools to analyze and solve real-world problems of economic-geographical relevance

These objectives will be completed through instructor lectures, applications of the lectures in a real-world context, and the engagement of relevant academic scholarship.

## SECTION II – LEARNING ACTIVITIES IN THIS COURSE

Students will work toward the course learning objectives in both online and in-person spaces.

Online modules provide the most direct course modality of course instruction. Through these modules you will demonstrate expertise across a range of knowledge bases after engaging relevant lectures and external materials. The applied elements of this class can be completed using a spreadsheet software (such as Microsoft Office or Google Sheets) and a web browser. The points garnered through these online modules and discussion exercises represent 25% of your overall grade.

Some modules and exercises will be specific to a set of regions chosen by each student. Conducting analysis and explaining the results within the context of the course material is key to gaining and demonstrating mastery. These regional lab assignments compromise 35% of your overall grade.

Additionally, you will be assessed in separate exam settings. Structurally, it will be mostly fill in the blank and free response, with a minimal level multiple choice and true/false. Questions in this format will be ask you to synthesize the course material together, and as such there are no provided review sheets. The second exam will be minimally cumulative. These exams represent 40% of your overall grade.

### OUTLINE & TENTATIVE SCHEDULE (subject to change)

Weeks	Weekly Topic
Week 1 - Jan 26	Intro   <i>Module Follow-Up</i>
Week 2 - Feb 2	Population   <i>Discussion Prep and Follow-Up: Population Growth and the Economy</i>   <i>Assignment: Population Pyramids</i>
Week 3 - Feb 9	Data on the Economy
Week 4 - Feb 16	Components of the Economy   <i>Discussion Prep and Follow-Up: Urban Economies</i>   <i>Assignment: Structural Economic Analysis</i>
Week 5 - Feb 23	Globalization and Development
Week 6 - Mar 2	Urban-Economic Structure   <i>Assignment: Metro-Specific Urban-Economic Analysis</i>
Week 7 - Mar 9	EXAM 1
Week 8 - Mar 16	<b>NO CLASS - SPRING BREAK</b>
Week 9 - Mar 23	Economic Base   <i>Assignment: Economic Base</i>
Week 10 - Mar 30	Spatial Divisions of Activity
Week 11 - Apr 6	Shift Share   <i>Assignment: Shift-Share</i>
Week 12 - Apr 13	Spatial Interaction
Week 13 - Apr 20	Inequality   <i>Discussion Prep and Follow-Up: Inequality</i>
Week 14 - Apr 27	Scale   <i>Discussion Prep and Follow-Up: Localization and Urbanization</i>
Week 15 - May 4	Location Science, Conclusion   <i>Module Follow-Up</i>
F Exam - May 11	EXAM 2

## SECTION III – SHARED ELEMENTS OF THE LEARNING PROCESS

### MENTAL EXPECTATIONS

When part of this course, you are expected to be respectful of your peers and your instructor in both words and actions. This has several components:

- Make the decision to come to class. There is a strong positive correlation between the percentage of classes a student has attended in the course and the student's final grade for the semester. Do what it takes to come on time, as coming late to class disturbs class activities and our learning process.
  - George Mason's policy is that if the instructor does not arrive within 15 minutes that the course meeting for the day is cancelled. This seems like an anachronism, so instead I will inform students via e-mail in advance of class (with as much notice as possible) if class is cancelled for the day. I will also contact our departmental support staff if something happened on the way to work. Failing that, assume the worst happened to me. I ask that students make sure that my story gets the proper treatment on a *Law-and-Order* episode, and that I be played by Neil Patrick Harris.
  - No unauthorized guests will be permitted in class.
- Bring a desire to participate. Learning is an active exercise in engaging the material. Focus on class and refrain from activities that are unrelated to the class during course time, regardless of the screens present. Cell phones and other communicative devices are not generally part of the pedagogical elements of this course.
- Manage your time proactively and provide space for unexpected surprises. Keeping track of course deadlines and the upcoming assignments leads to substantially increased submission quality and lower stress levels. Allow for the fact that some assignments can take more time than expected, and that your classmates may work at a faster or slower pace than you do.

### NAME PREFERENCE

The University enables students and employees to use a chosen first name and indicate their pronouns where possible, except when use of a legal name is required by institutional policy or state/federal law.

I use male pronouns (he/him), and my last name is pronounced LESS-LEE. My preference is that you address me as "Professor," "Professor Leslie" or "Dr. Leslie."

If there is a specific way that you would like to be addressed—including certain pronouns—I encourage you to let me know as well as to update your Mason file in Patriotweb. The Mason Code of Student Conduct expects that students will use the preferred name of their classmates and instructor.

### TECHNICAL CONSIDERATIONS

Activities and assignments in this course will regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system and a stable broadband Internet connection.

- All course materials posted to Blackboard or other course site are private; any materials that identify specific students (via their name, voice, or image) are not to be shared with anyone not enrolled in this class.
- Elements of the course may also incorporate web-conferencing software such as Blackboard Collaborate and Zoom. These are to be viewed privately and not shared with others in your household. For these

sessions, students are required to have a device with a functional camera and microphone for usage when they are speaking. At other times, I do not require cameras to be turned on but do appreciate it.

The ability to manage files without assistance is an underlying element of completing the course activities.

- You will likely want some form of portable (or easily accessible) electronic storage, as some of the files can become very large and numerous. I strongly suggest using a cloud service such as [OneDrive](#) (provided by Mason) or [Dropbox](#). Saving your work to a Mason machine or virtual machine is NOT reliable.
- Organizing your digital space is crucial to reliable progress and submission. I encourage developing a subfolder and naming convention that relies on something consistent such as dates or revision number (e.g. avoid “project-draft-TL-15\_submitted\_final\_fixed”, instead try something along the lines of “ProjectText\_Jan3”). Please save frequently while working on any assignments and keep separate backups.

Students seeking to use ESRI proprietary software off-campus and/or on non-Windows machines are directed to the [Citrix Virtual Lab](#), for which instructions are provided on the course website. Adobe products are limited to on-campus usage. Software keys for self-installation are not provided for any software.

When posting in an electronic space, where it is in the classroom chat or course discussion board, be cognizant of your grammar, spelling, diction, and tone. The same rules established for face-to-face discussions apply in these electronic spaces. Emoji or acronyms and abbreviations should be used judiciously.

Outside video and/or audio recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan. Recordings of class meetings that include audio or visual information from other students are private and are not to be shared.

Students must use their Mason email account to receive important University information, including messages related to this class.

- The Family Educational Rights and Privacy Act (FERPA) means that I cannot discuss your educational record with your parents, your friends, or anyone except for you without explicit written permission. Because your GMU email is the only one that can be identified as belonging to you, the only way to communicate with you via email is through your GMU address. If you send communications from a non-GMU email account, you will receive a response telling you to use your GMU email.

For elements of the course website not related to unlocking / viewing course content or direct laboratory material, I cannot serve as your technical support, and redirect you to [Mason ITS](#).

## GRADING STRUCTURE

Each student in a course will be afforded the same opportunities, held to the same requirements, and evaluated according to the same criteria, except as required by university policies on the accommodation of students with special circumstances. The expected grade breaks are the following:

<b>A</b>	<b>A-</b>	<b>B</b>	<b>B-</b>	<b>C</b>	<b>D</b>
100 - 92	91.9 - 87	86.9 - 82	81.9 - 77	76.9 - 71	70.9 - 65

If you are not satisfied with your progress during the semester, please see me as early as possible; do not wait until the end of the semester to address or bring up concerns.

In general, there are no offers for extra credit opportunities in this class, and requests are not entertained. Extra credit is extra work, and students who are having difficulty completing the required coursework seldom have the time to complete additional assignments. If extra credit opportunities do arise throughout the course of the semester, they will be announced and provided equitably to the entire class.

## SUBMISSION CONSTRAINTS

All submissions will be done through Blackboard.

- For assignments with multiple student submissions, only the grade of the most recent submission will be graded / counted.
- Assignments due on a university closure or delay date are still due on that day unless otherwise specified.
- Assignment submission occasionally causes students to demonstrate unusual behavior. Do not simultaneously email your submission to the instructor to “verify that it’s in.” Instead, you can view or download your files after uploading to confirm they are readable and is the complete and intended version.
- Unless otherwise specified, you have **one** attempt to take any quiz or exam. In person, no tests will be handed out after the first person to finish has turned in their exam.
- Unless otherwise requested, assignments should be submitted as PDF, with in-line text and tables (not screenshots).
- No links to documents stored on services such as Google Docs / Drive will be scored, only a submitted file will be graded.
- All requests for grade reconsiderations must be done via email.
- Students are responsible for ensuring that their submitted files are readable. Any corrupted file is treated as a non-submission.
- Blackboard is a difficult medium for feedback on submitted materials. If you are interested in more detailed feedback on graded material, please follow up either in class or through a scheduled meeting. Drafts are not given feedback or graded unless students come to office hours with specific questions regarding written drafts.
- Students can expect to have grades on submitted material within 4 business days of submission. Please wait at least that long to contact the instructor.

## LATE SUBMISSIONS

Due dates are a part of all elements of the course. As a general policy, late submissions are penalized, and in some cases not permitted. Bad things can happen at the last minute, and I encourage you to avoid planning for submissions at deadlines. While students will not be responsible for (documented) campus or blackboard problems that disallow submission, there are no accommodations for personal power outages, software glitches, or hardware malfunctions. Missing assignments are scored with a zero.

- The standard late work penalty is a 5% deduction for submissions less than 24 hours late, with a small but undisclosed grace period on submissions around the due date time. The penalty grows to 15% after 24 hours of the due date. These deductions are based on the total points possible for the relevant submission.
- There are posted end-of-semester cutoffs for all submissions to be graded, late or otherwise.
- If a student will miss classes due to a religious observance or participation in a University activity, they are obligated to notify the instructor within the first two weeks of the semester (University Policy AP.1.6.1). In such cases, a reasonable alternative opportunity will be provided.



- Valid documentation that could justify full credit for late submissions could include a conference program that includes your presentation, military obligations, or conflicts with university-sanctioned activities documented by an appropriate university official.

## LETTERS OF RECOMMENDATION

I can only write a letter of recommendation for you if you have completed a semester in an upper division or graduate course I have taught with a B or above.

## CONTACTING ME

I am available for support outside of class through two mechanisms: (1) appointments through zoom, and (2) email. Appointments are better suited for answering questions along the lines “How do I do \_\_\_” or “What are your thoughts on \_\_\_”, while email is for responses that are yes/no in nature. If I believe your emailed concern is sufficiently complex that an email response will be insufficient, I will generally ask you to schedule a meeting or discuss it with me in class.

1) I use a scheduling system for outside-of-class Zoom appointments rather than relying on fixed office hours. To schedule into my available time, use Calendly at <https://calendly.com/tleslie-gmu/office-hours>. However, if you still cannot find an appointment that aligns with your availability, please email me with at least three possible meeting times and we will find a mutually convenient alternative.

2) My email is listed at the top of this syllabus. **I am usually quick to respond to student e-mails**, within reason. Students who e-mail me Monday - Thursday can ordinarily expect a response within 24 hours, often sooner. Students who e-mail after 5 PM on Thursday or over the weekend can ordinarily expect a response by noon on the following Monday. As email accessibility can be variable during the day, questions regarding course elements due the same day should be sent with tempered expectations.

Student e-mails tend to do several things that try my patience. My policy is that I will not respond to certain e-mails students send. These include emails surrounding:

- The student could answer his/her own inquiry by reading the syllabus, watching the relevant videos, or reading the instructions fully. I have endeavored to provide useful content – if there are missing elements, please let me know and remedies will be applied.
- The student missed or will miss class. I do not need to know the exact reason for a missed class, and trust that you are making the best decision for you. An e-mail is likely unnecessary unless the absence involves an exam.
- The student wants to know what topics were missed during a class that was missed. The answer is always “you missed what was on the syllabus.”
- The student is protesting a grade without reference to specific points of objection. Students interested in improving their knowledge of material should schedule a meeting.
- The student is requesting that a module be made accessible without meeting the necessary requirements. The answer is “no”.
- The student is asking to round up a grade. The answer is “no”.
- The student is asking for an extra credit opportunity, often one that is specific to them. This is addressed elsewhere in the syllabus, the answer is “no”.

## **DIVERSITY AND INCLUSION**

George Mason University supports and recognizes that an inclusive and welcoming community is linked to our strategic goals and key to a high-quality education. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community engagement. I share this vision and am committed to its implementation at all levels and in all ways.

We welcome and value individuals for their uniqueness, as every student has contributions that no one else can make. Diversity is broadly defined to include such characteristics as, but not limited to, race, economic status, ethnicity, gender expression and identity, military service, national origin, first language, familial circumstances, religion, age, and disability. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to the breadth of diversity will help promote a culture of inclusion and belonging, where diverse opinions, backgrounds, and practices can be voiced, heard, and respected. All aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. Individuals are asked not to speak for the experience of others, nor to ask others to explain 'the mindset' of an identity they may have.

The content presented in this course comes from an academic history that is overwhelming white and male. I will do what is within my power to identify and step beyond racial, gender, and other boundaries in this shared educational space. All members of the learning environment are encouraged to engage with the material personally, but to also be open to opportunities to grow and learn from experiences different than their own. You are responsible for the energy, words, and behaviors you bring into the classroom.

The University promotes continuous monitoring and self-assessment regarding inclusivity. Please contact me immediately if any elements of the course or institution, including my own statements or actions, are inconsistent with the aspirations listed here, so that remedies can be implemented.

## **OFFICE OF DISABILITY SERVICES**

I am committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people.

Federal law mandates the provision of services at the university-level to qualified students with disabilities. Under the administration of University Life, [Disability Services](#) implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University.

If you are seeking accommodations for this class related to any sort of disability, detailed information about the Disability Services registration process is posted on their website. Students who suspect that they have a disability, temporary or permanent, but do not have documentation are encouraged to contact DS for advice on how to obtain appropriate evaluation. I encourage students who are considering using their accommodations to declare and discuss them with me as soon as possible, as I can only provide accommodations after receiving the authorizing documentation from Disability Services.

## **ACADEMIC INTEGRITY**

The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity and dishonest practices. There is not sufficient space here to list every possible behavior or action that constitutes cheating. Any action that undermines the academic integrity of the course, the students, or the university may constitute a violation of the policy. Three fundamental and rather simple principles to always follow:

- (1) all work submitted be your own;
- (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and
- (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification.

Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format (or similar established style). It is your responsibility to understand what constitutes plagiarism and familiarize yourself with the Honor Code. Under no circumstances is it permissible to cheat, plagiarize, steal, or lie in matters relating to academic work.

Even with independent submissions, you may discuss your ideas with others and conference with peers on drafts of the work; however, it is not appropriate to give your paper to someone else to revise. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently. If the assignment involves collaborative work, the names of all contributors should appear on the work. Content generating AI bots are not to be used unless specifically incorporated into an assignment.

Participation in some kinds of online study sites violate the Mason Honor code: these include accessing exam or quiz questions for this class; accessing exam, quiz, or assignment answers for this class; uploading of any of the course materials or exams; and uploading any of your own answers or finished work. Posting any course materials on any web site or providing any course content to someone who is not a current student without my written permission will be treated as academic misconduct, regardless of intent.

The principle of academic integrity is taken seriously, and violations are treated gravely. No grade is important enough to justify academic misconduct, and ignorance is not an excuse. Honor Code referrals on exams or course elements worth more than 15% of the overall grade will recommend a sanction of at least course failure, with other referrals recommending at least a 0 on the relevant assignment and letter grade deduction. The official GMU policies are available from the [Office of Academic Integrity](#).

## **SEXUAL HARASSMENT, SEXUAL MISCONDUCT, AND INTERPERSONAL VIOLENCE**

George Mason University is committed to providing a learning, living, and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence to promote community well-being and student success. We encourage any community member who believes that they have been sexually harassed, assaulted, or subjected to sexual misconduct to seek assistance and support.

As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of threats or occurrences of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703- 380-1434), Counseling and Psychological Services (703-993-2380), Student Health Services, or Mason’s Title IX Coordinator (703-993-8730; [cde@gmu.edu](mailto:cde@gmu.edu)).

## **MODIFICATIONS**

Occasionally circumstances that arise during the semester that necessitate changes. Should they occur, any syllabus changes or additions will be communicated and considered final.