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

Course code and semester-year: HGO4601 autumn 2021
Type of examination: *[underline the option that applies]*
Written school exam / take-home exam / term paper given topic / term paper self-chosen topic

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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:
The course introduces new directions in theory such as evolutionary economic geography, and addresses institutions and the dynamics between the local and global. It delves into debates over sustainability transitions and a more environmentally and socially aware economic geography and provide empirical examples. Students should be able to discuss central concepts such as evolution and institutions as used in economic geography and have basic knowledge of how work in the discipline deal with sustainability challenges and transitions. Given the complexity and inter-relatedness of sub-topics covered, the examination questions are formulated to allow critical thinking and reflection. This should be taken into account in the evaluation.

About specific questions/tasks:
Three-day home exam. The students are to answer two out of three questions. The two answers are to be weighted equally. There is no maximum length for individual answers but of the two combined should not exceed 3000 words excluding front page and reference lists.

Question 1

The technological innovation systems approach (TIS) and the multilevel perspective (MLP) both emphasize lock-in and lock-out (blocking) mechanism affecting transition processes. Present the two approaches with emphasis on such mechanisms. Proceed to discuss implications for policies seeking to active and accelerate transition processes in the economy.

Guidelines

A good grade demands that the two frameworks are clearly laid out and lock-in/lock-out mechanisms discussed. Candidates who elaborate on how they relate to one another, for instance, by locating emerging TIS between the niche and regime level in the multilevel perspective and locating established TIS within regimes, should be awarded with a higher marking. Discussions of policy implications drawing generally on Schot and Steimuellers (2018) elaboration of innovation policy 'frames' and Weber & Rohrachers (2012) discussion of transformational system failures should draw strongly in the direction of a high marking.

Question 2

Building on evolutionary economic geography (EEG) and the technological innovation systems (TIS) approach, Njøs et al (2020) have developed a framework for analysing interactions between territorial dynamics and technological characteristics in the emergence and growth of new industrial activities in regions (new path creation). Briefly lay out and explain the framework. Proceed to use the framework as basis for a comparative analysis of new path creation in Danish and Norwegian wind power industries and discuss what the extended framework contributes in relation to the standard EEG model of industrial change.

Guidelines

A good grade demands that the theoretical framework and its seven dimensions is clearly explained. Use of supplementary literature on EEG and TIS draw on the direction of a high marking. The main challenge here is to re-interpret the Danish and Norwegian wind power cases (represented on the reading list by Karnøe & Garud (2012) and Steen & Hansen (2018)) by using the extended EEG-TIS framework, meaning that candidates who demonstrate ability to do so should be awarded with a high marking. References to critiques of EEG presented in MacKinnon et al (2009) and extension made also by Hassink et al (2019) also draw in the direction of a high marking, particularly if providing the basis for a concluding discussion of what the combined framework contributes in relation to the standard model of path-dependent industrial evolution in EEG.

Question 3

On page 1047 in Schot and Kanger (2018), the following statement can be read: *'Tilting the playing field to enable and encourage massive green innovation that radically transform production patterns and lifestyles on a global scale could do for the world economy what the boom after World War II did for the West'.* Describe what is meant by this statement. Proceed with providing your own assessment of the statement with reference to economic, social and environmental sustainability challenges discussed in the course.

Guidelines

This is intended to be an open-ended question where creativity and reflection should be awarded. The statement itself is made in relation to the discussion in Schot & Kanger of techno-economic paradigms, and refers to the idea that institutional changes implemented to facilitate a 'great surge of development' towards a new techno-economic paradigm can solve multiple sustainability challenges. A good marking demands that candidates are able to describe what is meant by techno-economic paradigms, what characterises 'surges of development', and arguments why the economic system might be on the verge of a new surge. For a high marking to be awarded, candidates should critically assess the notion of green growth in light of sustainability challenges and dilemmas as broadly defined and discussed in the course. Readings that could be used for this purpose span from the analysis of post-Fordism provided by Vidal (2013) with related literature on productivity challenges and polarisation of people & places, through Sheppard's (2020) reflections on the current state of affairs to the green economy discussed by Bailey and Capriotti, 2014) and the notion of 'deep transitions' introduced in Schot & Kanger (2018).