

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

**Federal State Autonomous Educational Institution of Higher Education
«National Research Lobachevsky State University of Nizhny Novgorod»**

Институт экономики

УТВЕРЖДЕНО

решением Ученого совета ННГУ

протокол № 10 от 02.12.2024 г.

Working programme of the discipline

Economic geography

Higher education level

Bachelor degree

Area of study / speciality

38.03.01 - Economics

Focus /specialization of the study programme

World Economy

Mode of study

full-time

Nizhny Novgorod

Year of commencement of studies 2025

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.В.06 Экономическая география относится к части, формируемой участниками образовательных отношений образовательной программы.

2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
УК-10: Способен принимать обоснованные экономические решения в различных областях жизнедеятельности	УК-10.1: Применяет знания об основных законах и закономерностях функционирования экономики; основы экономической теории, необходимых для решения профессиональных и социальных задач УК-10.2: Применяет экономические знания при выполнении практических задач; принимать обоснованные экономические решения в различных областях жизнедеятельности УК-10.3: Использует основные положения и методы экономических наук при решении социальных и профессиональных задач	УК-10.1: Знать способы принятия экономических решений на основе проведенного анализа Уметь делать обоснованные выводы на основе проведенного анализа Владеть основами проведения анализа стран, регионов с целью принятия обоснованных экономических решений УК-10.2: Знать способы проведения анализа стран, регионов Уметь принимать обоснованные решения на основе проведенного анализа Владеть методами проведения анализа стран, регионов УК-10.3: Знать методы проведения анализа стран Уметь формулировать выводы на основе проведенного анализа Владеть методами проведения анализа стран	Тест Практическое задание Кейс-задание	Зачёт: Контрольные вопросы Проект
ПК-3: Способен анализировать и интерпретировать данные отечественной и	ПК-3.1: Формирует, анализирует и интерпретирует финансово-экономическую	ПК-3.1: Знать способы анализа и интерпретации данных, источники статистической	Тест Практическое задание Кейс-задание	Зачёт: Контрольные вопросы

зарубежной финансовой, бухгалтерской и иной информации, выявлять тенденции изменения экономических и социально-экономических показателей и использовать полученные сведения для принятия управленческих решений	информацию ПК-3.2: Выявляет тенденции и использует результаты анализа информации для принятия управленческих решений	информации Уметь анализировать и интерпретировать статистические данные Владеть навыками анализа и интерпретации статистических данных ПК-3.2: Знать методы выявления тенденции Уметь принимать решения на основе результатов анализа Владеть навыками анализа и интерпретации данных для принятия эффективных управленческих решений		Проект
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3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная
Общая трудоемкость, з.е.	4
Часов по учебному плану	144
в том числе	
аудиторные занятия (контактная работа):	
- занятия лекционного типа	32
- занятия семинарского типа (практические занятия / лабораторные работы)	32
- КСР	1
самостоятельная работа	79
Промежуточная аттестация	0 Зачёт

3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

Наименование разделов и тем дисциплины	Всего (часы)	в том числе			Самостоятельная работа обучающегося, часы
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			
		Занятия лекционного типа	Занятия семинарского типа (практические	Всего	

			занятия/лабораторные работы), часы		
	о ф о	о ф о	о ф о	о ф о	о ф о
Тема 1. General description of Economic geography	8	2	2	4	4
Тема 2. Determinants of countries' location. Natural resources' reserves	54	12	12	24	30
Тема 3. Assessment of countries' location competitiveness	47	10	12	22	25
Тема 4. Regionalization processes	34	8	6	14	20
Аттестация	0				
КСР	1			1	
Итого	144	32	32	65	79

Contents of sections and topics of the discipline

Unit 1. General description of Economic geography

Unit 2. Determinants of countries' location. Natural resources' reserves

Unit 3. Assessment of countries' competitiveness

Unit 4. Regionalization processes

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

Для обеспечения самостоятельной работы обучающихся используются:

Электронные курсы, созданные в системе электронного обучения ННГУ:

Economic geography/Экономическая география, <https://e-learning.unn.ru/course/view.php?id=5256>.

5. Assessment tools for ongoing monitoring of learning progress and interim certification in the discipline (module)

5.1 Model assignments required for assessment of learning outcomes during the ongoing monitoring of learning progress with the criteria for their assessment:

5.1.1 Model assignments (assessment tool - Test) to assess the development of the competency УК-10:

1. Historical, natural, institutional features define

a) Exogenous forces of countries' location

b) Endogenous forces of countries' location

2. Exogenous forces of countries' location are the following:

- a) Climate
- b) Variety of goods and services
- c) Human capital accumulation

3. Dispersing forces of location relate to:

- a) Endogenous forces
- b) Exogenous forces

4. Agglomerating forces of location refer to:

- a) Endogenous forces
- b) Exogenous forces

5.1.2 Model assignments (assessment tool - Test) to assess the development of the competency ПК-3:

1. Choose direct variable, when assessing countries' location attractiveness:

- a) Unemployment rate; b) Crime rate; c) GDP per capita; d) Production wastes

2. Choose indirect variable, when assessing countries' location attractiveness:

- a) Production wastes; b) Forest area; c) GDP volume; d) Volume of direct investments

3. The leading country's share globally on phosphate reserves is about

- a) 20%
- b) 40%
- c) 50%
- d) 70%

4. About _____ of global oil reserves are concentrated in the Organization of the Petroleum Exporting Countries

- a) 50%

- b) 80%
- c) 40%
- d) 20%

Assessment criteria (assessment tool — Test)

Grade	Assessment criteria
pass	55% and higher
fail	less than 55%

5.1.3 Model assignments (assessment tool - Practical task) to assess the development of the competency YK-10:

Task 1

Prepare a report in a form of presentation, where you need to reflect the following aspects:

Analyze countries' location on different aspects. For example, on entrance to other external markets, on natural resources, on investments' attractiveness (whether countries are attractive for investors, especially for external or unattractive. In order to assess it you should use statistics on foreign direct investments (statistical sources: knoema, tradingeconomics.com, wto database)), on concentration (we discussed the article on this element) and other additional aspects, which you will single out in the framework of the first two questions.

For this kind of analysis choose any 5 - 6 countries within the chosen continent and compare them on these issues.

!!! Within continents it is possible to choose for analysis the definite regions and countries within these regions (For example, Central Africa and North Africa. Countries for analysis: Angola, Burundi, Cameroon (Central Africa) and Algeria, Egypt, Libya (North Africa). The same about Europe and some other continents)).

In conclusion, you need to summarize comparative points among the analyzed countries as representatives of a continent.

Task 2

1. Based on the given information make up a system of exogenous and endogenous forces, agglomerating and dispersion forces of countries' location.

2. Define the type of agglomerating and dispersing forces (endogenous or exogenous).

Information base:

1. Exogenous forces: things that firms or individuals take as given in a location that influence their location decision.

2. Endogenous forces: Things that firms or individuals can affect, and in doing so influence other firms' or individuals' decisions on where to locate.

Economic geography is the study of where economic activity takes place and why it takes place there. People and firms choose their location to maximise their welfare and profits respectively and that various forces which can affect welfare and profits push and pull people and firms towards a particular place.

They include:

- Natural features of geography and the environment, such as climate, harbours, water sources and soil quality. These natural features ensure that not all activity takes place in cities.

- Pollution

- Informational externalities stemming from the information flows swirling through agglomerations. These include knowledge spillovers promoted by the easy movement of people between proximate firms and the greater formal and informal contact in dense areas. A spillover of ideas encourages and enables the creation of new ideas and feeds the innovation process. Telecommunications are predicted to remain a complement rather than a substitute for face-to-face contact in this process. Human capital accumulation is another externality – people may learn faster in cities and this leads to higher wage growth and higher wage levels.

- Historical features, such as the location of a capital city or the birthplace of an entrepreneur. One important historical feature that emerges with a nation state are 'border effects' – less tangible trade barriers such as a common language and culture that limit the mobility of goods and services across borders and so affect location decisions.

- Consumption benefits. Metropolitan consumers enjoy a wider variety of goods and services and a greater provision of goods such as museums and theatres. A common theme running through these agglomeration forces is the idea that higher density can lead to higher productivity. Empirical work from the United States suggests that doubling employment density can in some cases lead to a 6% increase in average labour productivity.

- Pressure on essential infrastructure such as sewerage and roads

- Higher costs for factors of production
- Institutional features, such as membership of international organisations, the regulatory framework and the legal system. Also included in this category are explicit trade barriers such as tariffs, which also limit the mobility of goods and services.
- Lower transport costs stemming from smaller distances between agents and the existence of transport hubs in cities. Lower transport costs also help to encourage specialisation as the market size is effectively enlarged.
- Economies of scale and scope in dense areas. One particular ‘scale and scope’ benefit is an increase in specialisation – this increases efficiency and promotes variety and diversity. Another benefit is a thick labour market that offers workers some ‘insurance’ of their jobs, better matching of jobs and workers and greater bargaining power for workers, allowing them to reap the benefits of their human capital investments.
- Higher costs of living, particularly housing costs
- Social problems such as crime.

!!! The balance between agglomerating and dispersing forces will differ between locations and across industries. From an efficiency point of view, it may be important to let the forces work naturally so that an agglomeration is neither stopped before it reaches its prime nor encouraged to grow beyond its natural abilities. However, this may lead to the emergence of specialised cities that have only one main industry – these cities are fragile and may be cause for concern if their industry collapses.

Task 3

Choose 5-6 countries within one continent for analysis and assess their location based on exogenous, endogenous forces, agglomerating and dispersing factors. On what kind of forces is a country characterized by favorable / unfavorable location?

5.1.4 Model assignments (assessment tool - Practical task) to assess the development of the competency IIK-3:

Task 1

Prepare a report in a form of presentation, where you need to reflect the following aspects:

Analyze countries' location on different aspects. For example, on entrance to other external markets, on natural resources, on investments' attractiveness (whether countries are attractive for investors, especially for external or unattractive. In order to assess it you should use statistics on foreign direct investments (statistical sources: knoema, tradingeconomics.com, wto database)), on concentration (we discussed the article on this element) and other additional aspects, which you will single out in the framework of the first two questions.

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!!! Within continents it is possible to choose for analysis the definite regions and countries within these regions (For example, Central Africa and North Africa. Countries for analysis: Angola, Burundi, Cameroon (Central Africa) and Algeria, Egypt, Libya (North Africa). The same about Europe and some other continents)).

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2. Define the type of agglomerating and dispersing forces (endogenous or exogenous).

Information base:

- 1. Exogenous forces:** things that firms or individuals take as given in a location that influence their location decision.
- 2. Endogenous forces:** Things that firms or individuals can affect, and in doing so influence other firms' or individuals' decisions on where to locate.

Economic geography is the study of where economic activity takes place and why it takes place there. People and firms choose their location to maximise their welfare and profits respectively and that various forces which can affect welfare and profits push and pull people and firms towards a particular place.

They include:

- Natural features of geography and the environment, such as climate, harbours, water sources and soil quality. These natural features ensure that not all activity takes place in cities.

- Pollution

- Informational externalities stemming from the information flows swirling through agglomerations. These include knowledge spillovers promoted by the easy movement of people between proximate firms and the greater formal and informal contact in dense areas. A spillover of ideas encourages and enables the creation of new ideas and feeds the innovation process. Telecommunications are predicted to remain a complement rather than a substitute for face-to-face contact in this process. Human capital accumulation is another externality – people may learn faster in cities and this leads to higher wage growth and higher wage levels.

- Historical features, such as the location of a capital city or the birthplace of an entrepreneur. One important historical feature that emerges with a nation state are ‘border effects’ – less tangible trade barriers such as a common language and culture that limit the mobility of goods and services across borders and so affect location decisions.

- Consumption benefits. Metropolitan consumers enjoy a wider variety of goods and services and a greater provision of goods such as museums and theatres. A common theme running through these agglomeration forces is the idea that higher density can lead to higher productivity. Empirical work from the United States suggests that doubling employment density can in some cases lead to a 6% increase in average labour productivity.

- Pressure on essential infrastructure such as sewerage and roads

- Higher costs for factors of production

- Institutional features, such as membership of international organisations, the regulatory framework and the legal system. Also included in this category are explicit trade barriers such as tariffs, which also limit the mobility of goods and services.

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- Economies of scale and scope in dense areas. One particular ‘scale and scope’ benefit is an increase in specialisation – this increases efficiency and promotes variety and diversity. Another benefit is a thick labour market that offers workers some ‘insurance’ of their jobs, better matching of jobs and workers and greater bargaining power for workers, allowing them to reap the benefits of their human capital investments.

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!!! The balance between agglomerating and dispersing forces will differ between locations and across industries. From an efficiency point of view, it may be important to let the forces work naturally so that an agglomeration is neither stopped before it reaches its prime nor encouraged to grow beyond its natural abilities. However, this may lead to the emergence of specialised cities that have only one main industry – these cities are fragile and may be cause for concern if their industry collapses.

Task 3

Choose 5-6 countries within one continent for analysis and assess their location based on exogenous, endogenous forces, agglomerating and dispersing factors. On what kind of forces is a country characterized by favorable / unfavorable location?

Assessment criteria (assessment tool — Practical task)

Grade	Assessment criteria
pass	Deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of the majority of the tasks
fail	Incorrect assessment of the proposed situation; lack of theoretical justification for the tasks being performed

5.1.5 Model assignments (assessment tool - Case task) to assess the development of the competency YK-10:

Case-study 1

Concentration and diversification

Being close to large numbers of productive enterprises and people confers economic advantages that cannot easily be encouraged solely through government action, nor captured by private agents. But these benefits can be identified and categorized: benefits that come from organizing production in large enterprises are called —internal economies, those shared by firms in the same industry and location are called —localization economies, and those more generally available to producers in larger urban areas due to diversity are called —urbanization economies. Spatially concentrated production and population facilitate both diversification and innovation.

For concentration and diversification, we can contrast Australia and Canada with Russia.

Russia is much less concentrated than Canada or Australia, less than the United States, and of course less than Japan. Almost three of every four Australians live in one of three cities. Similarly, two of every three Canadians live in Toronto, Montreal, or Vancouver. Sparsely populated resource-rich countries tend to have a large share of their population in a few big cities. It seems to be the best way to make use of people, the scarce resource in these countries. And academic research and empirical evidence confirm that concentration or

agglomeration helps make economies more productive and ultimately richer Russia has a much bigger population than Australia or Canada, so one should not expect the same concentration. The population is, indeed, quite spread out, outside Moscow. In Japan, which has almost the same population as Russia, a higher share exists in just two cities: Tokyo and Osaka. It is precisely because Russia is such a large country that needs to worry more about promoting concentration that comes naturally to smaller countries with relatively large populations. If oil, gas, and other mineral deposits are conceptualized as untapped underground wealth, cities can be conceived as above-ground wealth in —human capital wells. Just as wealth can be extracted from oil wells, wealth can be extracted from agglomerated populations as ideas and innovations. The difference is that even with strong governance, oil and gas resources are nonrenewable, while agglomeration economies constantly renew and multiply in metropolitan areas that are reasonably well-managed. Spatially concentrated production and populations promote specialization that nourishes economic diversification and innovation. The most innovative and diversified economies around the world are associated with dense urban agglomerations.

Questions:

1. Single out the problems connected with Concentration and diversification.
2. Find the main differences between the countries and define the reasons.
3. Is high concentration favorable for countries' attractiveness? Why? Why not?

Case-study 2

Key determinants of Location

NEW ZEALAND

New Zealand as a whole has unique natural features just as individual regions or towns do. The country's clean, green image is a draw-card, as are the many scenic attractions and adventure sport destinations. The land is ideal for agricultural industry and water sources are good. New Zealand's history has left lasting features. The country's colonial past introduced English as an official language and the traditional trade ties with Britain have helped shape international relationships and industrial structure to some extent. For people and firms for whom English language and ties with other 'Western' countries are important, these features are attractive. Other historical-type features include the common language, culture, national institutions and trust that have been built up within New Zealand and that act to bind New Zealand as a unit. Importantly, these factors act as 'border effects' and serve to limit the movement of firms and people and the mobility of goods and services across the border. For New Zealand these border effects may mean there are limits to the level of integration the country can expect to achieve with other countries. Many of New Zealand's institutional features are attractive – a democratic system of government, low levels of corruption, an established legal framework and low trade barriers for example. Other institutional features include a nuclear free stance, membership of international bodies such as the WTO and membership of various trade agreements such as CER and APEC. The regulatory framework also counts as an institutional feature.

These features are all open to adjustment by government and present options for policy.

Agglomeration forces are probably not strong for New Zealand – the country is a geographically isolated small country with a small market. The differences are stark when one examines the size and densities of cities.

The current population of **New Zealand** is **5127100**, March 31, 2022,
New Zealand population is equivalent to **0.06%** of the total world population.

New Zealand ranks number **121** in the list of countries by population.

The population density in New Zealand is 19.1 per Km² (50 people per mi²).

The total **land** area is 263,310 Km² (101,665 sq. miles).

83.9 % of the population is **urban**.

The **median age** in New Zealand is **33.1 years**.

The entire population of New Zealand is around the same size as Sydney. New Zealand faces large distances to its markets; hence transport costs are often high. However, with technological advances the cost of transporting goods and services to markets outside New Zealand has fallen over time. Economies of scale and scope may be limited as New Zealand's small population is quite dispersed across the country – cities are scattered and small by international standards. This reduces the opportunities for reaping the benefits of being in a large dense area. Informational externalities may be limited too due to the small size of New Zealand cities and simply lower absolute numbers of people participating in knowledge flows. The difficulties of tapping into knowledge spillovers increase with distance, suggesting spillover benefits from foreign knowledge may be harder to access. In New Zealand's favour the forces that encourage dispersion are not strong. Land and building costs, congestion, pollution levels and crime levels are all relatively low. These are positive features that many firms and individuals value.

Questions: 1. What types of forces influence the country's location (exogenous/endogenous).

2. Define positive and negative influence of location forces (exogenous/endogenous, agglomerating/dispersing)

5.1.6 Model assignments (assessment tool - Case task) to assess the development of the competency IIK-3:

Case-study 1

Concentration and diversification

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Questions:

1. Single out the problems connected with Concentration and diversification.
2. Find the main differences between the countries and define the reasons.
3. Is high concentration favorable for countries' attractiveness? Why? Why not?

Case-study 2

Key determinants of Location

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- Questions:** 1. What types of forces influence the country's location (exogenous/endogenous).
2. Define positive and negative influence of location forces (exogenous/endogenous, agglomerating/dispersing)

Assessment criteria (assessment tool — Case task)

Grade	Assessment criteria
outstanding	A comprehensive assessment of the proposed situation is given; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; the ability to reasonably state one's thoughts and draw the necessary conclusions.
excellent	A comprehensive assessment of the proposed situation is given; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; the ability to reasonably state one's thoughts and draw the necessary conclusions.
very good	A comprehensive assessment of the proposed situation is given; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; occasional errors are possible that are corrected by the student himself after the teacher's comment; the ability to reasonably state one's thoughts and draw the necessary conclusions.
good	A comprehensive assessment of the proposed situation is given; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; occasional errors are possible that are corrected by the student himself after the teacher's comment; the ability to reasonably state one's thoughts and draw the necessary conclusions.
satisfactory	Difficulties in comprehensive assessment of the proposed situation; incomplete theoretical justification, which requires suggestive questions from the instructor; execution of tasks with the instructor's prompt; difficulties in the formulation of conclusions.
unsatisfactory	Incorrect assessment of the proposed situation; lack of theoretical justification for the tasks

Grade	Assessment criteria
	being performed
poor	Incorrect assessment of the proposed situation; lack of theoretical justification for the tasks being performed

5.2. Description of scales for assessing learning outcomes in the discipline during interim certification

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено		зачтено				
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.
<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами.	Продemonстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с	Продemonстрированы базовые навыки при решении стандартных задач с некоторым	Продemonстрированы базовые навыки при решении стандартных задач без ошибок и	Продemonстрированы навыки при решении нестандартных задач без	Продemonстрирован творческий подход к решению нестандартных задач

	обучающегося от ответа		некоторым и недочетами	и недочетами	недочетов	ошибок и недочетов	
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Scale of assessment for interim certification

Grade		Assessment criteria
pass	outstanding	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "outstanding", the knowledge and skills for the relevant competencies have been demonstrated at a level higher than the one set out in the programme.
	excellent	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	very good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	satisfactory	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "satisfactory", with at least one competency developed at the "satisfactory" level.
fail	unsatisfactory	At least one competency has been developed at the "unsatisfactory" level.
	poor	At least one competency has been developed at the "poor" level.

5.3 Model control assignments or other materials required to assess learning outcomes during the interim certification with the criteria for their assessment:

5.3.1 Model assignments (assessment tool - Control questions) to assess the development of the competency УК-10

1. The concept of Economic geography. Branches of economic geography
2. Economic regionalization: definition and goals
3. Factors, influencing countries location (concentration, specialization etc.)
4. Determinants of countries' location
5. Exogenous forces of location
6. Endogenous forces of location
7. Agglomerating and dispersing forces of location
8. Classification of natural resources

9. Natural resources' reserves (oil, natural gas, bauxite, coal, iron ore, phosphate)
10. Principles of assessment of countries' competitiveness
11. Variables, which can be used for countries' competitiveness assessment on quality of life aspect
12. Variables, which can be used for countries' competitiveness assessment on the effectiveness of using resources
13. Variables, which can be used for countries' competitiveness assessment on investment attractiveness
14. Variables, which can be used for countries' competitiveness assessment on innovation activity
15. Regionalization processes: determinants of regionalization, reasons for regional integration, disintegration risks, drivers of regionalization

5.3.2 Model assignments (assessment tool - Control questions) to assess the development of the competency ПК-3

1. The concept of Economic geography. Branches of economic geography
2. Economic regionalization: definition and goals
3. Factors, influencing countries location (concentration, specialization etc.)
4. Determinants of countries' location
5. Exogenous forces of location
6. Endogenous forces of location
7. Agglomerating and dispersing forces of location
8. Classification of natural resources
9. Natural resources' reserves (oil, natural gas, bauxite, coal, iron ore, phosphate)
10. Principles of assessment of countries' competitiveness
11. Variables, which can be used for countries' competitiveness assessment on quality of life aspect
12. Variables, which can be used for countries' competitiveness assessment on the effectiveness of using resources
13. Variables, which can be used for countries' competitiveness assessment on investment attractiveness
14. Variables, which can be used for countries' competitiveness assessment on innovation activity
15. Regionalization processes: determinants of regionalization, reasons for regional integration, disintegration risks, drivers of regionalization

Assessment criteria (assessment tool — Control questions)

Grade	Assessment criteria
pass	Deep knowledge is demonstrated of the theoretical material. Consistent and correct answers.
fail	Lack of theoretical knowledge.

5.3.3 Model assignments (assessment tool - Project) to assess the development of the competency YK-10

For the project it is necessary to choose countries within some continent and carry out analysis on the given aspects on these countries.

1. General description of the chosen countries (3 countries) (population, square, density (people per 1 square km), industries (GDP structure), natural resources, which are developed in the chosen countries, countries' share on resources in the world)
2. Analysis of countries' location (3 countries)

Consideration of all the aspects, concerning location determinants (based on two parts of reports on location) with comparative conclusion among countries (favorable/unfavorable location on external/internal determinants, agglomerating/dispersing forces etc.)

1. Countries' competitiveness analysis on 4 aspects for 2 or 3 years (3 countries).

Comparative conclusion on competitiveness, which country is more competitive on the definite aspect, define the reasons of this kind of competitiveness.

Links for database: see in the file "Individual assignment on competitiveness analysis"

Based on the results, conclude on possibility of regionalization/integration processes, paying attention to similarities and different aspects of development.

1. Export-import structure of the countries for 2 or 3 years (3 countries)

Show pie-charts and specify factors of this kind of export-import structure, the reasons of this structure (see the presentation). Define whether this structure is effective or not. Conclude on forces, which influence this kind of structure (endogenous/exogenous, agglomerating/dispersing)

Links for database: <https://www.intracen.org/itc/market-info-tools/trade-statistics/>

1. Regionalization/integration processes (3 countries)

Analyze it from these countries view point. If there are integration processes, describe the role of regionalization for them (challenges and benefits).

Disintegration risks

Drivers for integration processes

1. General conclusion on the effective and ineffective aspect of these countries' development, based on the analysis.

5.3.4 Model assignments (assessment tool - Project) to assess the development of the competency ПК-3

For the project it is necessary to choose countries within some continent and carry out analysis on the given aspects on these countries.

1. General description of the chosen countries (3 countries) (population, square, density (people per 1 square km), industries (GDP structure), natural resources, which are developed in the chosen countries, countries' share on resources in the world)
2. Analysis of countries' location (3 countries)

Consideration of all the aspects, concerning location determinants (based on two parts of reports on location) with comparative conclusion among countries (favorable/unfavorable location on external/internal determinants, agglomerating/dispersing forces etc.)

1. Countries' competitiveness analysis on 4 aspects for 2 or 3 years (3 countries).

Comparative conclusion on competitiveness, which country is more competitive on the definite aspect, define the reasons of this kind of competitiveness.

Links for database: see in the file "Individual assignment on competitiveness analysis"

Based on the results, conclude on possibility of regionalization/integration processes, paying attention to similarities and different aspects of development.

1. Export-import structure of the countries for 2 or 3 years (3 countries)

Show pie-charts and specify factors of this kind of export-import structure, the reasons of this structure (see the presentation). Define whether this structure is effective or not. Conclude on forces, which influence this kind of structure (endogenous/exogenous, agglomerating/dispersing)

Links for database: <https://www.intracen.org/itc/market-info-tools/trade-statistics/>

1. Regionalization/integration processes (3 countries)

Analyze it from these countries view point. If there are integration processes, describe the role of regionalization for them (challenges and benefits).

Disintegration risks

Drivers for integration processes

1. General conclusion on the effective and ineffective aspect of these countries' development, based on the analysis.

Assessment criteria (assessment tool — Project)

Grade	Assessment criteria
pass	Deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of the majority of the tasks given within the project.
fail	Incorrect assessment of the proposed situation; lack of theoretical justification for the tasks.

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная литература:

1. География. Экономическая география : Учебное пособие для иностранных студентов / М. Х. Мукбиль [и др.]. - География. Экономическая география. - Санкт-Петербург : Санкт-Петербургский политехнический университет Петра Великого, 2018. - 84 с. - Книга находится в премиум-версии платформы «Русский как иностранный». - Гарантированный срок размещения на платформе до 01.07.2024 (автопродлонгация). - ISBN 978-5-7422-6242-8., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=851899&idb=0>.
2. Акавова Г. К. Общая экономическая и социальная география (практикум) : учебно-методическое пособие / Акавова Г. К., Гаджиева З. М. - Махачкала : ДГПУ, 2022. - 132 с. - Книга из коллекции ДГПУ - Социально-гуманитарные науки., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=864886&idb=0>.

Дополнительная литература:

1. Гдалин Д. А. Экономическая и социальная география мира (региональная часть). Практикум / Гдалин Д. А., Полякова С. Д., Рубцова О. В. - Санкт-Петербург : РГПУ им. А. И. Герцена, 2021. - 112 с. - Книга из коллекции РГПУ им. А. И. Герцена - География. - ISBN 978-5-8064-3016-9., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=806226&idb=0>.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

1. <https://www.gks.ru>
2. <https://www.theglobaleconomy.com/>
3. <https://trendeconomy.com/>

4. Операционная система Microsoft Windows

5. Прикладное программное обеспечение Microsoft Office

7. Материально-техническое обеспечение дисциплины (модуля)

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами, специализированным оборудованием: Проектор или ЖК-телевизор, доска.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению подготовки/специальности 38.03.01 - Economics.

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