

**Ministry of Education and Science of the Russian Federation  
Federal State Autonomous Educational Institution of Higher Education**

National Research University  
Lobachevsky State University of Nizhny Novgorod

Institute of Economics and Entrepreneurship

APPROVED  
by the decision of the Academic Council of UNN  
protocol № 6 dated 31.05.23

**Study Program of the Course**

**ECONOMIC GEOGRAPHY**

*(name of the subject (course))*

Level of Higher Education  
**Bachelor**

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Area of Study  
**38.03.01 «Economics»**

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Program  
**World Economy**

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Form of Training  
**Full - Time**

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Nizhny Novgorod

2023

## 1. The Place of the Course in the Structure of the Main Education (Degree) Program

The course is the part formed by the participants of educational relations Б1.В.06. “Economic geography”.

№	The place of the discipline in the curriculum of the educational program	Стандартный текст для автоматического заполнения в конструкторе РПД
1	Block 1. Disciplines (modules). The part formed by the participants of educational relations	Academic discipline Б1.В.06 Economic geography is the part formed by the participants of educational relations Area of Study 38.03.01 Economics

## 2. The planned learning outcomes, correlated with the planned learning outcomes of the educational program (competencies and indicators of competencies achievement)

Competencies	The planned learning outcomes, in accordance with the indicator of achievement of competence		Assessment tools
	Indicator of competence achievement * (код, содержание индикатора)	Learning outcomes **	
UC-10. Is able to make sound economic decisions in different areas of life	UC-10.1. Is able to apply knowledge of the basic laws and regularities of the economy's functioning; basics of economic theory required to solve professional and social tasks	<i>To be able to</i> draw informed conclusions based on the analysis performed <i>To know</i> the ways of making economic decisions based on the analysis <i>To have the skills</i> on basic analysis of countries, regions in order to make informed economic decisions	Test, practical assignments, case-study, project
	UC-10.2 Is able to apply economic knowledge when solving practical tasks; make reasonable economic decisions in different spheres of life	<i>To be able to</i> make informed decisions based on the analysis <i>To know</i> approaches to analysis of countries, regions	Test, practical assignments, case-study, project
	UC-10.3 Is able to use the main principles and methods of economic sciences when solving social and professional tasks	<i>To have the skills</i> of countries'/ regions' analysis	

PC-3. Is able to analyze and interpret data from domestic and foreign financial, accounting and other information, identify trends in economic and socio-economic indicators and use the information to make managerial decisions	PC 3.1. Generates, analyses and interprets financial and economic information	<i>To be able</i> to analyze and interpret statistical data <i>To know</i> the ways of analyzing and interpreting data, sources of statistical information <i>To have the skills</i> to analyze and interpret statistical data	Test, practical assignments, case-study, project
	PC 3.2. Identifies trends and uses the results of information analysis to make managerial decisions	<i>To be able</i> to make decisions based on the results of the analysis <i>To know</i> methods of identifying trends <i>To have the skills</i> to analyze and interpret data to make effective management decisions	Test, practical assignments, case-study, project

### 3. The Structure and Content of the Course

#### 3.1 Workload of the Course

	Full - Time
<b>Total number of credits</b>	<b>4 3ET</b>
<b>Hours according to the curriculum</b>	<b>144</b>
<b>including</b>	
<b>Contact work with the teacher:</b>	
- Lectures	<b>32</b>
- Seminars (practical classes / laboratory work)	<b>32</b>
<b>Student's independent work</b>	<b>79</b>
<b>Control</b>	<b>1</b>
<b>Midterm Assessment - Exam</b>	

#### 3.2. Content of the Course

Modules or topics	Workload (hours)	Including				
		Contact Work				Independent work
		Lectures	Seminars	Lab classes	Total	
Unit 1. General description of	8	2	2		4	4

Economic geography						
Unit 2. Determinants of countries' location. Natural resources' reserves	54	12	12		24	30
Unit 3. Assessment of countries' competitiveness	47	10	12		22	25
Unit 4. Regionalization processes	34	8	6		14	20
Control	1	-	-		1	-
Total	144	32	32		65	79

Practical classes (seminars) are organized with elements of practical training, that provides the implementation of certain activities related to future profession.

Practical training includes practical tasks on the part “Determinants of countries’ location”.

4 hours are allocated for practical training (seminars) in the form of practical training.

Practical training is aimed at the formation and development of:

- practical skills in accordance with the profile of the program: analytical.
- competencies:

PC-3. Is able to analyze and interpret data from domestic and foreign financial, accounting and other information, identify trends in economic and socio-economic indicators and use the information to make managerial decisions.

UC-10. Is able to make sound economic decisions in different areas of life

Ongoing monitoring of academic performance is carried out within the framework of seminar-type classes.

#### **4. Methodological support for students' independent work**

<b>Assessment tools</b>	<b>Form of assessment</b>
Test	Assessment of tests' results
Practical assignments	Checking practical assignments

Questions for final control, tasks for current control and Midterm Assessment based on the learning outcomes of the discipline are given in 5.2.

An online course created in the UNN e-learning system is used to ensure the independent work of students (Economic geography, <https://e-learning.unn.ru/course/view.php?id=5256>), - <https://e-learning.unn.ru/>

A significant role in the study of the discipline is given to independent work of students; its scope is defined by the curriculum. Independent work is a form of out-of-classroom activities mandatory for each student.

In the course of their independent work, students familiarize themselves with theoretical material from textbooks and monographs given in the list of recommended literature, solve practical problems, prepare for seminars, write papers, essays, take electronic tests in the learning mode, answer self-test questions. Independent work can be done in the reading halls of the library or at home. Self-checks in the course of independent work may be in the form of electronic tests or credit tasks. At the end of studies, there is a regular test.

Independent work is intended to familiarize the student with certain sections of the course and additional materials, it gives the opportunity to study the main topics in-depth, to acquire new knowledge, skills, abilities. Independent work is based on the use of recommended materials and envisages tasks of various types.

Students' independent work includes:

- the collection and study of materials necessary for participation in interactive games, and other forms of interactive work;
- preparation of the tasks most relevant to discipline topics;
- preparation for current assignments and testing;
- preparation for the final test.

The main organizational principle of students' independent work is an integrated approach aimed at developing critical thinking of students and promoting diversified activities.

Control of students' knowledge includes:

- Monitoring the work on practical tasks, taking into consideration the degree of activity of each student and timely performance of assignments.
- Preparation of detailed answers on topical issues.
- Monitoring the progress of testing based on the study of selected topics and modules of the discipline.
- The final assessment in the form of the final written test or oral answer.
- The final grade is based on the results of the student's work within practical classes, reports, results of ongoing work and final testing.

Independent work is an out-of-class type of activities designed to familiarize the student with certain parts or topics of the course with the recommended materials and to prepare individual assignments for the course.

The main principle of organization of students' independent work is an integrated approach aimed at developing critical thinking of students and promoting diverse activities.

Monitoring students' current progress is envisaged after studying each module. The students will be evaluated by conducting tests, writing essays and tests on the subjects they have studied. Oral answers during seminars and practical classes will also be assessed. The results of current work and tests will be taken into account to determine the final grade.

#### INSTRUCTIONS FOR STUDENTS

The study of the theoretical material is determined by the curriculum of the discipline which is included into the plan of study and the list of recommended literature. It is necessary to recapitulate the material of previous topics, as well as the material of the preceding academic disciplines that serves as the base of the topic being studied. When preparing for the practical lesson, you must study the lecture materials and read the recommended literature. The material studied should be analyzed in accordance with the lesson plan, and then the degree of assimilation of the material should be verified.

Practical classes are inseparably connected with homework as the main part of independent work. They are part of a systematic study in combination with the theoretical material. The

knowledge and skills acquired are assessed within the framework of interim and final attestation (tests and exams) .

Independent work is carried out with the purpose of deepening of knowledge and includes:

- recapitulation of the material studied in class, reading the recommended literature;
- preparation for practical classes;
- implementation of group and individual assignments;
- work with electronic sources;
- preparation for the final test.

Students' independent work consists of the study of literature complementing the material presented in the lectures.

It is assumed that, having listened to the lecture, students should refer to the literature from the main bibliographical lists of books, then search for the necessary additional information and critically evaluate the material from the Internet sites.

Students should master the skills of bibliographic search, including search in the Internet resources, they should learn how to compare different points of view and determine research methods.

It is important to plan time for independent work for the entire semester and it is necessary to set aside some time for recapitulation of the material.

In their preparation for the pass/final control, students should be guided by the list of questions for the final control on the course. They must understand the basic concepts of the discipline.

## 5. Evaluation tools for Midterm Assessment based on the learning of the course material, includes:

### 5.1. Criteria for assessing learning outcomes

Learning outcomes	Assessment criteria						
	«Poor»	«Unsatisfactory»	«Satisfactory»	«Good»	«Very good»	«Excellent»	«Perfect»
	FAIL		PASS				
<u>Knowledge</u>	Lack of theoretical knowledge.  Inability to assess the completeness of knowledge due to the student's refusal to answer	The level of knowledge is below minimum requirements. There has been serious errors.	Minimum acceptable level of knowledge. A lot of errors were made.	The level of knowledge corresponds to the program. A few errors were made	The level of knowledge corresponds to the program.  A few minor flaws were made	The level of knowledge corresponds to the program. There are no flaws.	The level of knowledge exceeds the level required in the training program.
<u>Abilities</u>	Lack of minimal abilities and skills.	Basic abilities and skills in solving standard tasks are not	Basic abilities and skills are demonstrated. Typical tasks with non-	All basic abilities and skills are demonstrated. All the main	All basic abilities and skills are demonstrated. All the main	All the basic abilities and skills are demonstrated.	All the basic abilities and skills are demonstrated.

	Inability to assess the completeness of knowledge due to the student's refusal to answer	demonstrated.  There has been serious errors.	serious errors were solved. All tasks are completed, but not in full.	tasks with non- serious errors have been solved. All the tasks were completed, in full, but some of them were incomplete.	tasks have been solved . All tasks are completed, in full, but some with shortcomings.	All the main tasks are solved with some minor shortcomings, all the tasks are completed in full	All the main tasks have been solved. All tasks are completed, in full, without any shortcomings
<u>Skills</u>	Lack of skills of the material.  Inability to assess the completeness of knowledge due to the student's refusal to answer	Basic skills in solving standard tasks are not demonstrated  There has been serious errors.	There is a minimal set of skills in solving standard tasks with some shortcomings	Basic skills in solving standard tasks are demonstrated with some shortcomings	Basic skills in solving standard tasks are demonstrated without errors and shortcomings	Skills in solving non-standard tasks are demonstrated without errors and shortcomings.	A creative approach to solving non-standard tasks is demonstrated

**Scale for the assessment of the learning outcomes:**

<b>Assessment</b>		<b>Training level</b>
	<b>Perfect</b>	All competencies (parts of competencies) are formed at a level not lower than "Perfect". Knowledge, skills, and proficiency in the relevant competencies are demonstrated at a level higher than the program provides
<b>PASS</b>	<b>Excellent</b>	All the competencies (parts of competencies) are formed at a level not lower than "excellent", at least one competence is formed at the "Excellent" level.
	<b>Very good</b>	All the competencies (parts of competencies) are formed at a level not lower than "Very good", at least one competence is formed at the "Very good" level.
	<b>Good</b>	All the competencies (parts of competencies) are formed at a level not lower than "Good", at least one competence is formed at the level of "Good".
	<b>Satisfactory</b>	All the competencies (parts of competencies) are formed at a level not lower than " Satisfactory ", at least one competence is formed at the level of " Satisfactory ".
<b>FAIL</b>	<b>Unsatisfactory</b>	All the competencies (parts of competencies) are formed at a level not lower than " Unsatisfactory ", no one competence is formed at the level of " Poor ".
	<b>Poor</b>	At least one competence is formed at the " Poor " level

**Typical assignments or other materials necessary for the assessment of learning outcomes.**

**5.2.1 QUESTIONS FOR PASS/FAIL FINAL CONTROL**

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

**5.2.2. Standard tests for assessing the competence formation UC-10, PC-3**

UC-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

PC-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%

### Criteria for Evaluating Multiple Choice Tests

Estimated Indicator	Necessary Amount of Points for getting :			
	Pass/Fail Test	Grade		
		Satisfactory	Good	Excellent
	55% and higher	55% and higher	70% and higher	85% and higher
Number of Questions :				
10	6	6 - 7	8 - 9	10
15	8	8 - 10	11 - 13	14 - 15
20	11	12 - 14	15 - 17	18 - 20
25	13	13 - 18	19 - 22	23 - 25

### 5.2.3. Standard tasks for assessing the competence formation UC-10, PC-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.

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?

#### **5.2.3. Case-studies**

##### **UC-10, PC-3**

#### **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 Km<sup>2</sup> (50 people per mi<sup>2</sup>).  
The total **land** area is 263,310 Km<sup>2</sup> (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)

#### Criteria for Evaluation of Participation in a Case Study

5 ("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.
4 ("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.
3 ("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.
2 ("fail")	incorrect assessment of the proposed situation; lack of theoretical justification for the tasks being performed

#### 5.2.4. Project

##### Complex assignment - UC-10, PC-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.)
3. 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.
4. 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/>
5. 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
6. General conclusion on the effective and ineffective aspect of these countries' development, based on the analysis.

## **6. Methodological and information support for the course**

### **a) Main literature:**

1. Electronic course «Economic geography» (<https://e-learning.unn.ru/course/view.php?id=5256>) - <https://e-learning.unn.ru/>
2. Riccardo Crescenzi, Marco Percoco Geography, Institutions and Regional Economic Performance (2013) <https://link.springer.com/book/10.1007/978-3-642-33395-8>

### **б) Additional literature:**

1. Barney Warf Encounters and Engagements between Economic and Cultural Geography (2012) <https://link.springer.com/book/10.1007/978-94-007-2975-9>

### **B) Internet Resources and Software**

1. <https://www.theglobaleconomy.com/economies/>
2. <https://trendeconomy.com>
3. <https://www.wto.org>

## **7. Logistical support for the course**

Special classrooms are used for conducting lectures and seminars, group and individual consultations, ongoing monitoring and intermediate certification, as well as for students' independent work. These rooms are equipped with specialized furniture and technical teaching aids for presenting educational information to a large audience: a computer, a projector or LCD TV, a speaker and microphone (if necessary), and a whiteboard.

For lecture-type classes, sets of demonstration equipment and educational visual aids are offered to provide thematic illustrations that correspond to the program of a given subject.

Premises for students' independent work are equipped with computers that provide connection to the Internet and access to Lobachevsky University's electronic information and educational environment.

The program was compiled in accordance with the requirements of the UNN's own educational standard and the Educational Program in the field of "Economics", the profile is "World Economy".

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The program was approved at a meeting of the Methodological Commission of the Institute of Economics and Entrepreneurship 31.05.23, № 6.