



Subject card

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|---|--|---|-------------------------------------|------------|--|---------|-----|
| Subject name and code | Socio-economic geography, PG_00068295 | | | | | | |
| Field of study | Spatial Development | | | | | | |
| Date of commencement of studies | October 2026 | Academic year of realisation of subject | | | 2026/2027 | | |
| Education level | first-cycle studies | Subject group | | | Obligatory subject group in the field of study Humanistic-social subject group | | |
| Mode of study | Full-time studies | Mode of delivery | | | at the university | | |
| Year of study | 1 | Language of instruction | | | Polish | | |
| Semester of study | 1 | ECTS credits | | | 4.0 | | |
| Learning profile | general academic profile | Assessment form | | | exam | | |
| Conducting unit | Department of Urban Design and Regional Planning -> Faculty of Architecture -> Faculties of Gdańsk University of Technology | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | prof. dr hab. Elżbieta Wojnicka-Sycz | | | | | |
| | Teachers | prof. dr hab. Elżbieta Wojnicka-Sycz | | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 30.0 | 30.0 | 0.0 | 0.0 | 0.0 | 60 |
| | E-learning hours included: 0.0 | | | | | | |
| Learning activity and number of study hours | Learning activity | Participation in didactic classes included in study plan | Participation in consultation hours | Self-study | SUM | | |
| | Number of study hours | 60 | 5.0 | 35.0 | 100 | | |
| Subject objectives | The aim of the course is to familiarize students with the basic concepts of economic geography, taking into account the impact of the international economy, as well as to familiarize students with the factors determining the level and dynamics of development of various territorial units and the resulting spatial changes in economic systems. | | | | | | |
| Learning outcomes | Course outcome | Subject outcome | | | Method of verification | | |
| | [K6_U71] is able to apply knowledge from humanistic, social, economic or legal sciences in order to solve problems in a social environment | is able to apply knowledge from the humanities or social sciences or economics or law to solve problems in the social environment | | | [SU3] Assessment of ability to use knowledge gained from the subject | | |
| | [K6_W71] has general knowledge in humanistic, social, economic or legal sciences | has general knowledge in the field of humanities or social or economic or legal sciences | | | [SW1] Assessment of factual knowledge | | |
| | [K6_W05] has knowledge in the field of city and region development management and implementation of investment projects, and also knows the principles of conducting business related to space management and general principles of creating and developing forms of individual entrepreneurship | He knows the principles of managing development and running a business related to space management. | | | [SW2] Assessment of knowledge contained in presentation [SW1] Assessment of factual knowledge | | |

| Subject contents | <p>Course content – lecture Economic geography:</p> <ul style="list-style-type: none"> - Subject of economic geography - Directions of contemporary thought development in the field of economic geography, new economic geography. - Spatial organization of the economy - Analysis of clusters as a trend of the new economic geography. - Human, social and intellectual capital as development factors. Economic theories of migration. - Capital conditions for development. International capital flows. - Institutional determinants of development. - Demand conditions for spatial development, location and consumption patterns and development. | | | | | | | | | | | | | | | | | |
|--|---|--|-------------------------------|--------------------------|-------------------|-------------------------------|-----------------------------------|-------|-------|-----------------------------------|-------|-------|-------------------|-------|-------|-----------------------|-------|------|
| Prerequisites and co-requisites | Knowledge of geography and social science from high school. | | | | | | | | | | | | | | | | | |
| Assessment methods and criteria | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Subject passing criteria</th> <th style="width: 33%;">Passing threshold</th> <th style="width: 33%;">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>Egzamin pisemny - pytania otwarte</td> <td>50.0%</td> <td>45.0%</td> </tr> <tr> <td>Egzamin pisemny - pytania otwarte</td> <td>50.0%</td> <td>25.0%</td> </tr> <tr> <td>Kolokwium pisemne</td> <td>50.0%</td> <td>25.0%</td> </tr> <tr> <td>Praca własna studenta</td> <td>50.0%</td> <td>5.0%</td> </tr> </tbody> </table> | | | Subject passing criteria | Passing threshold | Percentage of the final grade | Egzamin pisemny - pytania otwarte | 50.0% | 45.0% | Egzamin pisemny - pytania otwarte | 50.0% | 25.0% | Kolokwium pisemne | 50.0% | 25.0% | Praca własna studenta | 50.0% | 5.0% |
| | Subject passing criteria | Passing threshold | Percentage of the final grade | | | | | | | | | | | | | | | |
| | Egzamin pisemny - pytania otwarte | 50.0% | 45.0% | | | | | | | | | | | | | | | |
| | Egzamin pisemny - pytania otwarte | 50.0% | 25.0% | | | | | | | | | | | | | | | |
| | Kolokwium pisemne | 50.0% | 25.0% | | | | | | | | | | | | | | | |
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| Recommended reading | Basic literature | <p>Kuciński K., 2009, Geografia ekonomiczna, Wolters Kluwer Polska, Kraków</p> <p>E. Wojnicka-Sycz 2013, Model terytorialnego biegunu wzrostu jako systemu czynników rozwojowych, WUG, Sopot</p> <p>Coe M.N., Kelly F.P., Yeung H.W.C., 2013, Economic Geography. A contemporary introduction.</p> | | | | | | | | | | | | | | | | |
| | Supplementary literature | <p>Domański R., 2003, Geografia ekonomiczna. Ujęcie dynamiczne, PWN, Warszawa</p> <p>Zaucha Jacek, Rola przestrzeni w kształtowaniu relacji gospodarczych. Ekonomiczne fundamenty planowania przestrzennego w Europie Bałtyckiej, FRUG, Gdańsk 2007,</p> <p>E.Wojnicka-Sycz (2018) The Successful Transition to a Knowledge-Based Development Path of a Less-Developed Region. Growth and Change, vol 49., Issue 3, September 2018</p> | | | | | | | | | | | | | | | | |
| | eResources addresses | | | | | | | | | | | | | | | | | |
| Example issues/ example questions/ tasks being completed | <p>What is a place, an economic and geographic space. Core-periphery model, growth poles New economic geography Clusters Innovation</p> | | | | | | | | | | | | | | | | | |
| Practical activities within the subject | Not applicable | | | | | | | | | | | | | | | | | |

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