

**B - Course Revision Form V. 7.2022 : Entry # 3424****DEAN Decision**

Approved

**Today's Date**

02/05/2025

**DEAN Comments**

This makes for a great addition to the courses meeting the ITG requirements.

**EPC Decision**

Approved

**Today's Date**

03/07/2025

**GEC Decision**

Approved

**Today's Date**

03/28/2025

**APIRC Decision**

Approved

**Today's Date**

04/04/2025

**Begin Form****Today's Date**

01/31/2025

**Your Name**

Peter Summers

**Your Email:**[psummers@highpoint.edu](mailto:psummers@highpoint.edu)**Are you a Department Chair?**

No

**Department Chair Name**

**B - Course Revision Form V, 7.2022 : Entry # 3424**

Jerry Fox

**Email address of your Department Chair**[jfox@highpoint.edu](mailto:jfox@highpoint.edu)**By checking below, I certify that my department chair has seen and approved the course revisions that are in this proposal**

Yes

**Please select the appropriate school overseeing this proposal:**

Business

**When should this proposal take effect?**

Spring 2026

**Are you submitting multiple courses for revision from the same department?**

No, just one

**Please list all of the courses that you are submitting revisions for:**

| Course Prefix | Course Number | Course Title    |
|---------------|---------------|-----------------|
| ECO           | 3035          | Economic Growth |

**What would you like to revise?**

- Learning Outcomes

**Are you also revising any of the following for this course?**

- Change course designator

**Gen Ed & Academic Program Information****Is this a revision to meet new Gen Ed requirements?**

Yes

**Which area(s) of Gen Ed does your proposal seek for approval?**

- Integrative Course [ITG]

**Please provide a rationale for how your course is integrative. Please explain how you weave in different disciplines or fields of study. If your course is housed within one discipline, please explain how the epistemologies you integrate within the course are different from one another.**

This course studies long-term economic growth and cross-country income disparities. A broad consensus in economics holds that these differences are due to a set of proximate causes. In general, richer countries invest more in physical capital (machines,

**B - Course Revision Form V. 7.2022 : Entry # 3424**

tools, roads, etc.), human capital (education, training), and development of new ideas (research & development, intellectual property).

These proximate causes are in turn influenced by the institutions within each country that shape incentives to invest resources in various activities. These institutions include:

legal systems (property rights, access to the judicial system, etc.), political systems (suffrage, transparency of government, accountability of ruling parties, etc.), economic systems (competitive markets, regulatory frameworks, etc.), and so on.

In addition to presenting standard economic models, this course addresses aspects of the institutional differences among countries and over time, by studying factors such as: colonial history, geography and resource abundance, culture, gender equity, systems of government, etc. Previous sections of the course have had students prepare a case study of a randomly-assigned country that highlights each of these areas and how they explain its relative wealth or poverty.

**Will this course be team-taught?**

No

**Is this course part of an academic program?**

- This course does not currently fulfill academic program requirements

**Does this course, as revised, include any community engagement?**

No

**Is this course part of GoGlobal?**

No

**Does this course count towards a major or a minor?**

Yes

**Please list the course(s) and whether they are required or electives for the major/minor.**

| Course Prefix/Number | Name of Major and/or Minor?                                                                                | Required or Elective? |
|----------------------|------------------------------------------------------------------------------------------------------------|-----------------------|
| ECO 3035             | Business Analytics & Economics major, all other PSB majors, Economics minor, International Relations major | Elective              |

**Is this course cross listed?**

No

**Choose the department designator for your course from the list below.**

---

**Curriculum Review Information**

**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course in the box below.**

**B - Course Revision Form V. 7.2022 : Entry # 3424**

Integrative Learning: Synthesize concepts, theories or frameworks of fields of study and apply them to situations or problems

Creative Problem Solving: Analyze a problem and develop innovative solutions to address it effectively

**If you have Gen Ed learning outcomes, please address the kinds of assessments you may use for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity, etc.)**

Integrative Learning and Creative Problem Solving:

Students analyze data for specific countries and/or country groups along various dimensions: economic, political, historical, cultural, etc. Some examples are: life expectancy, income per person, average educational attainment for males and females, democracy scores, perceived corruption, and colonial history. Previous sections of the course have randomly assigned countries to students that they research over the semester through individual and group assignments. Students use these assignments to build a final project or case study showcasing their country's growth history. Some of these analyses could also be incorporated into homework or exam questions.

One example is to have students work in groups based on colonial history (former Spanish colonies, former British colonies, etc.) and compare the average income of their group to the world average, or possibly their country's income with the group average.

Another type of assignment has students perform counterfactual exercises using the theoretical tools of the course. For example, they may be asked to estimate how much richer their country would be if its educational attainment for women was equal to that for men.

All of these assignments involve problem solving skills, as students must determine the best way to link abstract concepts such as "human capital" or "democratic institutions" into measurable quantities such as years of schooling or democracy scores.

**If this course proposal affects any other departments, please describe the consultation and approval that you've received and from whom in the box below.**

When I originally proposed the course, I consulted with Dr. Mark Setzler to determine its suitability as an elective for the International Relations major.

**Sample Syllabus**

- [ECO-3035-Syllabus.docx](#)