B - Course Revision Form V. 7.2022 : Entry # 3417

DEAN Decision

Approved

Today's Date

01/31/2025

DEAN Comments

I'm glad the Economics Department continues to offer more Integrative Learning courses for the HPU Lead Curriculum.

EPC Decision

Approved

Today's Date

03/07/2025

GEC Decision

Approved

Today's Date

03/14/2025

APIRC Decision

Approved

Today's Date

04/04/2025

Begin Form

Today's Date

01/31/2025

Your Name

Jerry FOX

Your Email:

JFOX@HIGHPOINT.EDU

Are you a Department Chair?

Yes

By checking below, I certify that my department chair has seen and approved the course revisions that are in this proposal

B - Course Revision Form V. 7.2022 : Entry # 3417

Yes

Please select the appropriate school overseeing this proposal:

Business

When should this proposal take effect?

Fall 2025

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	3460	International Economics

What would you like to revise?

- Learning Outcomes

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.

Integrative Course Proposal: International Economics (ECO 3460)
Submitted by: Jerry Fox, Economics Department Chair
Submitted on: January 30, 2025

Please provide a rationale for how this international economics course is integrative. Please explain how you weave in different disciplines or fields of study. Please explain how the epistemologies you integrate within the course are different from one another.

The Integrative learning outcomes:

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

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

These integrative learning outcomes are addressed and evaluated through various course components and assignments. This

B - Course Revision Form V. 7.2022 : Entry # 3417

includes conventional assessment tools such as exams and homework. Additionally, more in-depth integrative assignments are administered which involve critical thinking and problem-solving elements. This may include a research paper, project, or presentation, and/or essays on international economic subjects that have interdisciplinary aspects. The in-depth assignments involve subjects with integrative facets, such as globalism, international economic perspectives, or important international politico-economic problems.

Integrative Nature of the International Economics Course

This course contains important integrative features that will empower students to critically analyze international events and issues from a broader perspective. In particular, the course considers concepts, theories, and issues relating to the discipline of international economics, but involving political interconnections. The course also takes into account cultural attitudes regarding international market forces, economic outcomes across countries, and governmental strategies. By taking an integrative approach, this course helps students gain a better understanding and appreciation of the challenges of globalism and its many complexities. The course synthesizes insights drawn from economics, politics, and cultural influence.

Weaving Economics, Political Science, and Cultural Factors into the Course

1. Economics:

The core of the course emphasizes international economic theories and frameworks, as well as various measures of economic performance. This includes theories such as comparative advantage, supply and demand, and purchasing power parity. Economic effects associated with free trade versus trade protectionism are examined, including the possibility of trade wars. International investment and financial subjects include topics such as MNCs, exchange rates, international debt, the flow of funds across nations, and balance of payments crises.

2. Political Science:

International trade and finance topics are examined in the context of international politico-economic structures. This includes the role of regional and global economic agreements. The class examines the political and economic roles of international institutions like the UN, the WTO, the World Bank, and the International Monetary Fund. The economic and political aspects of regional agreements are also studied, such as the European Union (EU), the European Monetary Union (EMU), the U.S.-Canada-Mexico Agreement (USMCA), and the Regional Comprehensive Economic Partnership (RCEP).

The course considers the influence of political elements, such as democracy, partisanship, autocracy, and public opinion. The class explores the impact of these political institutions and pressures upon government policies that affect the the international dimensions of a country’s economy, as well as the regional economy, and the world economy.

3. Cultural Considerations:

The course takes into account social attitudes on the international economy and the government’s role. Cultural sentiment is explored regarding matters such as trade, labor migration, employment, international investment, the environment, and foreign aid. Students learn about how a country's cultural values impact private enterprise as well as governmental agendas. Societal views are examined with respect to the role of markets versus the state in international politico-economic relations.

Differentiating Epistemologies

1. Economics-related Epistemology:

Economics theories, economic measurements, and some statistical methods are employed in this course. Students take into account theoretical cause-and-effect constructs, efficiency criteria, economic tradeoffs, and empirical economic data. These tools are used to measure, understand, and predict economic trends and results. In the international economics course, theories include models such as comparative advantage, the supply and demand framework applied to free trade, trade protectionism, and

B - Course Revision Form V. 7.2022 : Entry # 3417

exchange rates. Additionally, the purchasing power parity method is used to understand exchange rate movements.

Quantitative methods in the course include the use of descriptive economic statistics and the interpretation of economic trends, or even the creation of trend lines using international economic data. In this course, MS Excel is often used as a tool to apply economic theories or infer the meaning of international economic numbers.

2. Political Science-related Epistemology:

Normative approaches are used to evaluate the fairness or equity of international economic policies and performance. For instance, ethical criteria are considered such as “who benefits” and “who loses” as a result of government policies and international market forces. Wealth and income disparities within and among countries are examined. The ethical, social, and environmental effects of multinational corporations are explored. Another factor is the historical context that shapes international economic and political patterns, decisions, and institutions.

Fulfillment of Integrative Learning Outcomes

Research Paper, Project, Presentation, or Essays

The coursework includes a range of assessment components. This may include class discussions, case studies, group work, homework, in-class assignments, and quizzes that test the students’ knowledge of international economic topics which overlap with political or cultural dimensions.

In addition, the class includes substantial student assignments that involve integrative and critical thinking elements. The course work enables students to better synthesize and understand international issues that interrelate with economics, politics, and cultural outlooks.

For example, a student may be assigned to write a research paper on the impact of a trade agreement like the USMCA on economic efficiency, consumerism, the trade balance, and manufacturing jobs. The paper might discuss those economic effects in conjunction with political pressures that determine the trade policies.

Another example is a UN Model class project involving student groups that represent different countries. The class would hold a mock UN session during class time. In the class session, the students would discuss, analyze, and vote on UN economic/political resolutions that impact the member nations.

An additional example is a research project or class presentation in which the student(s) analyze an international problem or characteristic. This might include issues such as income inequality as a result of globalism, the US international debt level, the economy of a foreign country, exchange rate determination, or even climate change. The students would examine these subjects using interdisciplinary tools relating to economics, politics, or the impact of culture.

In the research papers, projects, or presentations, the students may incorporate quantitative data, political frameworks, economic theories, or cultural analysis to better understand various international challenges, and reach conclusions or solutions. Substantial essay assignments may also be given to the students. Essay topics could include subjects that involve interdisciplinary analysis such as globalism or international economic perspectives (e.g., neomercantilism, economic liberalism, economic structuralism).

Conclusion

This international economics course weaves together academic approaches involving economics, political science, and cultural impact. The central focus of the class is upon international economic principles, policies, and outcomes. At the same time, the course material, class discussions, exercises, and varied assignments will empower the students with skills to creatively and critically address complex global economic challenges from a multidisciplinary outlook.

Will this course be team-taught?

B - Course Revision Form V. 7.2022 : Entry # 3417

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 3460	Multiple business-related majors and minors	Elective

Is this course cross listed?

No

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

ECO

Current course number

3460

Current course title

International Economics

Curriculum Review Information

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

The international economics course is adding the Integrative Learning (ITG) component of the General Education curriculum, which has these learning objectives:

• 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

Please list any revisions to units or content areas that will be required for all sections of this course in the box below.

B - Course Revision Form V. 7.2022 : Entry # 3417

The main content areas of international trade and finance will be unchanged, but with adequate treatment of political or cultural impact upon international economic policies and outcomes.

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.)

Fulfillment of Integrative Learning Outcomes

Research Paper, Project, Presentation, or Essays

The coursework includes a range of assessment components. This may include class discussions, case studies, group work, homework, in-class assignments, and quizzes that test the students' knowledge of international economic topics which overlap with political or cultural aspects.

In addition, the class includes substantial student assignments that involve integrative and critical thinking elements. The course work enables students to better synthesize and understand international issues that intersect with economics, politics, or cultural factors.

For example, a student may be assigned to write a research paper on the impact of a trade agreement like the USMCA on economic efficiency, consumerism, the trade balance, and manufacturing jobs. The paper might discuss those economic effects in conjunction with political pressures that determine the trade policies.

Another example is a UN Model class project involving student groups that represent different countries. The class would hold a mock UN session during class time. In the class session, the students would discuss, analyze, and vote on UN economic/political resolutions that impact the member nations.

An additional example is a research project or class presentation in which the student(s) analyze an international problem or characteristic. This might include issues such as income inequality as a result of globalism, the US international debt level, the economy of a foreign country, exchange rate determination, or even climate change. The students would examine these subjects using interdisciplinary tools relating to economics, politics, or the impact of culture.

In the research papers, projects, or presentations, the students may incorporate quantitative data, political frameworks, economic theories, or cultural analysis to better understand various international challenges, and reach conclusions or solutions. Substantial essay assignments may also be given to the students. Essay topics could include subjects that involve interdisciplinary analysis such as globalism or international economic perspectives (e.g., neomercantilism, economic liberalism, economic structuralism).

Please list any revisions to course policies that will be required for all sections of this course.

No revisions necessary.

If you would like to specify any revisions to requirements for how contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

No revisions necessary.

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.

The course revision proposal does not impact other academic departments.

Is there any additional information that you would like to provide for this proposal?

See attachments.

B - Course Revision Form V. 7.2022 : Entry # 3417

Sample Syllabus

- ECO-3460-Integrative-syllabus-Gerald-Fox-Spring-2025.docx