
EC307: Economics of Growth

Course Outline — Fall 2025

Time (Location): 5:30 – 6:50 PM, TH (P115)

Department of Economics, Lazaridis School of Business & Economics
Wilfrid Laurier University

Instructor Information

Instructor: M. Jahangir Alam, PhD
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Librarian: Yanli Li (yli@wlu.ca)

Graduate Assistant Details

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Course Description

The purpose of this course is to provide students with a comprehensive understanding of the theories and empirical evidence surrounding economic growth and development. The course focuses on applying economic theory to interpret the empirical facts that characterize differences in economic performance both over time and across countries. Students will develop

an understanding of why some economies grow rapidly while others stagnate, examining factors such as productivity, capital accumulation, technological innovation, institutions, and policies.

Throughout the course, students will:

- Explore the key stylized facts of economic growth and development.
- Analyze models such as the Solow Model, Romer Model, and Schumpeterian Growth.
- Evaluate cross-country differences in GDP, productivity, and income inequality.
- Interpret real-world data and use empirical evidence to test theoretical predictions.
- Discuss the role of institutions, policies, and technological change in shaping economic performance.

By the end of the course, students will be able to integrate theory and data to assess growth policies and explain global disparities in economic outcomes.

Prerequisites

Any one of the following: EC250, EC260, EC270, EC290

Mode of Delivery

This course will be delivered **in person**. Regular attendance and active participation are strongly encouraged, as lectures and in-class activities form the foundation of your learning experience.

Course Website and Submissions

All course materials, including lecture slides, announcements, quizzes, and submission portals, will be managed via **MyLearningSpace**. To access the platform, visit: <https://mylearningspace.wlu.ca>

Submissions sent via email will **not** be accepted unless explicitly instructed.

Required Textbook

The primary textbook for this course is:

- **Jones, Charles I., and Dietrich Vollrath (2021).**
Introduction to Economic Growth (4th Edition). W.W. Norton & Company.
ISBN: 978-0-393-88434-7

This textbook provides the core theoretical framework and empirical evidence used in this course. Students are expected to read the assigned chapters **before lectures** to enhance in-class participation and comprehension.

Estimated Course Material Costs

Students should budget for the following required course materials:

- **Textbook:** Approximately \$110 – \$140 CAD (depending on retailer and format). Both print and eBook versions are acceptable. Check the WLU Bookstore and online vendors for the best available price.
- **iClicker Subscription/Device:** Approximately \$14.95 – \$44.95 CAD. We will use **iClicker Cloud** for participation and quizzes. Students may choose either:
 - The physical iClicker device, or
 - The **iClicker Student App** subscription (recommended for cost efficiency).

Additional details on setup and registration will be posted on **MyLearningSpace**.

Recommended Readings (Optional)

Additional resources may be provided during the semester to deepen understanding of the course material. These may include:

- Selected academic journal articles on growth theory and policy.
- Case studies related to cross-country growth comparisons.

- Supplemental online datasets and materials posted on **MyLearningSpace**.

Course-Specific ChatBot

This course features a dedicated *Economics of Growth Assistant Chatbot* to help students master key concepts and navigate the course effectively. The chatbot offers:

- **Real-time Support:** Explains theories and models, including the Solow Model, Romer Model, and Schumpeterian Growth.
- **Assignment Guidance:** Assists with analytical problems, data interpretation, and model-based exercises.
- **Quiz and Exam Prep:** Provides tailored practice quizzes and feedback aligned with textbook chapters and lectures.
- **Interactive Learning:** Delivers personalized Q&A and clarifies complex growth concepts to enhance understanding.

Students can access the chatbot via the instructor's website or the mobile app. It is designed to make learning more engaging, data-driven, and interactive.

Course Learning Objectives

The Undergraduate Economics Programs have a set of **Program Learning Goals and Objectives** designed to ensure that students develop strong theoretical knowledge, applied skills, and professional competencies. **EC307: Economics of Growth** specifically addresses the following goals and objectives:

GOALS	OBJECTIVES
1. Graduates will have a broad understanding of economic theory and practice.	1.1 Identify important economic institutions nationally and globally. 1.3 Apply appropriate macroeconomic models to economic problems.
2. Graduates will have effective communication skills.	2.1 Write effectively in a range of different formats. 2.2 Conduct effective oral presentations.
3. Graduates will have professional skills relevant for careers in economics.	3.1 Manage large datasets for the purpose of analysis. 3.2 Use computer software common in economic research, including statistical analysis software.
4. Graduates will be critical thinkers.	4.1 Incorporate economic theory and empirical analysis in the evaluation of economic decisions.

Final Grade Determination

Your final grade in this course will be based on the following components:

1. Class Attendance, Participation, and iClicker (10%)

Active participation is essential for success. Students are expected to attend all classes, contribute thoughtfully to discussions, and engage with lecture material. Participation will be tracked using the **iClicker** system, which will also be used for in-class quizzes and polls.

2. Chapter Quizzes (15%)

Short quizzes will be administered through **MyLearningSpace** after the completion of key chapters. These quizzes ensure that students regularly review concepts and remain engaged with the material.

3. Assignments (Two) — 20% (10% each)

There will be two assignments focusing on the application of economic growth models and interpretation of real-world data. Students will:

- Solve analytical problems based on models such as the Solow and Romer models.
- Use economic data to analyze patterns and test theoretical predictions.
- Interpret empirical results and relate them to course concepts.

4. Midterm Exam (25%)

The midterm exam will be similar in style and scope to the assignments and will evaluate students' understanding of the first half of the course. The format may include:

- Analytical problem-solving using growth models.
- Short-answer conceptual questions.
- Data-driven exercises involving interpretation and analysis.

5. Group Project (30% total)

The group project is a significant component of this course. It allows students to apply theoretical concepts to real-world economic growth issues. This component includes:

- 5.a. Project Proposal (5%)** — A short written proposal outlining your group's research topic, motivation, and approach. This will ensure clarity of objectives and alignment with course expectations.
- 5.b. Proposal Presentation (5%)** — Groups will present their project proposals in class to receive peer and instructor feedback.
- 5.c. Final Presentation (5%)** — A formal in-class presentation at the end of the semester summarizing research findings.
- 5.d. Final Project Report (15%)** — A polished written report showcasing your research, methodology, data analysis, and conclusions. Detailed instructions and grading criteria will be available on **MyLearningSpace**.

Note — Individual Submission and Citation Requirements. Even though this is a group project, each student must upload an *individual* contribution file to **MyLearningSpace** for *each* presentation and report (proposal, proposal slides, final presentation slides, and final report). Your upload must identify your specific contributions (text, code, tables, figures) and include the latest version of any materials you authored. All numbers, statistics, tables, figures, and charts must include a full citation with a working hyperlink (e.g., DOI or stable URL) to the original source or dataset. Missing, incorrect, or non-working citations will result in an automatic **10% deduction from the group score** for that deliverable. All group members are **jointly responsible** for ensuring complete and accurate citations with links.

Late Penalties

All written submissions are due at **11:59pm** on the assigned date. A penalty of **20% per 24 hours** (or part thereof) will apply to late submissions, and assignments submitted more than **5 days late** will receive a grade of **0**. In cases of **illness, compassionate circumstances, or religious accommodations**, exceptions to the late penalty may be granted. Students must notify the instructor **as soon as possible** and may be required to provide supporting documentation.

Academic Misconduct & AI Usage Policy

Academic integrity is a core value of Wilfrid Laurier University. Students are expected to complete their own work, uphold honesty in all academic activities, and take personal responsibility for their submissions. Plagiarism, cheating, fabrication, falsification of data, unauthorized collaboration, and resubmission of the same work for multiple courses without prior approval are strictly prohibited. If you plan to extend work completed for another course (e.g., EC307), you **must** inform the instructor and submit the prior work at the time of your proposal; failure to do so constitutes academic misconduct.

Use of Generative AI Tools: Generative AI tools — including but not limited to **ChatGPT, Bard, Bing AI, Claude, and similar systems** — may be used **only for specific purposes outlined below**. Submitting a research paper or any graded assignment generated wholly or partially using AI tools, **without proper disclosure**, will be treated as **academic misconduct** under *Senate Policy 12.2*. For more details, consult the Senate Policy 12.2: Student Code of Conduct — Academic Misconduct. For transparency, you **must clearly disclose in every report or submission** how you used AI.

Permitted uses of AI are strictly limited to:

1. **Searching for Articles:** You may use AI to locate relevant papers, but you **must verify all citations and links**. Generative AI tools can produce incorrect or fabricated references (“hallucinations”), so you are responsible for providing the **actual source link** for every article cited.
2. **Debugging Code Issues:** You may use AI to troubleshoot errors in your code. However, you must demonstrate that you understand the fix and confirm that the corrected code produces the intended results.

3. **Light Proofreading:** You may use AI to check grammar, spelling, and sentence structure, but not to generate substantive content or rewrite large sections of your assignments.

Privacy Statement

This course follows Wilfrid Laurier University's policies on privacy and the protection of personal information. The following measures are in place:

1. **Confidentiality of Assessments:** Exams, assignments, and feedback are released only to the student who submitted them. If you prefer not to have your name called when returning work, inform the instructor in advance.
2. **Release of Grades:** Grades are posted exclusively on **MyLearningSpace** and will not be sent by email.
3. **Privacy of Student Performance:** Student performance and personal circumstances are not discussed publicly. To review your results or discuss concerns, book an appointment with the instructor.
4. **Class Participation:** Participation may involve your name appearing on class lists, bulletin boards, or online discussions. Contact the instructor during the first week for alternative arrangements if needed.
5. **Email Policy and Response Times (Policy 8.15):** Emails must be sent from your official **@wlu.ca** account. The instructor responds to emails between **9:00am–4:00pm, Monday to Friday** and typically replies within **one business day**.
6. **Special Privacy Requests:** If you require additional privacy accommodations, notify the instructor within the first week of classes.

For full details, see Laurier's Notice of Collection, Use, and Disclosure of Personal Information.

Notice of Data Collection

The Lazaridis School of Business & Economics is accredited with **AACSB**. AACSB accreditation helps further Laurier's goal of inspiring lives of leadership and purpose by demonstrating our commitment to impactful learning, community engagement, and professional growth.

In order to maintain this accreditation, aggregate information about student performance in this course may be collected, analyzed, and disclosed to AACSB as part of the Lazaridis School's **Assurance of Learning (AoL)** reporting requirements. Your name, ID number, and individual performance will not be shared outside the university as part of this process.

If you have any questions, please contact the AoL coordinator at aol@wlu.ca. To find out more about how your personal information is collected, used, and disclosed, please review Laurier's **Notice of Collection, Use and Disclosure of Personal Information**, or visit wlu.ca/privacy.

Accessible Learning

Students requiring academic accommodations should contact the Accessible Learning Centre. Review the Registration page for intake procedures and documentation requirements. Students are responsible for meeting posted deadlines. Requests received after deadlines cannot be guaranteed.

Intellectual Property

All course materials — including lecture notes, slides, handouts, assignments, and materials on **MyLearningSpace** — are the intellectual property of the instructor and are provided for student use only. Redistribution, recording, or sharing these materials without permission violates the instructor's rights and the **Canadian Copyright Act**. Recording lectures is prohibited unless explicitly authorized by the instructor. Participation in this course constitutes agreement to abide by these policies.

Other Resources

Free resources available to students include:

- Good2Talk (24/7 Mental Health Support)
- WLUSU Student Food Bank
- WLUSU Foot Patrol
- Waterloo Student Wellness Centre

Course Tentative Schedule

Date	Topic / Activity	Notes
September 2025		
Thu Sep 4	Course overview and policies	Syllabus / course outline
Tue Sep 9	Chapter 1: Introduction — The Facts of Economic Growth	
Thu Sep 11	Chapter 1: Introduction — The Facts of Economic Growth	
Tue Sep 16	Chapter 2: The Solow Model	
Thu Sep 18	Chapter 2: The Solow Model	
Tue Sep 23	Chapter 2: The Solow Model	(wrap-up)
Thu Sep 25	Chapter 3: Empirical Applications of the Solow Model	
Tue Sep 30	Chapter 3: Empirical Applications of the Solow Model	
October 2025		
Thu Oct 2	Assignment 1 due - In class	
Thu Oct 2	Chapter 4: The Economics of Ideas	
Tue Oct 7	Chapter 4: The Economics of Ideas	
Thu Oct 9	Chapter 5: The Romer Model	
Tue Oct 14	No Class — Reading Week	University scheduled
Thu Oct 16	No Class — Reading Week	University scheduled
Tue Oct 21	Chapter 5: The Romer Model	
Thu Oct 23	Chapter 5: The Romer Model	(conclude)
Tue Oct 28	Assignment 2 due - In class	
Tue Oct 28	Midterm review session	
Thu Oct 30	Midterm Exam	In-class assessment
November 2025 — Proposal Presentations (two groups/day)		
Tue Nov 4	Project Overview	
Thu Nov 6	Proposal Presentations — Groups A & B	12–15 min each + Q&A
Tue Nov 11	Proposal Presentations — Groups C & D	12–15 min each + Q&A
Thu Nov 13	Proposal Presentations — Groups E & F	12–15 min each + Q&A
Tue Nov 18	Application: TFP (Total Factor Productivity)	Empirical exercise
Thu Nov 20	Application: Misallocation	Empirical exercise
Late November–December 2025 — Final Presentations (two groups/day)		

(continued on next page)

Date	Topic / Activity	Notes
Tue Nov 25	Final Presentations — Groups A & B	15–18 min each + Q&A
Thu Nov 27	Final Presentations — Groups C & D	15–18 min each + Q&A
Tue Dec 2	Final Presentations — Groups E & F	15–18 min each + Q&A
Thu Dec 4	Study Days (no class)	Per university calendar
Fri Dec 5	Study Days (no class)	Per university calendar
Wed Dec 10	Final Paper Due	Submit by 11:59 PM

Notes: (i) Chapter titles follow . (ii) Proposal and final presentations involve two groups per day. (iii) Reading week: No classes on Oct 14 and Oct 16. (iv) Dates are tentative and may change depending on class progress.

Have a Great Semester!

We are thrilled to have you in EC307 and are committed to making this semester an enriching and enjoyable experience. If you have any questions or need support, feel free to contact the instructor or the teaching assistant. Let's collaborate, explore, and achieve together—have a fantastic semester ahead!