



**(Tentative) Course Syllabus**  
**for**  
**Economics Courses**  
**Semester 2/2025**

### **Course Outline**

## **EE211 PRINCIPLES OF MICROECONOMICS**

**Semester 2/2025**

**Number of credits:** 3 credits (3-0-6)

#### **Course Description:**

Principles of microeconomics such as value, price, resource allocation, introduction to theories of consumption and production with an emphasis on factors determining supply and demand of goods and services, determination of price and efficiency of resource allocation in perfect and monopoly markets; competitive factor market and introductory concepts of market failures.

## Course Objectives:

After completing this course, students should have developed a range of skills enabling them to understand economic concepts and use those concepts to analyze specific questions.

By the end of this course, students should be able to:

- Understand the concept of opportunity cost
- Understand market forces of supply and demand
- Understand the concept of elasticities
- Understand the concept of consumer and producer surpluses
- Understand consumer behavior.
- Understand firm behavior in perfectly competitive and in monopoly structure.
- Analyze different types of market structures (a competitive market Vs. Monopoly).
- Understand how to apply economic principles to a range of policy questions.

Students should also have the skills needed to:

- Use supply and demand diagrams to analyze the impact of overall changes in supply and demand on price and quantity.
- Calculate producer and consumer surplus.
- Solve a consumer's utility maximization problem mathematically and graphically; analyze the impact of changes in price and income on a consumer's decision via shifting income and substitution effects.
- Solve a firm's cost minimization problem mathematically and graphically.
- Analyze the behavior of firms in a perfectly competitive market in the short-run and the long-run.
- Analyze the behavior of firm in a monopoly and calculate the resulting changes in producer or consumer surplus.
- Use economic tools to analyze economic policies.

## Expected Learning Outcomes:

### 1. Morality and Ethics

Applicability	Expected Learning Outcomes
●	1.1 Students demonstrate integrity.
○	1.2 Students prioritize social and public benefits over personal ones.
●	1.3 Students are punctual and comply with the code of conduct of the institution and society at large.
○	1.4 Students are responsible and accountable to society, the nation, and the subject of economics.
○	1.5 Students realize the cultural and environmental value of the sustainable society.

## 2. Knowledge

Applicability	Expected Learning Outcomes
●	2.1 Students know and understand modern economics principles and theories, and are up to date with new developments.
●	2.2 Students know and understand Thai and global economic structure, and the importance of major international economic events.
●	2.3 Students know and understand instruments of economic analysis.
●	2.4 Students know and understand applied fields in economics, including monetary, public, international, business, natural resource and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.
○	2.5 Students are informed about related fields including sociology, business administration, education, law policy, and science.

## 3. Intellectual Development

Applicability	Expected Learning Outcomes
●	3.1 Students have developed individual critical thinking.
●	3.2 Students are sufficiently trained in research skills.
●	3.3 Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.

## 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes
●	4.1 Students are responsible for assigned tasks and work in groups effectively.
○	4.2 Students have problem-solving skills.
○	4.3 Students show leadership skills and team spirit.
●	4.4 Students are always improving themselves.
○	Students have good interpersonal skills, adapting and working under different conditions.

## 5. Quantitative Analysis, communication and information technology

Applicability	Expected Learning Outcomes
○	5.1 Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.
○	5.2 Students communicate effectively and select appropriate presentation methods.
○	5.3 Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.

Remark: ● Primary expected outcome ○ Secondary expected outcome

### Textbooks:

Mankiw, N.G., (2018) **Principles of Microeconomics**, 8th ed., Cengage, (ISBN-10: 1-305-97149-3 ISBN-13: 978-1-305-97149-3) \*\*\*with MINDTAP\*\*\*

Krugman, P. and Robin Wells, (2018) **Microeconomics**. 3rd ed. Macmillan Education, (Hereafter, KW)—Earlier editions are applicable.

Pindyck, R. S., & Rubinfeld, D. L. (2018). **Microeconomics**. Upper Saddle River, N.J: Pearson/Prentice Hall.

### Evaluation:

Homework Assignments, Quizzes and Class Attendances	10 points
Midterm Exam	40 points
Final Exam	50 points
<b>Total</b>	<b>100 points</b>

## Study Plan:

The class schedule shown below may be adjusted during the semester as needed.

Sessions	Date	Topics	Activities/Text & Materials/ Media
#1: <b>Economics: The Study of Choice</b>	(2 lectures)	<ul style="list-style-type: none"> <li>○ <b>What is Economics all about?</b></li> <li>○ <b>The Basic Economic Problems</b></li> <li>○ <b>Circular Flow</b></li> <li>○ <b>Microeconomics Vs. Macroeconomics</b></li> <li>○ <b>Confronting Scarcity: Production Possibilities Curve (PPC)</b> <ul style="list-style-type: none"> <li>▪ Assumptions</li> <li>▪ An Illustration of Scarcity, Choice and Opportunity Costs Using the PPC</li> <li>▪ Economic Growth and Changes in the PPC</li> </ul> </li> <li>○ <b>Economists' Tool Kit</b> <ul style="list-style-type: none"> <li>▪ Equilibrium Analysis</li> <li>▪ Comparative Static Analysis</li> <li>▪ Constrained Optimization</li> </ul> </li> </ul>	<p><b>Read:</b> Mankiw, chs.1-2; KW, chs.1-2</p>
#2-#3: <b>Demand, Supply, and Equilibrium</b>	(4 lectures)	<ul style="list-style-type: none"> <li>○ <b>Market: Meaning and Components</b></li> <li>○ <b>Demand: Buyers' Behavior</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Law of Demand</li> <li>• Individual and Market Demands</li> <li>• The Determinants of Demand (or Demand Shifters)</li> <li>• The Distinction of "Change in Quantity Demanded" and "Change in Demand"</li> </ul> </li> <li>○ <b>Supply: Sellers' Behavior</b></li> </ul>	<p><b>Read:</b> Mankiw, ch.4; KW, ch.3</p>

Sessions	Date	Topics	Activities/Text & Materials/ Media
		<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Law of Supply</li> <li>• Firm and Market Supplies</li> <li>• The Determinants of Supply (or Supply Shifters)</li> <li>• The Distinction of “Change in Quantity Supplied” and “Change in Supply”</li> <li>○ <b>Market Equilibrium: When Demand and Supply Meet</b> <ul style="list-style-type: none"> <li>• Meaning and How to Determine the Equilibrium</li> <li>• What Will Happen if Market is Not Yet in an Equilibrium? (<a href="#">Adam Smith's Invisible Hand or Market Clearing Process</a>)</li> </ul> </li> <li>○ <b>Shocking an Equilibrium</b> <ul style="list-style-type: none"> <li>• When demand curve shifts</li> <li>• When supply curve shifts</li> <li>• When both demand and supply curve simultaneously shift</li> </ul> </li> </ul>	
#4: <b>Elasticity: A Measure of Response</b>	(2 lectures)	<ul style="list-style-type: none"> <li>○ <b>Elasticity</b> <ul style="list-style-type: none"> <li>▪ Meaning</li> <li>▪ Measurement</li> <li>▪ Why Elasticity?               <ul style="list-style-type: none"> <li>:Absolute Change, Relative Change, and Percentage Change</li> </ul> </li> </ul> </li> <li>○ <b>Price Elasticity of Demand: Defined</b> <ul style="list-style-type: none"> <li>▪ Computing Price Elasticity of Demand</li> <li>• Point-Price Elasticity of Demand</li> </ul> </li> </ul>	<p><b>Read:</b> Mankiw, ch.5; KW, ch.6</p>

Sessions	Date	Topics	Activities/Text & Materials/ Media
		<ul style="list-style-type: none"> <li>• Arc-Price Elasticity of Demand</li> <li>• Determinants of Price Elasticity of Demand</li> <li>• Total Revenue and Price Elasticity of Demand</li> <li>○ <b>Other Demand Elasticities</b> <ul style="list-style-type: none"> <li>• Income Elasticity of Demand</li> <li>• Cross Price Elasticity of Demand</li> </ul> </li> <li>○ <b>Elasticity of Supply: Meaning, Measurement and Determinants</b></li> </ul>	
#5: <b>Consumers, Producers, and the Efficiency of Markets</b>	(1 lecture)	<ul style="list-style-type: none"> <li>○ <b>Consumer Surplus</b> <ul style="list-style-type: none"> <li>▪ Willingness to Pay (WTP)</li> <li>▪ Using the Demand Curve to Measure Consumer Surplus</li> <li>▪ Effect of a Price Change on Consumer Surplus</li> <li>▪ What Does Consumer Surplus Measure?</li> </ul> </li> <li>○ <b>Producer Surplus</b> <ul style="list-style-type: none"> <li>▪ Cost and the Willingness to Sell</li> <li>▪ Using the Supply Curve to Measure Producer Surplus</li> <li>▪ Effect of a Price Change on Producer Surplus</li> <li>▪ What Does Producer Surplus Measure?</li> </ul> </li> <li>○ <b>Market Efficiency</b></li> </ul>	<p><b>Read:</b> Mankiw, ch.7; KW, ch.4</p>
#6 <b>Applications on Demand, Supply, and Government Policies</b>	(1 lecture)	<ul style="list-style-type: none"> <li>○ <b>Government Intervention in Market Prices</b> <ul style="list-style-type: none"> <li>▪ Price Ceilings <ul style="list-style-type: none"> <li>▪ Its effect on price and quantity</li> <li>▪ Its inefficiency in resource allocation</li> </ul> </li> </ul> </li> </ul>	<p><b>Read:</b> Mankiw, ch. 6; KW, chs.5 and 7</p>

Sessions	Date	Topics	Activities/Text & Materials/ Media
		<ul style="list-style-type: none"> <li>▪ Welfare Analysis of Price Ceilings (Who gain and lose from the policy?)</li> <li>▪ Price Floors               <ul style="list-style-type: none"> <li>▪ Its effect on price and quantity (Case study: Agricultural commodities)</li> <li>▪ Its inefficiency in resource allocation</li> </ul> </li> <li>▪ Welfare Analysis of Price Ceilings (Who gain and lose from the policy?)</li> <li>▪ Effects of Taxes               <ul style="list-style-type: none"> <li>• A Unit Tax Vs. Ad Valorem Tax</li> <li>• Meaning and Effect of a Unit Tax on Supply and Demand Curves</li> <li>• A Unit Tax Imposed on Producers Vs. A Unit Tax Imposed on Consumers                   <ul style="list-style-type: none"> <li>• Its effect on price consumers paid, price producers received, consumers' tax burden, producers' tax burden, government tax revenue, consumer and producer surplus, and total surplus</li> </ul> </li> <li>• Demand and Supply</li> </ul> </li> </ul>	

Sessions	Date	Topics	Activities/Text & Materials/ Media
		<p>Elasticities: Implications on tax burdens incurred by consumers and producers</p> <ul style="list-style-type: none"> <li>• The differences between Unit Tax imposed on producers and on consumers</li> <li>▪ Effects of Subsidy Given to Producers</li> </ul>	
#7-#9: <b>The Theory of Consumer Choice</b>	15-24 Feb (4 lectures)	<ul style="list-style-type: none"> <li>○ <b>Utility Theory (or Cardinal Approach)</b> <ul style="list-style-type: none"> <li>• The Meaning of Utility</li> <li>• Relationship between Total Utility and Marginal Utility</li> <li>• Law of Diminishing Marginal Utility</li> <li>• Consumers' Equilibrium (or Rational Spending Rule) and Change in Equilibrium</li> </ul> </li> <li>○ <b>Indifference Curves Theory (or Ordinal Approach)</b> <ul style="list-style-type: none"> <li>○ What a Consumer Wants               <ul style="list-style-type: none"> <li>• The Meaning of Indifference Curve</li> <li>• Properties of Indifference Curve</li> <li>• Slope of Indifference Curve and Marginal Rate of Substitution (MRS)</li> </ul> </li> <li>○ What the Consumer Can Afford               <ul style="list-style-type: none"> <li>• Budget Line: Meaning, Slope, and Change in Budget Line</li> </ul> </li> <li>○ How the Consumer Optimally Chooses</li> <li>○ Consumer Equilibrium and Change in Equilibrium</li> </ul> </li> </ul>	<b>Read:</b> Mankiw, ch.21; KW, chs.10-11; rank, chs.3-4;; Lipsey, ch. 6 (& appendix);

Sessions	Date	Topics	Activities/Text & Materials/ Media
		<ul style="list-style-type: none"> <li>○ Derivation of an Individual Demand Curve Using Indifference Curves and Budget Lines</li> <li>○ How a Consumer Responds to Change in Price: Substitution and Income Effects (Hicksian Approach)</li> </ul>	
#10-#12: <b>Production and Cost in the Short-Run and in the Long-Run</b>	8-29 Mar (7 lectures)	<ul style="list-style-type: none"> <li>○ <b>Firm and the Objectives of Production</b></li> <li>○ <b>Production Functions</b></li> <li>○ <b>The Meaning of Cost</b> <ul style="list-style-type: none"> <li>▪ Economic and accounting costs</li> <li>▪ Sunk costs</li> <li>▪ Private cost and social cost</li> </ul> </li> <li>○ <b>Distinction between Short-run and Long-run</b></li> <li>○ <b>Production and Costs in the Short-run</b> <ul style="list-style-type: none"> <li>▪ Total Product (TP), Average Product (AP), Marginal Product (MP)</li> <li>▪ Relationship of TP, AP, and MP</li> <li>▪ Law of Diminishing Returns</li> <li>▪ Stage of Production</li> </ul> </li> <li>○ <b>Relationship between Costs and Production</b></li> <li>○ <b>Short-run Costs of Production: TFC, TVC, TC, AFC, AVC, ATC, MC</b></li> <li>○ <b>Production and Costs in the Long-run Isoquant</b> <ul style="list-style-type: none"> <li>○ Isocost</li> <li>○ Least Cost Combination</li> <li>○ Expansion Path</li> <li>○ The Meaning of Returns to Scale</li> </ul> </li> </ul>	<p><b>Production in the Short-Run</b>  <b>Read:</b> Mankiw, ch.13; KW, ch.12; Frank, chs.9-10; Supplement Note provided in our class,</p> <p><b>Production in the Long-Run</b>  <b>Read:</b> Supplement Note provided in our class; Frank, chs. 9-10; KW, ch. 12</p>

Sessions	Date	Topics	Activities/Text & Materials/ Media
		<ul style="list-style-type: none"> <li>○ Long-run Costs of Production: LTC, LAC, LMC</li> <li>○ Relationship between Expansion Path and LTC</li> <li>○ Relationship between Long-run and Short-run Costs</li> <li>○ Economies and Diseconomies of Scale</li> </ul>	
#11-#13: <b>Market Structure</b>	31 Mar – 26 Apr (6 lectures)	<ul style="list-style-type: none"> <li>○ <b>Meaning</b></li> <li>○ <b>Structure of Perfect and Imperfect Markets</b></li> <li>○ <b>Producer's Objectives</b></li> <li>○ <b>The Meanings of Profits and Loss</b></li> <li>○ <b>Profit Maximization</b> <ul style="list-style-type: none"> <li>▪ TR-TC Approach</li> <li>▪ MR-MC Approach</li> </ul> </li> <li>○ <b>Perfectly Competitive Market</b> <ul style="list-style-type: none"> <li>▪ The Nature of Demand, TR, MR, AR and Their Relationships</li> <li>▪ Short-run Equilibrium</li> <li>▪ Derivation of Firm's and Market's Short-run Supply Curves</li> <li>▪ Long-run Equilibrium</li> </ul> </li> <li>○ <b>Monopoly</b> <ul style="list-style-type: none"> <li>▪ Causes of Monopoly</li> <li>▪ The Nature of Demand, TR, MR, AR and Their Relationships</li> <li>▪ Short-run Equilibrium</li> <li>▪ Economic Effects of Monopoly</li> </ul> </li> <li>○ <b>Comparison between Perfect Competition and Monopoly</b></li> </ul>	<b>Read:</b> Mankiw, chs.14-15; KW, chs. 13-14

Sessions	Date	Topics	Activities/Text & Materials/ Media
#14: <b>Factor Markets</b>	(2 lectures)	<ul style="list-style-type: none"> <li>○ <b>Demand for factor as a derived demand</b></li> <li>○ <b>The firm's demand for a factor</b></li> <li>○ <b>The supply of a factor</b></li> <li>○ <b>Determination of factor prices</b></li> </ul> <p>Under the two scenarios:</p> <ol style="list-style-type: none"> <li>1) Both factor market and output market are perfectly competitive.</li> <li>2) Factor market is perfectly competitive but output market is under monopoly</li> </ol>	<p><b>Read:</b> Mankiw, ch.18; KW, ch. 20; Perloff, ch. 15.1-15.3</p>
#15: <b>Market Failure</b>	(1 lecture)	<ul style="list-style-type: none"> <li>○ <b>Meaning and Characteristics</b></li> <li>○ <b>Origins of Market Failure</b> <ul style="list-style-type: none"> <li>▪ Monopoly Power</li> <li>▪ Public Goods</li> <li>▪ Externalities</li> <li>▪ Asymmetric Information</li> </ul> </li> <li>○ <b>Consequences of Market Failure</b></li> <li>○ <b>Correction of Failure and Imperfections: Government or Private sector</b></li> </ul>	<p><b>Read:</b> Mankiw, chs.10-11, 15 and 22; KW, chs. 17-18</p> <p><b>Watch:</b> "Erin Brockovich", "Day After Tomorrow".</p>

## **Course Outline**

### **EE212 PRINCIPLES OF MACROECONOMICS**

**Semester 2/2025**

**Number of credits:** 3 credits (3-0-6)

#### **Course Description:**

Indicators, goals, and problems in Macroeconomics. Determination of national income, theories of aggregate consumption and aggregate investment, the accelerator principle, money markets, the theory of supply and demand for money, the joint equilibrium model of product and money markets (IS-LM model), the balance of payments, and fiscal and monetary policies as means to stabilize an economy. Collecting and managing Thai macroeconomic for analyzing economic conditions are introduced.

#### **Course Objectives:**

Student comprehends the principle macroeconomics theories and can apply those theories to analyze causes and effects of the movement of various macroeconomic variables in Thailand and some other countries' economies.

## Main Text:

Case, Karl E., Ray C. Fair and Sharon M. Oster (2017), ***Principles of Macroeconomics*** (13<sup>th</sup> ed.): Pearson International Edition.

Froyen, Richard T. (2009), ***Macroeconomics, Theories and Policies*** (9<sup>th</sup> ed.): Prentice Hall.

## Recommended Texts & Materials

Coyle, D. (2014). ***GDP: A Brief but Affectionate History***. Princeton University Press

Core-Econ, [The Economy](#).

Thorn Pitidol (2018) Changing Thailand's Future with Tax Reform, FES-Thailand  
<https://library.fes.de/pdf-files/bueros/thailand/14720.pdf>

Lipsey, R.G., Ragan, C.T.S. and Storer, P.A. (2008), ***Economics*** (13<sup>th</sup> ed.): Pearson Addison-Wesley

Mankiw, N.G., ***Principles of Macroeconomics*** (2009): South-Western Cengage Learning

Krugman, P. and Robin Wellis (2018), ***Macroeconomics*** (5<sup>th</sup> ed.): Worth Publishers.

## Grading Criteria:

Essay	10%
Group assignments/quizzes	10%
Midterm exam	30%
Final exam	50%

## Essay:

Student is required to write an essay (approximately 800 words). Its objective is to encourage student to read, think, analyse and write academic essay. *Plagiarism will not be tolerated*. More detail about topics and structure will be announced in class.

## **Tentative Class Schedule:**

### **Topics**

#### **1. Introduction to Macroeconomics (4.5 hours)**

- 1.1 Introduction to Economics
- 1.2 Macroeconomic objectives and macroeconomic policy
- 1.3 A brief history of macroeconomics
  - 1.3.1 Keynes VS Hayek
- 1.4 Basics in macroeconomics
  - 1.4.1 Tools in understanding macroeconomics
  - 1.4.2 Tradeoffs between macroeconomic objectives
  - 1.4.3 Basic concepts in macroeconomics
    - 1.4.3.1 Resource maintenance: stock vs. flow variables
    - 1.4.3.2 Production: real vs. nominal variables
    - 1.4.3.3 Distribution
    - 1.4.3.4 Consumption
- 1.5 Well-being, poverty, inequality

Read: Case, Fair & Oster, ch. 5, 7; LRS, ch. 1, 2, 19, 31; Mankiw ch. 1, 2, 23  
First chapter of the ebook from <http://www.core-econ.org/>

#### **2. National Income and National Product (4.5 hours)**

- 2.1 Circular flow of production and expenditure
- 2.2 Meaning and significance of national income accounting
- 2.3 GDP: A brief history
- 2.4 Distinction between GNP and GDP
- 2.5 Measurement of GDP
  - 2.5.1 Expenditure approach
  - 2.5.2 Income approach
  - 2.5.3 Product approach
- 2.6 Applications of GNP in economic analysis
  - 2.6.1 Distinction between Money and Real GNP
  - 2.6.2 GNP per capita
  - 2.6.3 GDP growth
  - 2.6.4 Some remarks on the applications of GDP concept
- 2.7 Measurement of price level
- 2.8 Measurement of unemployment

Read: Case, Fair & Oster, ch. 6; LRS, ch.20, Mankiw ch. 10, 11

Coyle, D. (2014). GDP: A Brief but Affectionate History. Princeton University Press

### **3. National Income and Equilibrium Determination (9 hours)**

- 3.1 Introduction
- 3.2 Composition of desired aggregate expenditure (DAE)
  - 3.2.1 Desired aggregate consumption expenditure and consumption theories
    - 3.2.1.1 Absolute income hypothesis
    - 3.2.1.2 Permanent income hypothesis
    - 3.2.1.3 Life cycle hypothesis
  - 3.2.2 Desired aggregate investment expenditure
    - 3.2.2.1 Determination of aggregate investment
    - 3.2.2.2 Present Value (PV) and net present value (NPV) concept
    - 3.2.2.3 MEC and MEI
    - 3.2.2.4 The accelerator principle
  - 3.2.3 Desired aggregate government expenditure
  - 3.2.4 Desired aggregate net exports
- 3.3 Equilibrium national income
  - 3.3.1 Definition
  - 3.3.2 Determination of equilibrium national income
    - 3.3.2.1  $Y = DAE$  approach
    - 3.3.2.2 Leakage = Injection approach
  - 3.3.3 Changes in equilibrium national income and adjustment to new equilibrium
- 3.4 Paradox of Thrift
- 3.5 Inflationary and deflationary gap

Read: Case, Fair & Oster, ch. 8; LCR, ch.21, 22

### **4. Fiscal Policy at Work (3 hours)**

- 4.1 Meaning, objectives and tools of fiscal policy
- 4.2 Effects of fiscal policy on equilibrium national income
  - 4.2.1 The government spending multiplier
  - 4.2.2 The tax multiplier
  - 4.2.3 The balanced-budget multiplier
- 4.3 Fiscal policy and its effectiveness in solving macroeconomics problems
- 4.4 The real world of fiscal policy
  - 4.4.1 Fiscal budget
  - 4.4.2 Taxation
  - 4.4.3 Government debt
- 4.5 Case Study: Reforming Thailand's Tax System

Read: Case, Fair & Oster, ch. 9; LCR, ch. 32, Froyen Ch. 18, Mankiw ch. 21  
Thorn Pitidol (2018) Changing Thailand's Future with Tax Reform, FES-Thailand

<https://library.fes.de/pdf-files/bueros/thailand/14720.pdf>

## **5. The Money Market and Monetary Policy (3 hours)**

- 5.1 Demand for money
  - 5.1.1 Transaction demand for money
  - 5.1.2 Precautionary demand for money
  - 5.1.3 Speculative demand for money
- 5.2 Supply of money
  - 5.2.1 The banking system and money creation
  - 5.2.2 Money multiplier and the size of money supply
- 5.3 Equilibrium in money market
- 5.4 Monetary policy
  - 5.4.1 The role of the central bank
  - 5.4.2 Controlling the quantity of money

Read: Case, Fair & Oster, ch. 10-11; LRS, ch. 27, 28, 29, Froyen ch. 16, Mankiw ch. 16

## **6. The IS-LM Model (9 hours)**

- 6.1 Product market and IS curve
  - 6.1.1 Investment, interest rate and product market equilibrium
  - 6.1.2 The derivation of IS curve
  - 6.1.3 Factors determining slope of IS curve
  - 6.1.4 Shifts in IS curve
- 6.2 Money market and LM curve
  - 6.2.1 The derivation of LM curve
  - 6.2.2 Factors determining slope of LM curve
  - 6.2.3 Shifts of LM curve
- 6.3 IS-LM in terms of equation
- 6.4 The IS-LM combined
- 6.5 Changes in equilibrium of product and money market

Read Froyen, ch. 7

## **7. Policy Effectiveness (3 hours)**

- 7.1 Fiscal policy effectiveness
  - 7.1.1 Fiscal policy effectiveness and slope of IS curve
  - 7.1.2 Fiscal policy effectiveness and slope of LM curve
- 7.2 Monetary policy effectiveness
  - 7.2.1 Monetary policy effectiveness and slope of IS curve
  - 7.2.2 Monetary policy effectiveness and slope of LM curve

Read Froyen, ch. 7

## **8. The Ad-AS Model and inflation (6 hours)**

### 8.1 Aggregate Demand (AD)

8.1.1 The derivation of AD curve from IS-LM model

8.1.2 Move along AD curve

8.1.3 Shift of AD curve

### 8.2 Aggregate Supply (AS)

8.2.1 Short-run AS

8.2.2 Long-run AS

8.2.3 Move along AS and shift of AS

### 8.3 Equilibrium and changes in equilibrium

8.3.1 Equilibrium in AD-AS model

8.3.2 Changes in equilibrium in AD-AS model

### 8.4 The analysis of fiscal policy and monetary policy using AD-AS model

### 8.5 Inflation

8.5.1 Definition

8.5.2 Causes of inflation

8.5.2.1 Demand-pull inflation

8.5.2.2 Cost-push inflation

8.5.3 Phillips Curve

Read: Case, Fair & Oster, ch. 12, 13; Froyen, ch. 8, ch. 10; LRS, ch. 23, 24, 25, 30; Mankiw ch. 20, 21, 22

## **9. International Economics (3 hours)**

### 9.1 Introduction to international trade

### 9.2 The Balance of Payment

### 9.3 Relationship between difference in saving and investment and current account

### 9.4 The market for foreign exchanges

9.4.1 Meaning and importance of foreign exchange rate

9.4.2 Demand for foreign exchanges

9.4.3 Supply of foreign exchanges

9.4.4 Exchange rate system

Read: Case, Fair & Oster, ch. 19; LRS, ch. 34, 35, Froyen ch. 14, Mankiw ch. 18

## Expected Learning Outcomes:

### 1. Morality and Ethics

Applicability	Expected Learning Outcomes
●	1.6 Students demonstrate integrity.
○	1.7 Students prioritize social and public benefits over personal ones.
●	1.8 Students are punctual and comply with the code of conduct of the institution and society at large.
○	1.9 Students are responsible and accountable to society, the nation, and the subject of economics.
○	1.10 Students realize the cultural and environmental value of the sustainable society.

### 2. Knowledge

Applicability	Expected Learning Outcomes
●	2.6 Students know and understand modern economics principles and theories, and are up to date with new developments.
●	2.7 Students know and understand Thai and global economic structure, and the importance of major international economic events.
●	2.8 Students know and understand instruments of economic analysis.
●	2.9 Students know and understand applied fields in economics, including monetary, public, international, business, natural resource and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.
○	2.10 Students are informed about related fields including sociology, business administration, education, law policy, and science.

### 3. Intellectual Development

Applicability	Expected Learning Outcomes
●	3.4 Students have developed individual critical thinking.
●	3.5 Students are sufficiently trained in research skills.
●	3.6 Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand causes of current economic problems in Thailand.

	Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.
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#### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes
●	4.1 Students are responsible for assigned tasks and work in groups effectively.
○	4.2 Students have problem-solving skills.
○	4.3 Students show leadership skills and team spirit.
●	4.4 Students are always improving themselves.
○	4.5 Students have good interpersonal skills, adapting and working under different conditions.

#### 5. Quantitative Analysis, Communication and Information Technology

Applicability	Expected Learning Outcomes
●	5.1 Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.
○	5.2 Students communicate effectively and select appropriate presentation methods.
●	5.3 Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.

**Course Outline**  
**EE311 Microeconomics Theory**  
**Semester 2/2025**

**Number of credits:** 3 credits (3-0-6)

**Prerequisites:** EE211 and MA216

**Course Description:**

Demand and supply analysis, consumer behaviour and demand theory, production and cost of production, different types of product market structures, price determination in factor markets, decision-making over time, general equilibrium analysis, and introductory welfare economics and public policy.

## Ojectives of the course:

1. Understand and able to apply the consumer behavior and demand theory.
2. Understand and be able to explain the relationship between inputs and output in the short run and long run. Understand types of cost curves and their properties as well as understanding the relationship between production and costs.
3. Know the characteristics of each type of product market structure. Know how to determine the equilibrium price and quantity for each market structure.
4. Know how to determine the equilibrium price and quantity for each type of factor market.
5. Understand the three general equilibrium conditions and the Pareto optimality concept.
6. Understand the factors the lead to market failure and the way to solve the market failure.

**Method of Instruction:** There are a total of 60 class-hours for this course or 4 hours per week. Class activities in each week will consist of three hours of lectures, and one hour of discussions, exercises and quizzes. Students are expected to work on about four 15-minute quizzes during class hours, and participate in class discussions.

## Student Evaluation:

Quizzes/assignment	15%
Mid-term examination	40%
Final examination	45%

## Main Textbooks

There are several textbooks that cover similar materials. **The first three books will be used extensively, but, for many topics, they can be used interchangeably with the other listed books.** It is important to realize, however, that no single textbook contains **all** the materials covered in this course. It is therefore essential that you read several sources, and that you review the concepts listed under "REVIEW" on your own, so that our time can be more valuably spent on new topics.

- 1) **Besanko, David, and Ronald R. Braeutigam, *Microeconomics: An Integrated Approach*, (4<sup>th</sup> ed.) New York: John Wiley & Sons, 2014.**
- 2) **Pindyck, Robert S. and Daniel E. Rubinfeld. *Microeconomics*, (9<sup>th</sup> ed.), New Jersey: Prentice Hall, 2018.**
- 3) **Perloff, *Microeconomics*, (8<sup>th</sup> ed.) Boston: Peason, 2018.**
- 4) Salvatore, Dominick, *Microeconomics: Theory and Applications*, (5<sup>th</sup> ed.), New York: Oxford University Press. 2008.
- 5) Frank, Robert H. (8<sup>th</sup> ed.). *Microeconomics and Behavior*, New York: McGraw-Hill, 2010.
- 6) Miller, R.L., and R.P.H. Fische. *Microeconomics: Price Theory in Practice*, New York: Harper Collins, 1995.
- 7) Hirshleifer, Jack *Price Theory and Applications* (6<sup>th</sup> ed.), New Jersey: Prentice - Hall, 1998.

- 8) Griffiths, Alan and Stuart Wall, *Microeconomics: Theory & Applications*, London: Longman, 2000.
- 9) Nicholson, Walter and Christopher M. Snyder, *Intermediate Microeconomics and Its Application*, (11<sup>th</sup> ed.), Dryden Press, 2009.
- 10) Varian, Hal *Intermediate Microeconomics*, (5<sup>th</sup> ed.) New York: Norton, 1999.

### **Supplementary Reading** (for fun):

Levitt, Steven D. and Stephen J. Dubner, *Freakonomics*, New York: Harper Torch, 2006.

Harford, Tim, *The Undercover Economist: Exposing Why the Rich Are Rich, the Poor Are Poor--and Why You Can Never Buy a Decent Used Car!*, Oxford University Press, 2006.

Marshall Jevons, *Murder at the Margin*, New Jersey: Princeton University Press, 1978, 1993.

*The Fatal Equilibrium*, New York: Balantine Books, 1985.

*A Deadly Indifference*, New Jersey: Princeton University Press, 1995.

Oyer, Paul, *Everything I Ever Needed to Know about Economics I Learned from Online Dating*, Harvard Business Review Press, 2014.

Dan Ariely, *The Upside of Irrationality: The Unexpected Benefits of Defying Logic at Work and at Home*, Harper; 1 edition (June 1, 2010)

Dan Ariely, *Predictably Irrational, Revised and Expanded Edition: The Hidden Forces That Shape Our Decisions*, Harper Perennial; 1 Exp Rev edition (April 27, 2010)

Dan Ariely, *The Honest Truth About Dishonesty: How We Lie to Everyone--Especially Ourselves*, Harper Perennial; Reprint edition (June 18, 2013)

### **Movies:**

"A Beautiful Mind" Universal Studios, 2001.

"An Inconvenient Truth", 2006.

"Inside Job", 2010.

### **Some Useful Links:**

Student Resources for Frank's text:

[http://highered.mcgraw-hill.com/sites/0073375942/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0073375942/student_view0/index.html)

Nobel Prize in Economic Sciences: [http://nobelprize.org/nobel\\_prizes/economics/shortfacts.html](http://nobelprize.org/nobel_prizes/economics/shortfacts.html)

Robert H. Frank: <http://www.robert-h-frank.com/>

Econ Ph.D. Net: <http://www.econphd.net/>


Hal R. Varian: <http://people.ischool.berkeley.edu/~hal/>

The Official Paul Krugman Web Page: <http://web.mit.edu/krugman/www/>

The Undercover Economist: <http://timharford.com>

The Airport Economist: <http://www.theairporeconomist.com>

The Economist Magazine: <http://www.economist.com>



## Expected Learning Outcomes:

### 1. Morality and Ethics

Applicability	Expected Learning Outcomes	Evaluation Method
●	1.11 Students demonstrate integrity.	Participation, Homework, Exam
○	1.12 Students prioritize social and public benefits over personal ones.	
●	1.13 Students are punctual and comply with the code of conduct of the institution and society at large.	Participation, Homework, Exam
○	1.14 Students are responsible and accountable to society, the nation, and the subject of economics.	
○	1.15 Students realize the cultural and environmental value of the sustainable society.	

### 2. Knowledge

Applicability	Expected Learning Outcomes	Evaluation Method
●	2.11 Students know and understand modern economics principles and theories, and are up to date with new developments.	Participation, Homework, Exam
●	2.12 Students know and understand Thai and global economic structure, and the importance of major international economic events.	Participation, Homework, Exam
●	2.13 Students know and understand instruments of economic analysis.	Participation, Homework, Exam

●	2.14 Students know and understand applied fields in economics, including monetary, public, international, business, natural resource and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	Participation, Homework, Exam
○	2.15 Students are informed about related fields including sociology, business administration, education, law policy, and science.	

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	Evaluation Method
●	3.7 Students have developed individual critical thinking.	Participation, Homework, Exam
●	3.8 Students are sufficiently trained in research skills.	Participation, Homework, Exam
●	3.9 Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	Participation, Homework, Exam

#### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	Evaluation Method
●	6.1 Students are responsible for assigned tasks and work in groups effectively.	Participation, Homework, Exam
●	6.2 Students have problem-solving skills	Participation, Homework, Exam
○	6.3 Students show leadership skills and team spirit.	
●	6.4 Students are always improving themselves.	Participation, Homework, Exam
○	6.5 Students have good interpersonal skills, adapting and working under different conditions.	

#### 5. Quantitative Analysis, Communication and Information Technology

Applicability	Expected Learning Outcomes	Evaluation Method
●	5.1 Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.	Participation, Homework, Exam
○	5.2 Students communicate effectively and select appropriate presentation methods.	
●	5.3 Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	Participation, Homework, Exam

## Teaching Plan (Subject to change):

### 1. Introduction

#### 1.1 Why Study Microeconomics?

Application of Demand and Supply concepts: government intervention

**Review:** Concepts of consumer and producer surplus.

**Read:** Besanko & Braeutigam Chs. 2 & 9, Pindyck & Rubinfeld Chs. 2 and 9, Perloff Chs.2,3,9, Frank Ch. 2, Salvatore Ch.2.

Miller & Fishe Ch. 3, and newspaper articles!

### 2. Consumer Behavior and Demand Theory

#### 2.1 Indifference Curve Analysis

- assumptions
- analysis of goods, bads, neuters

**Review:** Properties of indifference curves.

**Read:** Besanko & Braeutigam Ch. 3 & 4., Pindyck & Rubinfeld Ch. 3, Perloff Ch.4 & App. 4A, Salvatore Ch.3 (3.1-3.2), Frank Ch.3, Hirshleifer Ch. 3(pp.70-73), Miller & Fishe Ch.5,

Griffiths & Wall Ch.1 (pp.-33).

#### 2.2 Consumption equilibrium and changes in equilibrium

- consumption equilibrium and duality
- changes in income
- changes in price: income effect and substitution effect
- compensated and uncompensated demand curves
- market demand
- network externalities
- application: vouchers vs. income transfers
- revealed preferences, index numbers, and welfare changes

**Review:** Construction of demand curves, elasticities.

**Read:** Besanko & Braeutigam Ch. 5, Pindyck & Rubinfeld Ch. 4, Appendix, Perloff Ch. 5;

Salvatore Ch 3 (3.4-3.5) Chs.4 -5, Frank Ch.4-5, Appendix; Hirshleifer Ch.4,Ch.5 (pp.117-152),

Miller & Fishe Ch.4 (pp.119-120); Appendix 5A and Ch.6, Griffiths and Wall Ch.1 (pp.33-50), Ch.2,

(pp.55-68) , Varian Ch. 7.8 & Ch. 8.

## 2.3 Intertemporal consumption (consumption overtime)

- time preference and time value of money
- cases: regular income, productive opportunities, inheritance
- supply of saving
- consumption and pricing of durable goods and non-renewable resources

**Read:** Pindyck & Rubinfeld Ch.15, Perloff Ch. 16, Salvatore Ch.16, Frank Ch.15 Appendix,

Hirshleifer Ch.14.

Miller & Fiske Ch.5 (pp.617-632), Varian Ch. 10.

## 2.4 Consumption under uncertainty

- expected utility
- preference toward risk
- gambling and insurance
- The Demand for Risky Assets

**Read:** Besanko & Braeutigam Ch. 15 (15.1-15.4), Pindyck & Rubinfeld Ch.5, Perloff Ch.17 (17.1-17.2), Salvatore Ch.6, Frank Ch.6 (pp.198-210), Miller & Fiske Ch.5 (pp.644-649), Griffiths & Wall Ch.3 (pp.102-113).

Varian Ch. 12

## 3. Transactions Costs and Institutional Economics

- costs of market exchange
- components of transactions costs
- optimal search
- meaning of “institutions”
- origin of firms, an example of an institution
- rules, behavior and objectives of the firm
  - profit maximization
  - utility maximization and satisficing

**Read:** Miller & Fiske Ch.7, Frank Ch.6 Appendix, Griffiths and Wall Ch.5, Baumol W.J.Economic Theory and Operations Analysis, 4<sup>th</sup> ed.(Prentice – Hall) 1977, Ch.15, Kreps, A Course in Microeconomic Theory, (Harvester Wheatsheaf) 1990, Ch. 20, Coase “The Nature of the Firm”, *Economica*, 4:386-405, 1937, Stigler, “The Economics of Information”, *Journal of Political Economy*, 69:3, 1961.

## 4. Production and Costs

### 4.1 Production equilibrium

- least cost combination
- duality in production
- relationship between product curves and cost curves

### 4.2 Production functions and costs

- homogeneous production functions and their properties
- returns to scale
- elasticity of substitution

**Review:** All product and cost curves; e.g. AP, MP, TP, TC, AC, MC.

**Read:** Besanko & Braeutigam Ch. 6-8, Pindyck & Rubinfeld Chs.6-7, Perloff Ch.6-7, Salvatore Chs. 7-8, Frank Chs.9-10, Miller & Fische Chs.8-9, Griffiths & Wall Ch.4.

## 5. Product Markets

### 5.1 Perfectly competitive markets

- long-run equilibrium and efficiency

**Review:** Characteristics of perfectly competitive markets, price and output under perfect competition.

**Read:** Besanko & Braeutigam Ch. 9, Pindyck & Rubinfeld Ch.8, , Perloff Ch. 8, Hirshleifer & Glazer Ch.7 (pp.175-186), Salvatore Ch.9, (pp.240-248), Frank Ch.11, Miller and Fische Ch.10, Griffiths and Wall Ch.6.

### 5.2 Monopoly

- meaning of market power
- price and output determination
- multi-plant monopoly
- monopoly and resource allocation
- regulation of monopolies and contestable markets
- other pricing strategies
  - price discrimination: degrees and hurdles
  - two-part tariffs and other strategies

**Review:** Simple monopoly

**Read:** Besanko & Braeutigam Ch. 11.1-11.6 & 12, Pindyck & Rubinfeld Ch.10 (10.1-10.4 and 10.7) & Ch.11, Perloff Ch.11,12; Salvatore Ch.10 & Ch.13, Frank Ch.12, Miller & Fische Ch.11-12,  
Hirshleifer Ch.8, Griffiths and Wall Ch.7.

### 5.3 Monopolistic competition

- characteristics of monopolistic competition
- equilibrium price and output in the short run and long run
- implications on resource allocation

**Read:** Besanko & Braeutigam Ch. 13.5, Pindyck & Rubinfeld Ch.12.1, Perloff 13.7,

Frank Ch.13, Miller & Fishe Ch.13 (pp.515-523), Salvatore Ch. 11 (11.1-11.2)

### 5.4 Oligopoly

- meaning of oligopoly
- various models of oligopoly:
  - kinked demand
  - collusion and cartel
  - Cournot, Bertrand and Stackelberg
  - price leadership or dominant firm
- game theory and its application to oligopolistic markets
  - introduction
  - equilibrium: Dominant strategy, Nash equilibrium, Maximin
  - Prisoners' dilemma
  - sequential games
  - Strategic moves: entry deterrence

**Read:** Besanko & Braeutigam Ch. 13.1-13.4 & 14, Pindyck and Rubinfeld Ch.12.2-12.6 & Ch.13, Perloff Ch. 13,14, Hirshleifer Ch.10, Salvatore Ch.11 (11.3-11.8) Ch. 12 , Frank Ch.13, Miller & Fishe Ch.13 (pp.526-557); Chiang, Fundamental Methods of Mathematical Economics, Ch. 21.

**Watch:** "A Beautiful Mind"

## 6. Factor Markets

### 6.1 Competitive factor markets

- demand for a factor ( cases of one variable input and several variable inputs )
- supply of inputs to a firm and market supply of inputs
- price and quantity of factor employed

**Read:** Pindyck & Rubinfeld Ch.14.1-14.2, Perloff Ch.5 (5.5), 15 (15.1).Hirshleifer Ch.11, Salvatore Ch. 14, Frank Ch.14, Miller & Fishe Ch.14 (pp.565-592),Griffiths & Wall Ch.9

(pp.379-383).

## 6.2 Factor Markets with Monopoly and Monopsony Power

- marginal revenue product
- marginal and average factor cost
- price and quantity of factor employed

**Read:** Besanko & Braeutigam Ch. 11.7, Pindyck and Rubinfeld Ch. 10.5-10.6 & Ch.14.3, Perloff Ch. 15 (15.2, 15.3), Hirshleifer Ch.11 (pp.333-341), Frank Ch.14, Miller & Fische Ch.14 (pp.595-599), Griffiths & Wall Ch.9 (pp.383-385), Salvatore Ch.15.

## 6.3 Factor Markets with Monopoly Power of Seller of Input

- monopoly power over the wage rate
- price and quantity of factor employed
- bilateral monopoly

**Read:** Pindyck & Rubinfeld Ch.14.4, Hirshleifer Ch.12 (12.4) (pp.356-363), Salvatore Ch.15, Miller & Fische Ch.14 (pp.599-606).

## 6.4 Economic Rent

- meaning of economic rent
- rent-seeking behavior and resource allocation

**Read:** Besanko & Braeutigam Ch. 9.5, Pindyck and Rubinfeld Ch.14 (pp.529-532), Frank Ch.15 (pp.569-70), Hirshleifer Ch.12 (12.7), Miller & Fische Ch.14 (pp.588-589), Griffiths & Wall Ch.9 (pp.400-404).

## 7. General Equilibrium Analysis and Welfare Economics

### 7.1 General Equilibrium: consumption, production, and exchange

- welfare criteria
- Pareto optimum and efficiency
- perfect competition and Pareto optimum
- welfare maximization and Pareto optimum conditions

**Read:** Besanko & Braeutigam Ch. 16.1-16.4, Pindyck & Rubinfeld Ch.16 (16.1-16.4, 16.6), Perloff Ch. 10, Hirshleifer Ch.15 (15.2), Miller & Fische Ch.16, Salvatore Ch.17, Frank Ch.16, Griffiths & Wall Ch.9 (pp.421-433).

## 7.2 Market Failure and Imperfections

- imperfect competition, externalities, public goods, and asymmetric information
- correction of failure and imperfections: government or private sector

**Read:** Besanko & Braeutigam Ch. 17, Pindyck & Rubinfeld Ch.16 (16.7) & Chs.17-18, Perloff Ch. 18,19, Hirshleifer Ch.15 (15.3), Miller & Fishe Ch.17,Salvatore Chs.18-19, Frank Chs.17-18, Griffiths & Wall Ch.9 (pp.433-437) & Ch.11.

### Teaching Plan:

No.	Topics
1	Application of Demand and Supply concepts: government intervention
2	Application of Demand and Supply concepts: government intervention
3	Consumer Behavior and Demand Theory: Indifference Curve Analysis
4	Consumption equilibrium and Changes in equilibrium
5	Applications: vouchers vs. income transfers, revealed preferences, index numbers
6	Intertemporal consumption
7	Intertemporal consumption
8	Consumption under uncertainty
9	Consumption under uncertainty
10	Production and Costs
11	Production and Costs
12	Perfectly competitive markets
13	Monopoly
14	Monopoly
	<b>Midterm</b>
15	Pricing strategies
16	Pricing strategies

<b>No.</b>	<b>Topics</b>
17	Monopolistic competition and Oligopoly
18	Various models of oligopoly
19	Various models of oligopoly
20	Game theory and its application
21	Game theory and its application
22	Factor Markets
23	Factor Markets
24	Factor Markets
25	General Equilibrium Analysis
26	General Equilibrium Analysis
27	General Equilibrium Analysis
28	Market Failure and Imperfections
29	Market Failure and Imperfections
30	Market Failure and Imperfections
31	Market Failure and Imperfections
<b>Final Examination</b>	



## Course Outline

### EE312 Macroeconomic Theory

Semester 2/2025

**Number of Credit:** 4 credits

**Prerequisite:** a) EE211 and EE212 or b) EE213 and EE214

**Course Description:** The model of joint equilibrium in product markets, money markets, and foreign exchange markets (the IS-LM-BP model); changes in equilibrium; product markets and labor markets; the model of aggregate supply and demand in closed and open economies; inflation, unemployment, and the Phillips curve; economic stabilization policies; growth theory, micro- foundation of macroeconomics focusing on real business cycle model, new classical model, and new Keynesian model; applications of Macroeconomic theory to analyze economic situations.

### Course Objectives:

To provide students with an understanding of macroeconomic theory and its analytical approach to economic system, as well as an ability to apply macroeconomic theory to economic problems and policies.

## Expected Learning Outcomes

### 1. Morality and Ethics EE312

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	Quizzes & Group HW / Exams
○	2. Students prioritize social and public benefits over personal ones.	
●	3. Students are punctual and comply with the code of conduct of the institution and society at large.	Observed class attendance / Quizzes & Group HW / Exams
○	4. Students are responsible and accountable to society, the nation, and the subject of economics.	
○	5. Students realize the cultural and environmental value of a sustainable society.	

### 2. Knowledge

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students know and understand modern economics principles and theories, and are up to date with new developments.	In-class participations / Quizzes & Group HW / Exams
●	2. Students know and understand Thai and global economic structure and the importance of major international economic events.	In-class participations / Quizzes & Group HW / Exams
●	3. Students know and understand the instruments of economic analysis.	In-class participations / Quizzes & Group HW / Exams
●	4. Students know and understand applied fields in economics, including monetary, public, international, business, natural resource, and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	In-class participations / Quizzes & Group HW / Exams
○	5. Students are informed about related fields including sociology, business administration, education, law policy, and science.	

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students have developed individual critical thinking.	In-class participations / Quizzes & Group HW / Exams
●	2. Students are sufficiently trained in research skills.	In-class participations / Quizzes & Group HW / Exams
●	3. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand the causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	In-class participations / Quizzes & Group HW / Exams

### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students are responsible for assigned tasks and work in groups effectively.	In-class participations / Quizzes & Group HW / Exams
●	2. Students have problem-solving skills.	In-class participations / Quizzes & Group HW / Exams
○	3. Students show leadership skills and team spirit.	
●	4. Students are always improving themselves.	In-class participations / Quizzes & Group HW / Exams
○	5. Students have good interpersonal skills, adapt, and work under different conditions.	

### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	Evaluation Method
○	1. Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.	
○	2. Students communicate effectively and select appropriate presentation methods.	

O	3. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	
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Remark: ● Primary expected outcome O Secondary expected

**Main Text:**

- Mankiw Gregory “Macroeconomics. Pearson Education, 2016 (M.)
- Froyen Richard. Macroeconomics: Theories and Policies. 10th edition. Pearson Education Limited, 2013. (F.)
- Williamson Stephen D. Williamson. Macroeconomics. 5th edition. Pearson Education Limited, 2018. (W.)

**Suggested Readings:**

Supplement readings will be posted on the *Google Classroom*.

**Assessments:**

• Quizzes & HW	15	points
• Mid-term exam	40	points
• Final exam	45	points
Total	<u>100</u>	points

Note: Evaluation methods and weights are subject to change.

**Video Recording Policy**

Make-up classes may be recorded for the convenience and review of students who are unable to attend in person. However, regular classes will not be recorded. If you cannot attend a make-up class, please inform the instructor in advance so arrangements can be made for the recording.

Please note that recorded classes are for personal use only and may not be shared or distributed

### Grading Criteria:

To determine the letter grade, I use a mixed procedure between the criteria-based and the distribution-based method. When the criteria-based grading can be directly applied, I follow the general guideline of the university described below.

A = 4.0 (85-100)	B+ = 3.5 (75-84)
B = 3.0 (70-74)	C + = 2.5 (65-69)
C = 2.0 (60-64)	D+ = 1.5 (50-59)
D = 1.0 (40-49)	F = 0 (0-39)

### Tentative Class Schedule:

Topics	Reading
<b>1. Overview and introduction (0.5 lecture)</b>	
1.1) Class overview: <i>logistic information</i>	<i>W. Ch. 1/Ch. 2</i>
1.2) Roadmaps: <i>where we are headed</i>	<i>Self-study Video clip</i>
1.3) Measuring macroeconomic activities (self-study)	
<b>Part I Closed-economy business cycle fluctuations (9 lectures)</b>	
<b>2. Introduction to business cycle studies and economic fluctuation (0.5 lecture)</b>	
2.1) What is a business cycle?	<i>W. Ch. 3</i>
2.1.1) Nature of macroeconomic data	<i>M. Ch. 10</i>
2.1.2) Measuring and characterizing business cycles	
2.2) Framework for business cycles theory	
2.2.1) Ingredient of business cycle theories	
2.2.2) Overview of AD-AS framework	
<b>3. The core AD-AS framework (5 lectures)</b>	
3.1) The Classical long-run macroeconomy (1.5 lecture)	<i>F. Ch. 3 - 4</i>
3.1.1) Aggregate production function	<i>M. Ch 3</i>
a) <i>Key properties and Graphical illustration</i>	
b) <i>Law of diminishing marginal product</i>	
3.1.2) Labour market outcome	<i>Self-study Video clip</i>

Topics	Reading
a) <i>Labour supply</i>	<i>F. Ch. 5 - 6</i>
<b>b) <i>Labour demand</i></b>	
3.1.3) Natural level of aggregate variables and Potential output	<i>M. Ch. 14</i>
3.2) Foundation of aggregate demand theory (0.5 lecture)	
3.2.1) Keynesian DAE	
3.2.2) The IS-LM model	
3.3) Foundation of aggregate supply theory (1.0 lecture)	
3.3.1) Long-run aggregate supply	
3.3.2) Short-run aggregate supply	
3.4) AD-AS equilibrium and business cycles (2.0 lectures)	
3.4.1) Short-run fluctuations	
a) <i>Shocks and Propagation mechanism</i>	
b) <i>Macroeconomic policy analysis</i>	
3.4.2) Self-adjusting mechanism and Medium-run fluctuations	
a) <i>Swift adjustment process</i>	
b) <i>Gradual adjustment process</i>	
c) <i>Staggered adjustment process</i>	
3.4.3) How well does the AD-AS framework fit the data? (optional)	
<hr/>	
<b>4. Inflation and business cycles (3.5 lectures)</b>	
4.1) Some stylized facts of inflation	<i>M. Ch. 5</i>
4.2) Long-run theory of inflation	
4.2.1) Quantity theory of money	
4.2.2) Cost and benefit of inflation	<i>M. Ch. 14</i>
4.3) Business cycles perspectives of inflation	
4.3.1) The Phillips curve and its derivation	
4.3.2) Short-run <i>and</i> Long-run Phillips curve	
4.4) Macroeconomic policy design	
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<b>Part II Open-economy business cycle fluctuations (4.5 lectures)</b>	
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<b>5. International financial markets (1.5 lectures)</b>	
5.1) Keep tracking in the globally connected economy: <i>international accounts</i>	<i>Self-study video clip</i> <i>F. Ch 14</i>
5.1.1) Current account	
5.1.2) Capital account	
5.1.3) Balance of payments account	<i>F. Ch 14</i>
5.2) Foreign exchange market	
5.2.1) Exchange rate determination: <i>Long-run PPP approach</i>	
5.2.2) Exchange rate determination: <i>Short-run approach</i>	
a) <i>Demand and Supply for foreign currency</i>	
b) <i>Equilibrium exchange rate and Balance of payments</i>	
5.2.3) Exchange rate economics	
a) <i>Flexible exchange rate regime</i>	
b) <i>Fixed exchange rate and Implementations</i>	
c) <i>Exchange rate policies and sterilizations</i>	

	Topics	Reading
<b>6.</b>	<b>Framework for open-economy business cycle analysis (3 lectures)</b>	
6.1)	An open-economy macroeconomics model: <i>IS-LM-BP framework</i>	<i>F. Ch 15</i>
6.1.1)	Open-economy IS curve	
6.1.2)	Open-economy LM curve	
6.1.3)	The balance of payment curve (BP curve)	
6.2)	Disequilibrium and adjustments towards equilibrium	
6.2.1)	Adjustments under flexible exchange rate	
6.2.2)	Adjustments under fixed exchange rate	
6.3)	Macroeconomic shocks and open-economy propagation mechanism	
6.3.1)	Origin of the fluctuations	
6.3.2)	Spill-over effect and international transmission of shocks	
6.3.3)	Equilibrium adjustment under different exchange rate regimes	
6.3.4)	The case of flexible exchange rate regime	
6.4)	Macroeconomic policies under a small open economy	
6.4.1)	Macroeconomic imbalances and policy corrections	
6.4.2)	Issues on policy effectiveness	
6.4.3)	The impossibility trinity theorem	

## Mid-term Exam

### Part III: Micro-foundation approach to macroeconomics

<b>7.</b>	<b>A Closed-Economy One-Period Macroeconomic Model (4 lectures)</b>	
7.1)	General equilibrium macroeconomy and Circular flow of macroeconomy	<i>W. Ch 4</i>
7.2)	Optimizing-agent decision	
7.2.1)	Households	
a)	<i>Preferences over consumption and leisure</i>	
b)	<i>Choice set and constraint</i>	
c)	<i>Work-leisure decision and labor supply</i>	
7.2.2)	Firms	
a)	<i>Production and technology</i>	
b)	<i>Profit maximization problem and labour demand</i>	
7.3)	Competitive equilibrium and Pareto optimality	<i>W. Ch 5</i>
7.3.1)	Government and tax	
7.3.2)	Equilibrium	
7.3.3)	Pareto optimality	
7.4)	Model applications	
7.4.1)	Changes in government spending	
7.4.2)	Changes in total factor productivity	
7.5)	How well does the model fit the data?	
<b>8.</b>	<b>Two-Period model: the consumption-savings decision (3 lectures)</b>	
8.1)	Credit market and allocation over time	<i>W. Ch. 9</i>

Topics	Reading
8.2) Preference over life-time consumption	
8.2.1) Intertemporal life-time consumption problem	
8.2.2) Behaviour of current consumption and its determinants	
a) <i>Effect of interest rate on consumption and saving behaviour</i>	
b) <i>Effect of permanent and temporary increases in income</i>	
8.3) Government sector and Competitive equilibrium	
8.4) The Ricardian equivalence theorem	
<hr/>	
<b>9. A Real Intertemporal Model with Investment (5 lectures)</b>	
9.1) Circular flow of a production economy over time	W. Ch.11
9.2) Optimizing-agent decision under intertemporal environment	
9.2.1) Consumer's problem	
a) <i>Current labour supply</i>	
b) <i>Demand for consumption goods</i>	
9.2.2) Consumer's problem	
a) <i>Current labour demand</i>	
b) <i>Investment decision</i>	
9.3) Competitive equilibrium	
9.4) Model applications	
9.4.1) Changes in government spending	
9.4.2) Change in capital stock	
9.4.3) Change in total factor productivity	
<hr/>	
<b>10. Long-term Economic Growth (4 lectures)</b>	
10.1) Long-term growth stylized-facts	W. Ch.7
10.2) Growth accounting	W. Ch.8
10.3) Solow growth model	
10.4) Theory confronts with data	
10.5) Income disparities and Growth policies	

***Final Exam (Required)***

## **Course Outline**

### **EE320 Introductory Mathematical Economics**

#### **Semester 2/2025**

**Number of credits:** 3 credits (3-0-6)

**Prerequisites:** a) EE 211, EE 212 and MA 216 (or MA211)  
or b) EE 213, EE 214 and MA216 (or MA 211)

#### **Course description:**

Study of mathematical concepts and tools such as functions, matrices and higher-order derivatives in cases of single and multiple independent variables. Emphasis is on the application of optimization, both with and without constraints, and introductory integral, for understanding relationships of various economic variables and concepts, such as the relationship of aggregate, average and marginal functions. Other topics covered analyses of elasticities, market equilibrium, impacts of taxation and input-output models.

**Course objectives:**

1. To equip students with essential mathematical concepts and tools in studying economics.
2. To expose students to the application of mathematical concepts in analyzing economic problems.

**Main Text:**

Chiang, A. C. and Wainwright, K. (2005) *Fundamental Methods of Mathematical Economics*, 4<sup>th</sup> edition, McGraw-Hill, Inc., Singapore. **(CW)**

**Other Recommended Books:**

Sydsaeter, K. and P. Hammond. (2006). *Essential Mathematics for Economic Analysis*, 2<sup>nd</sup> edition, Prentice Hall.

Holden, K. and Pearson, A.W. (1992). *Introductory Mathematics for Economics and Business* Second edition, The Macmillan Press Ltd.

**Expected Learning Outcomes:****4. Morality and Ethics**

Applicability	Learning Goals
●	1.16 Students demonstrate integrity.
○	1.17 Students prioritize social and public benefits over personal ones.
●	1.18 Students are punctual and comply with the code of conduct of the institution and society at large.
○	1.19 Students are responsible and accountable to society, the nation, and the subject of economics.
○	1.20 Students realize the cultural and environmental value of the sustainable society.

## 5. Knowledge

Applicability	Learning Goals
●	2.16 Students know and understand modern economics principles and theories, and are up to date with new developments.
●	2.17 Students know and understand Thai and global economic structure, and the importance of major international economic events.
●	2.18 Students know and understand instruments of economic analysis.
●	2.19 Students know and understand applied fields in economics, including monetary, public, international, business, natural resource and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.
○	2.20 Students are informed about related fields including sociology, business administration, education, law policy, and science.

## 6. Intellectual Development

Applicability	Learning Goals
●	3.10 Students have developed individual critical thinking.
●	3.11 Students are sufficiently trained in research skills.
●	3.12 Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.

## 7. Interpersonal Skills and Responsibilities

Applicability	Learning Goals
●	8.1 Students are responsible for assigned tasks and work in groups effectively.
●	8.2 Students have problem-solving skills.
○	8.3 Students show leadership skills and team spirit.
●	8.4 Students are always improving themselves.
○	8.5 Students have good interpersonal skills, adapting and working under different conditions.

## 8. Quantitative Analysis, Communication and Information Technology

Applicability	Learning Goals
●	5.1 Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.
○	5.2 Students communicate effectively and select appropriate presentation methods.
●	5.3 Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.

## Course Outline:

Lectures	Topics	
(1 lecture)	<b>1. Introduction</b> <ul style="list-style-type: none"><li>- Importance and needs to use mathematics in economics.</li><li>- The nature of theory, economic model and mathematics.</li></ul>	CW. Ch. 1
(1 lecture)	<b>2. Mathematics and Economic Relations</b> <ul style="list-style-type: none"><li>- Relations and functions</li><li>- Types of functions</li></ul>	CW. Ch.2
(4 lectures)	<b>3. Static and Comparative Static Equilibrium Analysis</b> <ul style="list-style-type: none"><li>- Linear models in economics</li><li>- Simultaneous system of equations</li><li>- Linear equation and graph</li><li>- Breakeven analysis</li><li>- Individual and market demand</li><li>- Individual and market supply</li><li>- Partial market equilibrium</li><li>- Excise tax and market equilibrium</li><li>- Elasticity concept</li><li>- Simple macroeconomic model</li><li>- IS-LM model</li></ul>	CW. Ch. 3

(3 lectures)	<p><b>4. Linear Model, Basic Matrix Algebra and Applications</b></p> <ul style="list-style-type: none"> <li>- Terminology (Type of matrix)</li> <li>- Matrix operations (add, subtract, multiply)</li> <li>- Representation of system of equation by matrix notation</li> <li>- Matrix inversion by determinants</li> <li>- Determinant and singularity of matrix</li> <li>- Cramer's rule</li> <li>- Matrix applications in: <ul style="list-style-type: none"> <li>- Partial market equilibrium</li> <li>- Excise tax and market equilibrium</li> <li>- Simple macroeconomic model</li> <li>- IS-LM model</li> </ul> </li> </ul>	<p>CW. Ch. 4, 5</p>
(3 lectures)	<p><b>5. Nonlinear Model and Differential Calculus in Economic</b></p> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>- Quadratic theory</li> <li>- Other nonlinear functions</li> <li>- Slope and derivatives of a function</li> <li>- Rule of differentiation</li> <li>- Non differentiable functions</li> <li>- Examples in Economics <ul style="list-style-type: none"> <li>- Derivative and marginality</li> <li>- Relations among the total, the average and the marginal functions</li> <li>- Elasticity, total revenue and marginal revenue</li> </ul> </li> </ul>	<p>CW. Ch. 6, 7, 8</p>

(1 lecture)	<p><b>6. Optimization without Constraints : One Independent Variable Case</b></p> <ul style="list-style-type: none"> <li>- Maxima, minima and inflection point</li> <li>- Convexity and concavity</li> <li>- Maximize profits <ul style="list-style-type: none"> <li>- Competitive market case</li> <li>- Monopoly case</li> </ul> </li> <li>- Effects of taxes <ul style="list-style-type: none"> <li>- Lump-sum tax</li> <li>- Profit tax</li> <li>- Excise tax</li> </ul> </li> <li>- Maximization of tax revenue</li> </ul>	CW. Ch. 9
28 Feb 2023	<b>MIDTERM</b>	
(5 lectures)	<p><b>7. Derivatives of More-Than-One Independent Variable</b></p> <p><b>Function</b></p> <ul style="list-style-type: none"> <li>- First-order partial derivatives</li> <li>- Second-order partial derivatives</li> <li>- Differential</li> <li>- Total differential</li> <li>- Total derivatives</li> <li>- Implicit function and its derivative</li> <li>- Examples in economics <ul style="list-style-type: none"> <li>- Partial market equilibrium</li> <li>- Multipliers in macroeconomic models</li> <li>- Utility function</li> <li>- Production function</li> <li>- Etc.</li> </ul> </li> </ul>	CW. Ch. 7, 8

(4 lectures)	<p><b>8. Optimization without Constraint : More-Than-One</b></p> <p><b>Independent Variable Cases</b></p> <ul style="list-style-type: none"> <li>- Conditions for maximum or minimum</li> <li>- Third degree price discrimination</li> <li>- Multiplant-firm</li> <li>- Multiproduct-firm</li> </ul>	<p>CW. Ch. 11</p>
(4 lectures)	<p><b>9. Optimization under Equality Constraint</b></p> <ul style="list-style-type: none"> <li>- Lagrange multiplier</li> <li>- Conditions for optimization</li> <li>- Maximize output level subject to cost constraint</li> <li>- Minimize cost subject to output constraint</li> <li>- Minimize utility subject to fixed budget</li> </ul>	<p>CW. Ch. 12</p>
(1 lectures)	<p><b>10. Integration and Its Application</b></p> <ul style="list-style-type: none"> <li>- Terminology in Integration</li> <li>- Rules of Integration</li> <li>- Definite Integration</li> <li>- Applications: <ul style="list-style-type: none"> <li>- Total revenue function from marginal revenue function</li> <li>- Total cost function from marginal cost function</li> <li>- Profit function from MR-MC</li> <li>- Utility function from marginal utility function</li> <li>- Consumption and saving functions from marginal propensity functions</li> </ul> </li> <li>- Capital formation and investment functions</li> </ul>	<p>CW. Ch. 14</p>

	<ul style="list-style-type: none"><li>- Consumer surplus, producer surplus and total surplus</li><li>- First degree price discrimination</li><li>- Differential equation (if time allows)</li></ul>	
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Note: The class schedule shown above may be adjusted during the semester as needed.

**Assessment:**

- |                 |      |
|-----------------|------|
| 1. Quizzes      | 10 % |
| 2. Midterm Exam | 40 % |
| 3. Final Exam   | 50 % |

**Remarks:**

- ◆ **Mid-Term Examination**
- ◆ **Final Examination**

## Course Outline

### **EE 325 Introductory Econometrics** **Semester 2/2025**

**Number of Credit:** 3 credits

**Prerequisite:** EE211 (or EE213), EE212 (or EE214), MA216 (or MA211)  
and ST216 (or ST211)  
*(Credit will not be awarded to students who are taking or have completed EE425)*

**Course Description:** Applying statistical methods and economic theories to analyze economic data using the simple and multiple regression. Topics also include dummy variable, multicollinearity, heteroscedasticity, autocorrelation, and specification error. This course focuses on how to choose the appropriate tool for an empirical study, with the emphasis placed on using some econometric softwares.

## Expected Learning Outcomes

### 1. Morality and Ethics **EE325**

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	Class participation and exam
○	2. Students prioritize social and public benefits over personal ones.	Class participation
●	3. Students are punctual and comply with the code of conduct of the institution and society at large.	Class participation and exam
○	4. Students are responsible and accountable to society, the nation, and the subject of economics.	Class participation and exam
○	5. Students realize the cultural and environmental value of a sustainable society.	Class participation and exam

### 2. Knowledge

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students know and understand modern economics principles and theories, and are up to date with new developments.	Class participation and exam
●	2. Students know and understand Thai and global economic structure and the importance of major international economic events.	Class participation and exam
●	3. Students know and understand the instruments of economic analysis.	Class participation and exam
●	4. Students know and understand applied fields in economics, including monetary, public, international, business, natural resource, and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	Class participation and exam
○	5. Students are informed about related fields including sociology, business administration, education, law policy, and science.	Class participation and exam

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students have developed individual critical thinking.	Class participation and exam

●	2. Students are sufficiently trained in research skills.	Class participation and exam
●	3. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand the causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	Class participation and exam

#### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students are responsible for assigned tasks and work in groups effectively.	Class participation and exam
●	2. Students have problem-solving skills.	Class participation and exam
○	3. Students show leadership skills and team spirit.	Class participation and exam
●	4. Students are always improving themselves.	Class participation and exam
○	5. Students have good interpersonal skills, adapt, and work under different conditions.	Class participation and exam

#### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.	Class participation and exam
○	2. Students communicate effectively and select appropriate presentation methods.	Class participation and exam
●	3. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	Class participation and exam

Remark: ● Primary expected outcome ○ Secondary expected

**Main Text:**

Wooldridge, J. M. *Introductory Econometrics: A Modern Approach*. Thompson: South-Western.

**Recommended Texts & Materials:**

Gujarati, D.N., and D.C. Porter, *Basic Econometrics*. 5<sup>th</sup> ed., N.Y., McGraw-Hill, 2009.

Jame H. Stock and Mark W. Watson, *Introduction to Econometrics*, 2<sup>nd</sup> Edition, Boston: Pearson Addison Wesley (2007)

William E. Griffiths, R. Carter Hill and George G. Judge, *Learning and Practicing Econometrics*, John Willey & Sons (1993 or latest edition)

Joshua D. Angrist and Jörn-Steffen Pischke, *Mostly Harmless Econometrics: An Empiricist's Companion*, Princeton University Press (2009)

ISBN-13: 978-0-691-12035-5

**Grading Criteria:**

Homework and Pop Quizzes 20%

Midterm Exam 35% **(Tuesday, February 28, 2023; 12.00 - 14.00 hrs.)**

Final Exam 45% **(Saturday, May 13, 2023; 09.00 - 12.00 hrs.)**

**\*Late homeworks count as 50% of your actual marks.**

**Tentative Class Schedule:****Introduction**

- What is econometrics?
- Methodology of econometrics
- Types of economic data  
(Wooldridge, ch.1 or Gujarati, ch. 1)

**Review of Some Statistical Concepts**

- Random variables and distributions
- Expectation, variance, covariance and correlation
- Estimators and desirable properties of estimators  
(Wooldridge, Appendix B or Gujarati, Appendix A, pp.869-912)

**Simple Regression Models**

- Principle, assumptions and derivation of ordinary least squares (OLS) estimators
- Properties of OLS estimators
- Statistical inference
- Prediction
- Regression Through the Origin  
(Wooldridge, ch. 2 or Gujarati, chs. 2 – 6)

## **Multiple Regression Analysis (Estimation)**

- Motivation
- Model and assumptions
- Estimation of parameters and properties of estimators
- Meaning of partial regression coefficients
- Measuring goodness of fit:  $R^2$  and adjusted  $R^2$
- The matrix approach to linear regression model  
(Wooldridge, ch. 3 or Gujarati: ch. 7, Appendix B, C)

## **Multiple Regression Analysis (Inference)**

- Sampling Distribution of the OLS estimators
- Test on individual regression coefficients
- Testing the multiple linear restrictions
- Testing the equality of two regression coefficients
- Testing for equality or stability of parameters (Chow test)
- Prediction with general linear model  
(Wooldridge, ch. 4 or Gujarati: ch. 8)

## **Multiple Regression Analysis (Extensions)**

- Data scaling on OLS statistics
- More on functional forms  
(Wooldridge, ch. 6, (6.1 and 6.2))

## **Dummy Variable Regression Models**

- Describing Qualitative Information
- Models with a single dummy independent variable
- Using dummy variables for multiple categories
- Interactions involving dummy variables  
(Wooldridge, ch. 7 or Gujarati: ch. 15)

## **Heteroscedasticity Problem**

- Nature and Consequences of heteroscedasticity for OLS
- Testing for heteroscedasticity
- Remedial measures (weighted least squares estimation)  
(Wooldridge, ch. 8 or Gujarati, ch. 11)

## **Specification Errors and Data Problems**

- Type of specification errors
- Consequences of specification error
- Tests of specification error
- Errors of measurement  
(Wooldridge ch. 9 or Gujarati: ch. 13)

## **Multicollinearity Problem**

- Nature and Consequences of Multicollinearity
- Detecting Multicollinearity  
(Wooldridge, ch. 3 (3.4) or Gujarati, ch. 10)

## **Autocorrelation Problem**

- Nature and Consequences of Autocorrelation, Serial Correlation
- Testing for Autocorrelation
- Remedial measures  
(Wooldridge, ch. 12 (12.1-12.3) or Gujarati, ch. 12)

**Course Outline**  
**EE302 WORLD ECONOMIC HISTORY**  
**Semester 2/2025**

**Number of credits: 3 credits**

**Course Content:**

*Study and analysis of world economy with an emphasis on the economic expansion of Western territories between the 14<sup>th</sup> and the 21<sup>st</sup> centuries. Emphases are given to contextual changes in economy, geography, history society, culture, religion and politics as the role of determining economic leadership of certain economies, such as Italy, Portugal, Spain, the United Kingdom, Belgium, the Netherlands, France, Germany, Sweden, the United States and Japan.*

**Course Objectives:**

This class has three primary purposes. Firstly, it is to identify the major economic changes that have occurred throughout world history, and to analyze what they were, when they occurred, and why. Thus, students will be expected to know (or learn) the basic outlines of world history, so that they can learn how economic rules have shaped it.

Secondly, the class seeks to demonstrate how the rules and laws of economics are universal; they apply through time and space. Thus, students will learn how complex organizations have been created throughout history, how material, technological and human capital limitations have influenced societies and history, and how different societies have solved similar problems in different, and similar, ways. And they will learn how the laws of economics apply in non-market economies, how decisions and resources are allocated in the absence of modern markets.

Finally, the class will explore the economic, societal and political prerequisites of economic growth. Economic growth throughout history shows some persistent patterns, and these patterns apply to today, as well as the past. Different theories of growth and development stress different factors as being key; the answer to the question of what specific factors are necessary for sustained economic growth has great import to the world today.

## Prerequisites:

Econ 211 (introduction to economics) is not a prerequisite for this course, though it will be very helpful. While this course will be very non-mathematical, a certain degree of familiarity with economic terms and concepts is assumed. A basic knowledge of world history is also assumed for this course. Students should be familiar with the broad outlines of world history. Certain periods of history will be highlighted in greater detail, to demonstrate or illustrate concepts taught, but students will not be expected to know these periods in detail before class.

## Text: (Moodle Code – 2437)

There is not a standard text for this subject, and most of the books on the subject assume either an extensive working knowledge of Western History, or a great deal of familiarity with economic subjects; often the books assume both. As such, the material for the course will come from several sources, all collected into a general reader. The readings are drawn from the books and articles listed below. All books are available in my office, those who want to read deeper into the topics.

Landes, David, The Wealth and Poverty of Nations, New York, W.W. Norton and Company, 1999

Cameron, Rondo and Larry Neal, A Concise Economic History of the World: From Paleolithic Times to the Present, New York, Oxford University Press, 2003

Jones, Eric, The European Miracle; Environments, Economies and Geopolitics in the History of Europe and Asia, New York: Cambridge University Press, 2003

North, Douglass C. and Robert Paul Thomas, The Rise of the Western World: A New Economic History, New York; Cambridge University Press, 1973

North, Douglass C., Structure and Change in Economic History, Douglass C. North, W.W. Norton and Company, New York, 1981

Mokyr, Joel, The Lever of Riches: Technological Creativity and Economic Progress, New York, Oxford University Press, 1990

Clark, Gregory, A Farewell to Alms: A Brief Economic History of the World, Princeton, Princeton University Press, 1997

## Mentioned Texts:

These are books that have had a significant impact outside economics, which will be briefly covered in class. Again, they are available, but are not required for class.

Olsen, Mancur, The Rise and Decline of Nations, New York, Yale University Press, 1981

Kennedy, Paul, The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000, New York, Vintage Books, 1987

Diamond, Jared, Guns, Germs and Steel; the Fates of Human Societies, New York, W.W. Norton and Co, 1999

### **Evaluation:**

The class evaluations will be based on two exams, given throughout the semester. Each exam will be 1½ hours in length, students will have a choice of what questions to answer. A sample exam will be passed out before the midterm.

Midterm: 40%

Final: 60%

### **Cheating:**

Don't. If you do, and I catch you, you will be reported to the program director for appropriate punishment. At a minimum, you will receive a zero on the exam you are caught cheating on, other punishments include automatically failing the course, and being suspended for one (or more) semesters.

### **Topics:**

Below is a tentative course outline. Depending on student knowledge, some parts may move a little faster or slower. Certain classes, will involve a more in depth analysis of historic facts; essentially I will use those classes to make sure you know the history of the period well enough to discuss the economic underpinnings of it. Other classes will delve into economic theory more.

Introduction: Homo economicus throughout time. Economic history, vs. history of economics. Economics as human capital. People as rational beings. Evolutionary models of economic progress. The S curve. Humans as social animals.

#### **Week 1a The world 10,000 B.C.**

Prehistoric man. The hunter-gatherer tribe. Population pressure, and **the S curve**. Property rights. **Marginal values** of everything. The jungle wasteland. **Time allocation and gender roles**.

Two Models of early Population growth. Jared Diamond/Kemmer model. Property **rights, spillover effects**. The conservative (safety) bias of society, and **risk adverse** tribes. **Early trade and specialization. Comparative and absolute advantage** in family production.

#### **Week 1b – The world 7,000 B.C.**

The first agricultural Revolution. **The North Model. Olsen's roving bandit** model. The **raw materials** of agricultural growth, **factors of production**. The beginning of **property rights**, and **economic specialization and social classes**.

### **Week 2a – The world 3,000 B.C.**

The second agricultural revolution. The birth of empires. The **Hydraulic society**. The **problem of coordination**. **Technological problems vs. institutional problems**. Ancient Babylon. Ancient Assyria. Ancient Egypt. Ancient China. Ancient India. The **holdout problem** in irrigation. **Transaction costs**. “**The Surplus**”, and the use(s) of it.

**The north model of government**. **The Olsen model of tyranny**. Ancient **public goods** vs. **publicly provided goods**.

### **Week 2b The world 431 B.C.**

Trade and Money. **Coinage and agoras**. The role of money. The greek city states. Transportation costs. Specialization and **Smithian growth (pt. 1)**. Government as other than tyranny. **Colonization**. **Incentives**. **Planned vs. emergent organization**. Athens and Sparta, Citizens and Helots. Natural disasters and the end of capital. Relative effects on Capital and Labor.

### **Week 3a The world 1 A.D.**

Empire: The Romans. Roman law and courts. The **economics of the Law**. Organizational genius. **Smithian growth, absolute and comparative advantage in a large empire**. **Economies of scale** for enterprises and states. Roman agriculture, the **slave system**. Extended example: The Roman legion, and the complexity of ancient societies. Baumol, good and bad **entrepreneurship**.

### **Week 3b The world 478 A.D.**

The Roman decline. The technological explanation (North). The biological explanation (xxxx). The military explanation (Luttwak, Higgens). The **distributive coalition** hypothesis (Olsen). Also, Byzantium, and early Islam.

### **Week 4a Interlude -- Taking stock of the world, and how it was governed.**

The state. Theories of the State. North. Olsen, Others. Going back in time: China, Egypt, Persia, Greece, Rome, The Barbarians.

### **Week 4b The world in 1066 A.D.**

The Early middle ages and the problem of security. Feudalism and the Manorial system. The western world. Violence. Trade as a public good – “the encompassing interest”. Economies of scale in violence. The feudal system of national defense. Self-sufficiency, the absence of encompassing power. Political competition. The role of military technology. A model of path-dependent military dominance, the hurdle effect on a new Rome – monopoly and barriers to entry.

### **Week 5a The world of 1348**

The Black Death. Recap of Diamond hypothesis. The effect on Europe, the Middle East and Asia. The Malthusian hypothesis. Relative prices of factors of production. Changes in the status of the peasantry. Legal rights. The Rebirth of Mediterranean trade, and the new commercial organizations – banks, insurance, corporations, double entry bookkeeping, credit, etc.

### **Week 5b The world of 1500**

The age of exploration. Portuguese and Chinese fleets. Columbus and the new world. The Aztecs,

incas, and silver. The gunpowder revolution, the end of feudalism and the rise of the nation

state. European economies – The Netherlands, England, Spain, France. The three field system. The market economy, the common law system. Thick markets.

**Week 6a The world of 1700**

The early industrial revolution, mercantilism, colonies and trade.  
Narrative of the industrial revolution 1  
Theories of the industrial revolution 1

**Week 6b The world of 1850**

Narrative of the industrial revolution 2  
Narrative of the industrial revolution 2  
Schumpeterian growth, rising productivity. Escape from Malthusian economics. Free trade, most favored nation status. The Technological arms race.

**Week 7a The world of 1914**

The later industrial revolution, imperialism, free trade, global smithian growth (globalization), trade unionism, the beginning of the welfare state. Central planning, Marxism (fascism), and the USSR.

**Week 7b The world of 1948**

Standardization, global monopolies and cartels

**Week 8a The world of 2005 A.D.**

The (non) importance of resources. Human Capital and the Asian Miracle. (idea – Arab and Asian face). The Modern Welfare State. Petrocracies. Free trade and modern finance. The role of economics in economies. Public choice theory. The bureaucratic state.

**Course Evaluation:**

Type of evaluation	Evaluation Method	Evaluation date
Midterm Exam	40%	TBA
Final Exam	60%	TBA

## Course Outline

### EE361 ECONOMICS OF CLMV COUNTRIES

#### Semester 2/2025

**Number of Credit:** 3 credits

**Prerequisite:** a) EE210 or b) EE211 and EE212 or c) EE213 and EE214

**Course Description:** Four Southeast Asian countries namely Cambodia, Laos, Myanmar and Viet Nam (CLMV) have experienced phenomenal growth, averaging between 4-6% per year since year 2000, making the region currently one of the world's best performers in terms of economic growth. In understanding the development progress of these countries, it is imperative to provide an overview of their historical contexts i.e., shared experiences of colonialism, social/political conflicts following independence, and the post-conflict era of the 1990s and understand the various reforms undertaken by the governments of these countries. The opening up of the economy and the establishment of the Greater Mekong Subregion (GMS) Programme in 1992 enabled the gradual presence of official development assistance (ODA) channelled through, among others, the United Nations, World Bank, Asian Development Bank and various bilateral donors. These important milestones have contributed to the transformation of the socio-economic development of CLMV which we see today.

The course will further discuss commonalities and differences in their development trajectories and relationships with the outside world as well as issues and challenges in developing and implementing policies and programs in key development sectors, such as agriculture; education and health; transportation; trade; and urban and rural development, as well as in cross-cutting areas such as the environment, gender, climate change, and foreign aid and investments and international capital flows. The relationships between CLMV and Thailand as well as the rest of the world will also be discussed. Important lessons can be drawn from the successes and failures of development approaches, policies and programs as well as actual projects in these countries, which will be discussed in detail throughout the course. In order to hone students' understanding of the issues, case studies will be provided and students will form groups and present their understanding of the issues discussed during the course.

**Course Objective:**

The objective of this course is to understand the drivers of economic growth along with economic

development issues and challenges facing CLMV countries, since the beginning of the political and economic reforms of the post-war 1980s until the present.

## Expected Learning Outcomes

### 1. Morality and Ethics

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	
●	2. Students are punctual and comply with the code of conduct of the institution and society at large.	
●	3. Students are responsible and accountable to society, the nation, and the subject of economics.	

### 2. Knowledge

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students know and understand modern economics principles and theories, and are up to date with new developments.	
●	2. Students know and understand national economic structures and economic development in CLMV and the importance of major international economic events that affect the region.	
●	3. Students know and understand the instruments of economic analysis.	
●	4. Students know and understand the role of key contributing economic sectors and thematic development areas (e.g., environment, climate change, gender and governance).	

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students have developed individual critical thinking.	
●	2. Students are sufficiently trained in research skills.	
●	3. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics	

	concepts to understand economic development issues in CLMV.	
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#### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students are responsible for assigned tasks and work in groups effectively.	
●	2. Students have problem-solving skills.	
●	3. Students show leadership skills and team spirit.	
●	4. Students are always improving themselves.	
●	5. Students have good interpersonal skills, adapt, and work under different conditions.	

#### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	Evaluation Method
○	1. Students communicate effectively and select appropriate presentation methods.	
○	2. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	

Remark: ● Primary expected outcome ○ Secondary expected

**Main Text: Todaro, M. and S. Smith. 2013. Economic Development, 13<sup>th</sup> ed.  
Addison Wesley: NY.**

**Suggested Readings:**

- Cheang and Wong. *Cambodia, Laos, Vietnam: Economic Reform and Subregional Integration.*
- Chhair and Ung. 2013. *Economic History of Industrialization in Cambodia.*
- Dennis, John. 2005. *A review of National Reform Policies in Lao PDR.*
- Hoang, Anh Tuan. 2012. *Doi Moi and the remaking of Vietnam.*
- Moolio and Kong. *Foreign Aid and Economic Growth: Panel Cointegration Analysis for Cambodia, Lao PDR, Myanmar, and Vietnam.*
- Qingrun, Song. 2013. *Myanmar's Economic Reform and Development Prospects and Challenges.*
- Rillo and Sombilla. 2015. *Enhancing Agricultural Productivity of CLMV Countries: Challenges and Agenda for Reforms.*

**Grading Criteria:**

The final grade will not rest on one or two activities, but rather, on how many points will be accumulated throughout the semester. Course requirements include participation (including attendance, quizzes, and contribution to class discussions); group presentation on a particular topic learned in class; issue paper relating to coursework; and midterm and final exams. Details of each requirement will be discussed during class and announced in BE Moodle. Late submission of assignments/exam: up to 30 minutes a penalty of 10%, up to 60 minutes a penalty of 25%.

The weights of each of these items are as follows, and will be factored in towards the final grade:

- |                             |     |
|-----------------------------|-----|
| - Participation and quizzes | 15% |
| - Group presentation        | 15% |
| - Issue paper               | 15% |
| - Midterm exam              | 25% |
| - Final exam                | 30% |

**Grade conversion**

Numerical grades will be converted to letter grades as follows:

- |                |    |
|----------------|----|
| - >85–100      | A  |
| - >80–85       | B+ |
| - >70–80       | B  |
| - >65–70       | C+ |
| - >60–65       | C  |
| - >55–60       | D+ |
| - >45–55       | D  |
| - 45 and below | F  |

## Tentative Class Schedule

Date/Week	Topic	Reading Materials
<u>Week 1</u>		
10 Jan	Introduction <ul style="list-style-type: none"><li>- Course objectives and requirements</li><li>- Expectations of the course</li><li>- Scope and coverage</li></ul>	Course syllabus
12 Jan	Geographical and Historical Context <ul style="list-style-type: none"><li>- CMLV and Southeast Asia</li><li>- The pre-colonial era</li><li>- Colonial rule and liberation</li><li>- Post-war periods of social conflict</li></ul>	Steinberg & Hakim, Ch 1
<u>Week 2</u>		
17 Jan	Geographical and Historical Context <ul style="list-style-type: none"><li>- CMLV and Southeast Asia</li><li>- The pre-colonial era</li><li>- Colonial rule and liberation</li><li>- Post-war periods of social conflict</li></ul>	Steinberg & Hakim, Ch 1
19 Jan	Era of Reform and Economic Growth <ul style="list-style-type: none"><li>- The reform era: 1980s and 1990s</li><li>- Resumption of foreign aid</li><li>- Regional cooperation</li></ul>	Steinberg & Hakim, Ch 1; Cheang & Wong
<u>Week 3</u>		
24 Jan	The GMS Programme <ul style="list-style-type: none"><li>- Improving connectivity</li><li>- Increasing competitiveness</li><li>- Instilling sense of community</li><li>-</li></ul>	GMS 203 and Beyond
26 Jan	Agriculture Transformation and Rural Development <ul style="list-style-type: none"><li>- Agriculture labor and productivity</li><li>- Land policy and food security</li></ul>	Todaro, Ch 9
<u>Week 4</u>		
31 Jan	Agriculture Development in CLMV <ul style="list-style-type: none"><li>- Agriculture issues, trends and policies in CLMV</li><li>- Case study: Vietnam's agricultural transformation</li></ul>	Rillo and Sombilla Ly & Sodeth
2 Feb	Human Capital: Education and Health <ul style="list-style-type: none"><li>- Education, health and productivity</li><li>- Issues in education and health</li></ul>	Todaro, Ch 8

	- Role of government in human development	
<u>Week 5</u>		
7 Feb	Case study: Social Development Policies in Lao PDR	John Dennis
9 Feb	Transportation and Physical Connectivity <ul style="list-style-type: none"> <li>- Transportation systems and components</li> <li>- Transport and connectivity challenges</li> </ul>	UN-ESCAP Sustainable Transport
<u>Week 6</u>		
14 Feb	Urban Development <ul style="list-style-type: none"> <li>- Spatial and economic trends</li> <li>- Rural-urban linkages</li> <li>- Urban management and finance</li> </ul>	Todaro Ch 7
16 Feb	Urban Development in CLMV	Steinberg & Hakim, Ch 1 & 4
<u>Week 7</u>		
21 Feb	Environmental Management and Climate Change <ul style="list-style-type: none"> <li>- Environment vs the economy</li> <li>- Environmental policy</li> <li>- Climate change adaptation and mitigation</li> </ul>	Todaro Ch 10
23 Feb	Environmental Management in CLMV-Case Studies <ul style="list-style-type: none"> <li>- Nam Theun II hydropower, Laos</li> <li>- Biodiversity conservation corridors, Cambodia</li> <li>- Forestry livelihood improvement, Viet Nam</li> </ul>	ADB project reports
<u>Week 8</u>	Midterm exam week	
<u>Week 9</u>		
7 Mar	International Trade <ul style="list-style-type: none"> <li>- Benefits and costs of trade</li> </ul>	Todaro, Ch 12
9 Mar	Trade in CLMV	TBD
<u>Week 10</u>		
14 Mar	Economic Development in Cambodia <ul style="list-style-type: none"> <li>- Country context</li> <li>- Reform policies</li> <li>- Issues and challenges</li> </ul>	Chhair & Ung
16 Mar	Economic Development in Lao PDR <ul style="list-style-type: none"> <li>- Country context</li> <li>- Reform policies</li> <li>- Issues and challenges</li> </ul>	Country Analysis  Report, UN

### Week 11

21 Mar Economic Development in Myanmar  
- Country context  
- New mechanism and other reform policies  
- Issues and challenges  
Sung Qinrung

23 Mar Economic Development in Viet Nam  
- Country context  
- Doi Moi and other reform policies  
- Issues and challenges  
Ang Tuan Hang

### Week 12

28 Mar Gender and Development  
- Importance of Gender  
- Gender Mainstreaming  
Accelerating Program  
in Gender Equity

30 Mar Foreign Aid and Foreign Direct Investments  
- Objectives of official development assistance  
- Objectives of foreign investments  
- Pros and cons of foreign aid and investments  
Todaro Ch 14

### Week 13

4 Apr Thailand and CLMV Relationships  
Sompop  
Manarusungan

6 Apr Chakri Memorial Holiday (no classes)

Week 14 Songkran Festival (no classes for 11 and 13 April)

### Week 15

18 Apr Group Presentations

20 Apr Group Presentations

### Week 16

25 Apr Group Presentations

27 Apr Wrap up

## Course Outline

### EE365 ECONOMICS OF LOCAL DEVELOPMENT

Semester 2/2025

**Number of Credit:** 3 credits

**Prerequisite:** EE211 and EE212

#### Course Description:

Dynamics of local development in rural and urban areas. Economic and social theories regarding communities and collective action of people in communities. Interactions between livelihoods, natural resource capital, cultural and ethnic factors, and their influences on local farm and non-farm economic activities. Responses and adaptation of local communities to development policies. Roles of actors, such as community leaders, government officers, local administrative organizations, academics, and non-governmental organizations in local development. Analysis of capacities and limitations of local communities for collaboration in the allocation of resources and conducting economic activities. Sustainable development in the context of local development. Alternative approaches for local development.

## **Course Objectives:**

This course covers many topics in economic and social development. It requires some background knowledge in microeconomics, macroeconomics, and statistics. Reading materials will combine from textbooks, journal articles, and some practical guidelines from international organization. Students will have to work in team to do case studies, prepare and present their project. The course will also help students develop their skill in analysis, presentation, and criticizing issues in local development. Students are also encouraged to participate in discussing and questioning in class, as well as working on individual assignments.

## **Recommended Textbooks & Materials :**

In this course, we use both textbooks and papers as our reading materials. Main readings :

Todaro, Michael P., and Smith, Stephen C. (2012). Economic Development, 11th Edition. [Chapter 1, 3, 10, 11]

Otsuka, K., and Fan, S., eds. (2021) Agricultural development: New perspectives in a changing world. Washington, DC: International Food Policy Research Institute.

<https://www.ifpri.org/publication/agricultural-development-new-perspectives-changing-world>

[Chapter 1, 9, 11, 15, 19]

## **Suggested Readings :**

- Theory of Change

Stein, D. & Valters, C. (2012) Understanding Theory of Change in International Development, JSRP – LSE.

Marjan van Es (Hivos), Irene Guijt & Isabel Vogel. (2015). Theory of Change Thinking in Practice. Hivos ToC Guidelines

Brest, P. (2010) The Power of Theories of Change. Stanford Social Innovation Review.

Harries, E., Hodgson, L., & Nobel, J. (2014) Creating Your Theory of Change. NPC's practical guide

- Rural developments: agriculture & community aspects DFID. (1999) Sustainable livelihoods guidance sheets.

Timmer, P. (2009) A world without agriculture: the structural transformation in historical perspective. The AEI Press, Washington, D.C.

Ostrom, E. (2002) Type of good and collective action, Workshop in Political Theory and Policy Analysis, Indiana University.

Ostrom, E. (2011) Background on the Institutional Analysis and Development Framework, The Policy Studies Journal, 39(1): 7-27

Roetter, et al. (2007) Science for Agriculture and Rural Development in Low- income Countries. Springer, The Netherlands.

Leigh N.G., & Blakely, E.J., (2013). Planning Local Economic Development: Theory and Practice. 5th edition. SAGE publications. [Chapter 7, 13, 14]

\*\* The reading list will be updated during the semester. Students should check on MS Team before the class each week. If there is additional reading, it will also be posted on MS Team. Students are responsible to review the topic ahead of the class for more effective learning.

\*\* There will be my lecture notes updated before class. Use my lecture notes as a class reference, and read required class materials.

**Grading Criteria :**

- Participations & assignments 10 %
- Case studies (group) 10 %
- Midterm exam 20 %
- Term project (group) 30 %
- Final exam 30 %

**Expected Learning Outcomes :**

- Understanding concepts and theories in local and rural development and being able to discuss and provide critical thinking on related issues to the course contents.
- Writing skills in summarizing comprehensive topics and explaining issues in economics of local development.
- Analyzing and using the data to support evidence and tell stories from the data, as well as writing & presenting project planning and project assessment.

**Tentative Class Schedule :**

Date	Topics
Week 1: June 13 & 15  June 17	1. Development concepts - What do we mean by development? - Classic theories of economic development - Theory of change in development application  2. Rural development - Agricultural transformation & modernization - Interplay between rural and urban areas - Transformation of rural economy in Thailand

Week 2: June 20  June 22  June 24	<p>3. Economic &amp; social theories regarding community development</p> <ul style="list-style-type: none"> <li>- Economic models of development &amp; environmental issues: tragedy of commons, prisoner's dilemma, public good</li> <li>- Collective action</li> </ul> <p><i>Guest speaker by Ajarn Chon Bunnag</i></p> <ul style="list-style-type: none"> <li>- Sustainable livelihoods framework: 5 capitals in rural livelihoods (human, social, natural, physical, and financial capitals) &amp; livelihood interactions</li> <li>- Interplay between farm &amp; non-farm activities</li> </ul> <p>4. Development programs &amp; policies</p> <ul style="list-style-type: none"> <li>- Development planning</li> <li>- Project appraisal &amp; social cost-benefit analysis</li> <li>- Basic impact evaluation &amp; assessment</li> </ul>
Week 3: June 27 & 29	<ul style="list-style-type: none"> <li>- Case study of development programs</li> <li>- Project proposal submission</li> </ul>
July 1	Midterm Exam (Take home exam)
Week 4: July 4 & 6  July 8	<p>5. Roles of actors in local development</p> <ul style="list-style-type: none"> <li>- Roles of market, state, and civil society</li> <li>- Roles of institutions</li> <li>- Roles of NGOs &amp; social entrepreneurs</li> </ul> <p><i>Guest speaker by Aukrit Unahalekhaka</i> CEO Ricult Thailand</p> <p>6. Collaborations in local development</p> <ul style="list-style-type: none"> <li>- Capacities &amp; limitations of local communities</li> <li>- Experience from working with local communities</li> </ul> <p><i>Guest speaker by Ada Chirapaisarnkul</i> CEO TaejaiDotcom, pioneer of social entrepreneurship and social investment movement in Thailand</p>
Week 5: July 11 July 13-15 Public holiday	<ul style="list-style-type: none"> <li>- Project progress presentation</li> </ul>

Week 6: July 18	7. Social entrepreneur for local development - Social business model Guest speaker by Sunit Shrestha Director of Change Fusion Institute
July 20	8. Sustainable development in local development - Concepts & indicators - SDG Transformation - New rural development paradigm (NRDP) - Challenges under disruptive world
July 22	- Final project presentation
July 25	Final Exam 13:30 – 16:30



### **Course Outline**

## **EE376 ECONOMICS OF CLIMATE CHANGE**

**Semester 2/2025**

**Number of credits:**

3 credits

**Prerequisites:**

EE 210 or EE 211 or EE 213

(Credits will not be awarded to students who are taking or have completed any 400-level courses in this subfield.)

**Course Description:**

Basic concepts of climate change relating to environmental economics, efficiency, externalities, and policy instruments. The role of economics in the formation of climate policy. Economic problems of climate change, such as intertemporal decisions, impacts of climate change, cost of mitigation, and adaptation. Thailand and international cooperation and debate in climate policy.

## Lecture Schedule

Date	Topics
1-2	<p><b>1. Introduction to Climate Change Science</b></p> <ul style="list-style-type: none"> <li>• The Earth's climate system</li> <li>• Greenhouse gas (GHGs), global energy balance, and the greenhouse effect</li> <li>• Important GHGs: CO<sub>2</sub> and carbon cycles, other GHGs</li> <li>• Dissenting opinions: the great hoax?</li> </ul> <p><b>Reading:</b> H Ch. 1-4, T Ch. 1, Nordhaus Ch.5, 13-14, 24-25, Incropera Ch. 2-6, 9.</p>
Jan 11-13	
3-4	<p><b>2. Anthropogenic global warming and consequences</b></p> <ul style="list-style-type: none"> <li>• GHGs concentration and global temperature</li> <li>• Impacts, damages and losses of CC</li> <li>• GHGs data and information</li> <li>• GHGs emission by countries</li> <li>• Share of mitigation responsibility for climate stability</li> </ul> <p><b>Reading:</b> H Ch. 6-7, Incropera Ch. 5, T Ch. 2, IPCC (2013a), Stern Ch. 3-6</p>
Jan 18-20	
5-6	<p><b>3. Climate Change and Market Failure</b></p> <ul style="list-style-type: none"> <li>• Externalities and carbon pricing</li> <li>• Global commons and Tragedy of Commons</li> <li>• The under provisioning of Public Goods</li> </ul> <p><b>Reading:</b> HR Ch. 3-4, T Ch. 3</p>
Jan 25-27	
7-10	<p><b>4. Carbon Taxes</b></p> <ul style="list-style-type: none"> <li>• Optimum emission</li> <li>• Correction market failure with carbon               <ul style="list-style-type: none"> <li>○ Single source</li> <li>○ Multiple sources</li> </ul> </li> <li>• Pros and cons of carbon taxes</li> <li>• Carbon tax research</li> </ul> <p><b>Reading:</b> HR Ch. 16, T Ch. 4, Pearce, David (1991) pp. 938-948.</p>
Feb 1-8	
10 - 12	<p><b>5. Carbon Market or Cap-and-Trade</b></p> <ul style="list-style-type: none"> <li>• Definition and concept of Carbon market</li> <li>• Demand and supply of carbon credits</li> </ul>

Date	Topics
Feb 10-15	<ul style="list-style-type: none"> <li>○ Deriving the demand and supply for carbon credits</li> <li>○ Factors influencing the demand and supply</li> <li>○ Carbon market equilibrium</li> <li>● Choices of carbon credits allocation and efficiency</li> <li>● Comparison of carbon market and carbon tax</li> <li>● Carbon market research</li> </ul> <p><b>Reading:</b> HR Ch. 16, T Ch. 5</p>
13	<p><b>6. Carbon Labeling</b></p> <ul style="list-style-type: none"> <li>● Life cycle assessment (LCA)</li> <li>● What is carbon labelling?</li> <li>● Economics of carbon labelling</li> <li>● Types of carbon labelling</li> <li>● Carbon labelling situation in other countries</li> </ul> <p>Carbon labelling in Thailand</p>
Feb 17	
14-15	<p><b>7. Technological Development Policy and mitigation</b></p> <ul style="list-style-type: none"> <li>● Why do mitigation technology grow so slow?</li> <li>● Technology-push vs. Demand-pull debate</li> <li>● Policy for inducing technological change</li> <li>● Costs of low carbon technology and mitigations</li> </ul> <p><b>Reading:</b> Grubb, M. (2004), Goulder and Schneider (1999), T Ch. 5</p>
Feb 22-24	
<b>Midterm</b>	
16	<p><b>8. Forestry and mitigation</b></p> <ul style="list-style-type: none"> <li>● Forest situation in Thailand</li> <li>● Examples of forest bonds in other countries</li> <li>● Proposed forest bond system for Thailand</li> </ul>
Mar 8	
17	<p><b>9. Behavioral Economics and climate mitigation</b></p> <ul style="list-style-type: none"> <li>● <b>Concept of nudge</b></li> <li>● <b>Applications</b></li> </ul>
Mar 10	
18	<p><b>10. Environment and Business</b></p> <ul style="list-style-type: none"> <li>● Environmental trends</li> </ul>

Date	Topics
Mar 15	<ul style="list-style-type: none"> <li>• Sustainability: Megatrend</li> <li>• Business Adaptation</li> </ul>
19-20	<b>11. Global Institutions: Kyoto Protocol and Post-Kyoto</b> <ul style="list-style-type: none"> <li>• The Intergovernmental Panel on Climate Change (IPCC)</li> <li>• The United Nations Framework Convention on Climate Change (UNFCCC)</li> <li>• Kyoto Protocol</li> <li>• 'Annex-I' vs. 'Non-Annex-I' countries</li> <li>• Emissions Trading Scheme (ETS), Joint Implementation (JI), and Clean Development Mechanism (CDM)</li> <li>• Cooperation failure?</li> <li>• Paris Agreement</li> </ul> <b>Reading:</b> Incropera Ch. 8, T Ch. 5
Mar 17-22	
21-22	<b>12. International Trade and Climate Change</b> <ul style="list-style-type: none"> <li>• Mitigation &amp; competitiveness</li> <li>• Carbon offshoring and Carbon leakages</li> <li>• Concepts about GHGs responsibility <ul style="list-style-type: none"> <li>◦ Production-based and consumption-based responsibility</li> </ul> </li> <li>• Carbon leakages and Border-Carbon Adjustment (BCAs) or Carbon-Border-Adjustment Measures (CBAM) <ul style="list-style-type: none"> <li>◦ Pros and cons of BCAs</li> </ul> </li> <li>• World Trade Organization (WTO) and Climate Change</li> </ul> <b>Reading:</b> Incropera Ch. 8, T Ch. 8-9
Mar 24-29	
23	<b>13. Carbon Pricing and Competitiveness</b> <ul style="list-style-type: none"> <li>• Background</li> <li>• Objectives of the study</li> <li>• Scope of the study</li> <li>• GTAP-E model</li> <li>• Scenarios of the analysis</li> <li>• Economic impacts</li> <li>• Competitiveness impacts</li> </ul>
Mar 31	
23-24	<b>11. Economic Concepts (III): Social Costs of Climate Change</b> <ul style="list-style-type: none"> <li>• Cost-Benefit Analysis (CBA) concept</li> <li>• Social discount rates</li> <li>• Economic assessment of the damages caused by global warming</li> <li>• Climate risks</li> <li>• Climate change adaptation</li> <li>• Economics of technology &amp; adaptation</li> </ul>
Apr 5-7	

Date	Topics
	<b>Reading:</b> FF Ch.6, Stern Ch. 5,6, 9, 12, 18-20, Nordhaus Ch.15-16, 18
25-27	<b>12. Economics of Climate Change Adaptation</b> <ul style="list-style-type: none"> <li>• Climate risks</li> <li>• Climate change adaptation</li> <li>• Economics of technology &amp; adaptation</li> <li>• <b>Reading:</b> Stern Ch.5, 18-20, OECD (2015)</li> </ul>
Apr 12-21	
26-28	<b>14. Group project presentation</b>
Apr 28, May 3-5	
	<b>Final exam</b>

### Evaluation

Midterm Examination	35%
Final Examination	35%
Group project or reports	15%
Assignment and participation	15%

### Group project (15 points): maximum 3 member/group

• Design and print **an A0-sized academic poster** linking climate change issue with a selected topic from the following list. A poster may have a free-style title, but must be informative and comprehensive in its content, and contain some constructive arguments in the analytical part.

#### Topic lists:

Charging stations for EV	Electric train system	Low carbon aviation	Internal carbon pricing
Concentrating solar power	Low carbon agriculture or fishery	Biotechnology for adaptation	Green financing
Pumped storage hydropower	Energy-intensive industry	Draught management	Food waste management
Bio fuel	Plant-based meat	Flood management	Forest management
Nuclear power	Coral reef restoration technology	Solid waste management	Gender or Youth impacts
Small wind turbine energy	Green city	Waste water management	Poverty impacts

Energy storage technologies	Low carbon tourism	Coastal adaptation	IT/AI and climate change
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Evaluation will be based on the ability to arrange data and information with proper visualization and citation, presenting sharp arguments (concise and interesting leading questions and the existing conflicts of viewpoint relevant to the chosen topic) linking the topic with **the economics of climate change mitigation and/or adaptation**, cost effectiveness evaluation when applicable, attractive and reader-friendly poster design. The total mark will come from peer evaluation (7 marks) and instructor evaluation (8 marks)

Your oral presentation would take 12 minutes (without any note!) and 3 minutes of Q&A.

**Submission date of selected topic:** TBA

**Submission date of the outline:** TBA

**Presentation dates:** TBA

**Note: Please be strictly aware of 'plagiarism rule' which could bring a zero score for violators.**

### Reading lists

[T] Tantivasadakarn, Chayun (2019) Economics of Climate Change (in Thai), Thammasat University Press.

[FF] Field, B., & Field, M. (2017). *Environmental economics: An introduction* (Seventh ed.). New York, NY: McGraw-Hill Education.

Grubb, M. (2004). "Technology Innovation and Climate Change Policy: an overview of issues and options." *Keio Economic Studies*, 41(2): 103-132.

Goulder, L.H., and S.H. Schneider (1999) 'Induced Technological Change and the Attractiveness of CO<sub>2</sub> Abatement Policies,' *Resource and Energy Economics*, Vol. 21, pp. 211-53.

[HR] Harris, J. M., & Roach, B. (2017). *Environmental and natural resource economics: A contemporary approach*. Routledge.

[H] Houghton, John (2004) *Global Warming: The Completer Briefing*, 3rd edition, Cambridge University Press.

<http://www.gci.org.uk/Documents/Global-Warming-the-Complete-Briefing.pdf>

[Incropera] Incropera, F. P. (2016). *Climate change: a wicked problem: complexity and uncertainty at*

*the intersection of science, economics, politics, and human behavior*. Cambridge University Press. (ห้องสมุดปริทัศน์)

IPCC (2013a) Summary for Policymakers. In: Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Stocker, T.F., D. Qin, G.-K. Plattner, M. Tignor, S.K. Allen, J. Boschung, A. Nauels, Y. Xia, V. Bex and P.M. Midgley (eds.)].

Milton, E.J., and Euston Quah (2023) Cost-Benefit Analysis, Routledge.

Nordhaus, W. D. (2007). A review of the Stern review on the economics of climate change. *Journal of economic literature*, 45(3), 686-702.

[Nordhaus] Nordhaus, W. D. (2013). *The climate casino: Risk, uncertainty, and economics for a warming world*. Yale University Press.

Pearce, David (1991), "The Role of Carbon Taxes in Adjusting to Global Warming," *The Economic Journal*, Vol. 101, No. 407, (Jul., 1991), pp. 938-948.

[Stern] Stern, N., & Stern, N. H. (2007). *The economics of climate change: the Stern review*. Cambridge University press.

[TT] Tietenberg, T. H., & Lewis, L. (2016). *Environmental and natural resource economics*. Routledge.

**Additional links:**

**Glossary terms:** [https://archive.ipcc.ch/pdf/special-reports/srex/SREX-Annex\\_Glossary.pdf](https://archive.ipcc.ch/pdf/special-reports/srex/SREX-Annex_Glossary.pdf)

**Gas Emissions by Countries and Sectors:** <https://www.wri.org/blog/2020/02/greenhouse-gas-emissions-by-country-sector>

**Global emission:** <https://www.c2es.org/content/international-emissions/>

**NASA:** <https://climate.nasa.gov/evidence/>

## **Course Outline**

### **EE401 POLITICAL ECONOMY**

**Semester 2/2025**

#### **I. Course Description**

Study different strands of economic thought, and how they explain the structure and evolution of societies. Doctrines taught will include:

- Classical political economy of Adam Smith on the economic impact of self-interest, competition and market efficiency.
- Malthus's population theory and its economic (and environmental) implications.
- Karl Marx's political economy on the exploitation of surplus value, capital accumulation, the reserve army of the unemployed, the impoverishment of the working class, the falling long-term profit rate tendency and the economic crisis. Also study Marxian development in the 20<sup>th</sup> century and the dependency theory.
- Neo-Classical economics, including its views on the business cycle, and its adoption by so many of the other social sciences.
- Keynesian macro-economic analysis, aggregate data, sub-optimal equilibriums, the paradox of thrift, and the role of government in "managing" markets.
- The Austrian economic analysis of the market process, and its methodological attacks on both Keynesian and Neo-Classical Economics
- Public Choice economics, and its attempts to analyze politics using economic tools and logic.
- New Institutionalism, including its views on developmental economics and economic history.

The final three weeks of the semester will be spent analyzing current world issues using the tools developed throughout the class. Issues that will be covered will (depending on events) include

- The great recession of 2008
- The Euro (the EU)
- China's rise, and the Chinese "bubble"
- Japan's Demographics
- Other events depending on circumstances

## II. Evaluation

Three short essays	60	points
Final Exam	40	Points

All but one of the short essays will ask you to critically comment on one of the articles presented in class, where I will be looking to see if you can identify the primary assumptions behind the model. I want you to be able to analyze the models not just mathematically, but logically, to be able to see what was left out in the interests of clarity.

The final essay will ask you to analyze a current issue in Political Economy using one (or more) of the schools of thought presented. Allowable topics include The Great Recession of 2008, the future of the Euro (and the EU), China's property bubble, Japan's Demographics, or other issues that may arise during class.

Depending on class size, the essays may be assigned as group projects or not. I will decide that once I have a better idea of how large the class is. I may also change to 4 slightly shorter essays if the class is small enough.

The final exam will be a three hour exam that covers the topics taught in class.

## III. Course Readings

The course will rely on one primary textbook, but will be supplemented with numerous articles.

Caparosa, James A. and David P. Levine (1993) Theories of Political Economy, Cambridge University Press, Cambridge

## **Semester Outline:**

1. Pre-Classical thinking: God, Mercantilism, Physiocrats
2. Classical thinking: Smith
3. Later Classical thinking
4. Marxism
5. Neoclassical Thought
6. Keynesian thinking
7. The Austrians
8. Neoclassical Thought and the Business Cycle
9. Public Choice Economics
10. New Institutionalism
11. Neoclassical Thought: Extensions
12. Applications: The great recession of 2008
13. Applications: The Euro and the EU

## **IV: Cheating**

Don't. If you do, and I catch you, you will be reported to the program director for appropriate punishment. At a minimum, you will receive a zero on the exam you are caught cheating on, other punishments include automatically failing the course, and being suspended for one (or more) semesters.

**Extended Course Outline:** To be provided the second day of class, once I know the class size.

**Course Outline****EE406 CONTEMPORARY ECONOMIC ISSUES****Semester 2/2025**

**Number of Credit:** 3 credits  
**Prerequisite:** EE211 and EE212

**Course Description:** This course is a general introduction to the subject matter and methods of economics, through the investigation of specific contemporary economic issues such as economic growth, inequality, poverty, and environmental deterioration. The focus also is on how economists address these issues.

## Course Objectives:

This course aims to provide students with a general knowledge about “contemporary” economic issues such as that of inequality, poverty, labour market institutions, social welfare, and environmental deterioration.

To do so, the course will focus on two connected themes: trends of inequality and policies for inequality reduction. The study of inequality examines the current nature of the problems, and the future trends that will create profound impact. Four trends will be investigated to look at their impact on the changes in inequality. These four trends include (1) technology change, (2) climate change, (3) recovery from Covid-19 pandemic, and (4) aging society.

After the study of inequality, the course will focus on economic and social policies for reducing inequalities. The policies that will be covered include, for example, education policies, health policies, social protection policies, taxation and other aspects of public finance, and the political economy of inequality reduction. The aim of the course's study of these policies is to explore pathways that can address the challenges in reducing inequality.

The course is naturally quite a departure from orthodox economics – and offer a more interdisciplinary approach to economic analyses. By doing so, we aim to

1. Equip students with tools to understand economic issues using definitions, principles, measurement, and observation;
2. Make students acquainted with economic data such as poverty rate, inequality indicators, labor market statistics, and budgetary statistics, and other indicators concerning public health;
3. Train students on academic writing and presentation through class assignments and guide the development of research methods.

## Evaluation:

- Midterm examination 35% (5 percent relate to group works)
- Final examination 35% (5 percent relate to group works)
- Group assignment and presentation 20%
  - Group work I (before mid-term) 10%
  - Group work II (before final exam) 10%
- Participation and discussions 10%

**Main Text:**

Class slides and references

Key readings include

- United Nations (2020). World Social Report 2020: Inequality in a Rapidly Changing World. United Nations Department of Economic and Social Affairs
- McKinsey Global Institute (2017). A Future that Works: Automation, Employment, and Productivity. McKinsey&Company

\*Additional mandatory and suggested reading lists under each chapter will be provided via google classroom. Please regularly check for the readings to be assigned for each topic in Google Classroom.

**Class Policies:**

The classes will consist of (1) lecture (2) class activities, and (3) group works preparation. Attendance is strongly encouraged. It is the responsibility of the students to obtain any information announced in the class. Ignorance of such information due to absence of class is not a valid defense.

Make-up examinations are not permitted unless; (i) in case of illness – you need to provide the faculty with the doctor’s medical note; (ii) family emergency – case-by-case basis.

Students are encouraged to work together and exchange ideas outside of class. However, plagiarism and cheating will be treated seriously with disciplinary actions. Thammasat University and our faculty take academic integrity extremely seriously, and there will be academic consequences if you are found possibly guilty of misconducts. Please refer to the university guidelines if you have any questions.

Any changes to the course outline (if any) will be announced in the class or uploaded on Google Classroom.

**In-class Activities:**

For each topic, there will be in-class activities to assist students reviewing key contents, and checking their understanding. The activities consist of, for example, discussions, debates, a quick exchanges and short presentations.

These activities will be recorded and submitted to the lecturer, with the students' participation checked to be their participation score.

Students are expected to do the preparation readings before joining the activities. The content of the

activities will be related to group works and final exams.

## **Group Works:**

There will be two group works, one to be submit before mid-term, and another to be submit before final exam.

Students will be divided into groups. The total number of groups shall not exceed 7 groups. Each group work comprises of a report and a presentation. 4-5 topics will be provided for selection.

To aid the preparation, after the topic is selected, there will be 2 time slots for students to meet with the lecturer to help them go through their preparation of the report and the presentation.

In the final week before mid-term and final exam, student will need to submit their report and do the presentation. Students are expected to take their presentation in a similar way to their participation in the case-competition.

## **Topics**

### **Theme 1: Trends in inequality**

#### **1. Inequality: overview (Week 1-2)**

- Economic inequality: global perspectives
  - Income inequality across countries
  - Trend within countries
  - Inequality of opportunity
  - The price of inequality
- The case of Thailand
  - Important trends
  - Vulnerable groups

#### **2. Technology and inequality (Week 3-4)**

- The technological revolution: winners and losers
  - Technology, employment, and inequality
  - The case of platform economy
  - The case of automation
  - Technological divide and opportunity for inclusion
- The case of Thailand
  - Ensuring fair competition
  - Quality work

### **3. Climate change and inequality (Week 5)**

- Channels and determinants
- Unequal exposure and impacts across countries
- Unequal exposure and impacts within countries
- Distribution effects of climate action
- The case of Thailand

### **4. Recovery from Covid-19 pandemic and inequality (Week 6-7)**

- Covid-19 impacts on inequality
- International perspective
- The case of Thailand
- Covid-19 recovery and inequality
- The case of Thailand

**[week 8- mid-term exam]**

### **Theme 2 Policies for inequality reduction**

### **5. Policies and inequality reduction: an overview (Week 9)**

- Global perspectives
- What policies matter?
- The experiences of Thailand

### **6. Social protection (Week 10-11)**

- Social protection and inequality
- Diagnosing social protection in Thailand
- Protection for elders
  - Aging and inequality
  - Designing pension
- Protection for children
  - Child poverty
  - Building opportunity for children
- Informal sector: challenges and possible design

## 7. Education and health (Week 12)

- Education, health, and inequality
- Understanding educational and health inequality
- The case of Thailand

## 8. Financing and the political economy of redistribution (Week 13-14)

- Taxation and inequality reduction
- Narratives and welfare
- Political system and the politics of inequality reduction

## 9. Selected Topics (as discussed with students) and conclusion (Week 15-16)

### Class Schedule

Week	Topics (Tentative)	
1	Introduction	Inequality: global perspective
2	Inequality: case of Thailand	In-class activities and group work preparation
3	Technology and inequality	Technology and inequality
4	Technology and inequality & Climate change and inequality	In-class activities and group work preparation
5	Climate change and inequality	In-class activities and group work preparation
6	Covid-19 pandemic and inequality	In-class activities and group work preparation
7	Covid-19 pandemic and inequality	Group work 1 presentation
8	Mid-term exam week	

<b>9</b>	Policies and inequality reduction: an overview	Social protection and inequality reduction - children and elders
<b>10</b>	Social protection and inequality reduction - informal sector	In-class activities and group work preparation
<b>11</b>	Education and inequality	In-class activities and group work preparation
<b>12</b>	Health and inequality	In-class activities and group work preparation
<b>13</b>	Financing of inequality reduction (Taxation)	Narratives and welfare
<b>14</b>	Political economy of redistribution	In-class activities and group work preparation
<b>15</b>	Selected topic	Selected topic
<b>16</b>	Group work 2 presentation	Closing of the course

## Expected Learning Outcomes

### 1. Morality and Ethics **EE406**

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	In-class activities
●	2. Students prioritize social and public benefits over personal ones.	In-class activities
●	3. Students are punctual and comply with the code of conduct of the institution and society at large.	In-class activities
○	4. Students are responsible and accountable to society, the nation, and the subject of economics.	
○	5. Students realize the cultural and environmental value of a sustainable society.	

## 2. Knowledge

Applicability	Expected Learning Outcomes	
●	1. Students know and understand modern economics principles and theories, and are up to date with new developments.	Group works and exams
●	2. Students know and understand Thai and global economic structure and the importance of major international economic events.	Group works and exams
○	3. Students know and understand the instruments of economic analysis.	Group works and exams
●	4. Students know and understand applied fields in economics, including monetary, public, international, business, natural resource, and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	Group works and exams
●	5. Students are informed about related fields including sociology, business administration, education, law policy, and science.	Group works and exams

## 3. Intellectual Development

Applicability	Expected Learning Outcomes	
●	1. Students have developed individual critical thinking.	Group works and exams
●	2. Students are sufficiently trained in research skills.	Group works and exams
●	3. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand the causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	Group works and exams

#### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	
●	1. Students are responsible for assigned tasks and work in groups effectively.	Group works and exams
●	2. Students have problem-solving skills.	Group works and exams
○	3. Students show leadership skills and team spirit.	Group works and in-class activities
●	4. Students are always improving themselves.	Group works and exams
○	5. Students have good interpersonal skills, adapt, and work under different conditions.	Group works and in-class activities

#### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	
○	1. Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.	
○	2. Students communicate effectively and select appropriate presentation methods.	
○	3. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	

Remark: ● Primary expected outcome ○ Secondary expected

### Course Outline

## EE409 SEMINAR IN POLITICAL ECONOMICS AND ECONOMIC HISTORY

Semester 2/2025

<b>Number of Credit:</b>	3 credits
<b>Prerequisite:</b>	Having completed at least two 400-level (or the above level) courses in the field of Political Economics and Economic History, excluding EE400, EE404, EE406 and EE500.
<b>Course Description:</b>	Seminar and research on specific topics in Political Economics and Economic History under the supervision of the lecturer.

### Course Objectives

1. To practice research-related skills including observation, thinking, defining the problem(s) and research question(s), analysis, reading, problem-solving by using relevant conceptual frameworks (from what students have learnt in 4xx and 40x courses), discussion, synthesis and formulation of the answer to the problem/research question, writing and presentation, and comments and critique.
2. To familiarise students to research methodologies in political economy and related fields.
3. To widening perspectives of students on relevant fields of economics through the process of research for possible frontier expansion in the future. Moreover, those skills accumulated throughout the processes could be easily improvised to apply to real-life works.

## Expected Learning Outcomes

### 1. Morality and Ethics EE409

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	Assignments and Class Participation
○	2. Students prioritize social and public benefits over personal ones.	
●	3. Students are punctual and comply with the code of conduct of the institution and society at large.	Assignments and Class Participation
●	4. Students are responsible and accountable to society, the nation, and the subject of economics.	Assignments and Class Participation
○	5. Students realize the cultural and environmental value of a sustainable society.	

### 2. Knowledge

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students know and understand modern economics principles and theories, and are up to date with new developments.	Research Proposal and Final Paper
●	2. Students know and understand Thai and global economic structure and the importance of major international economic events.	Research Proposal and Final Paper
●	3. Students know and understand the instruments of economic analysis.	Research Proposal and Final Paper
●	4. Students know and understand applied fields in economics, including monetary, public, international, business, natural resource, and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	Research Proposal and Final Paper
○	5. Students are informed about related fields including sociology, business administration, education, law policy, and science.	

### 3. Intellectual Development

<b>Applicability</b>	<b>Expected Learning Outcomes</b>	<b>Evaluation Method</b>
●	1. Students have developed individual critical thinking.	Research Proposal and Final Paper
●	2. Students are sufficiently trained in research skills.	Research Proposal and Final Paper
●	3. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand the causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	Research Proposal and Final Paper

### 4. Interpersonal Skills and Responsibilities

<b>Applicability</b>	<b>Expected Learning Outcomes</b>	<b>Evaluation Method</b>
●	1. Students are responsible for assigned tasks and work in groups effectively.	Assignments and Class Participation
●	2. Students have problem-solving skills.	Assignments and Class Participation
●	3. Students show leadership skills and team spirit.	Assignments and Class Participation
●	4. Students are always improving themselves.	Assignments and Class Participation
●	5. Students have good interpersonal skills, adapt, and work under different conditions.	Assignments and Class Participation

### 5. Quantitative Analysis, communication, and information technology

<b>Applicability</b>	<b>Expected Learning Outcomes</b>	<b>Evaluation Method</b>
●	1. Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and	Research Proposal and Final Paper

	recommendations to resolve problems.	
●	2. Students communicate effectively and select appropriate presentation methods.	Research Proposal and Final Paper Presentations
●	3. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	Research Proposal and Final Paper

Remark: ● Primary expected outcome ○ Secondary expected

### **Class Etiquettes**

To prepare the students for the real-world working environment — presumably working as economists participating in research and conferences, the following etiquettes shall be strictly obeyed:

Time-keeping and Punctuality: students shall be punctual and must arrive within 10 minutes. Time-keeping is crucial for seminar; taking too long to complete certain tasks means lesser time for others. All presentation shall be no longer than 12 minutes sharp unless indicate otherwise.

Participation: academic advancement relies on contributive and constructive exchange of ideas; participation is essential. All students must participate promptly, either voluntarily or compulsorily. Class participation is compulsory; all students must be in all classes in order to be assessed. Absence of medical reasons is not acceptable unless bed-ridden accompanied by proper documents.

Nuisance: due to the nature of the course, nuisance shall be kept at minimum. Mobile phones and other communication devices shall not be used at all time if it is not for the matter relevant to the study; food and drink are prohibited; entrance to and exit from the room are discouraged except in life-threatening circumstances; conversations not related with the materials discussed are discouraged.

Failure to comply with these will result in the deduction of 10 points for everyone without any notification and, consequently, the grade will be continuously decreased.

## Assessments

Since this course is designed for students to integrate their knowledge in the field through research, there is no examination. Assessments are based on the students' ability to conduct research independently under supervision and guidance as well as necessary prerequisites students may need. Assignments would be given throughout the course. All assignments would be marked.

Each student is expected to deliver one independent term paper (the title/topic is subject to the permission from the lecturer; the length of not exceeding 30 A4 pages inclusive) and present it in front of the class (12 mins). Students are also required to submit written comments for friends' proposal and final paper. Other assignments are works that students need to deliver along the path to the finishing of the term paper.

## Grading Criteria

<b>Individual Term Paper</b>	<b>60</b>	<b>percent</b>
Writing	50	percent
Presentation	10	percent
<b>Group Discussion (assignments &amp; participation)</b>	<b>10</b>	<b>percent</b>
<b>Research Proposal</b>	<b>20</b>	<b>percent</b>
<b>Others (Research Outline, Preliminary Results)</b>	<b>10</b>	<b>percent</b>

## Plagiarism Policy

·No student will copy another person's work, partially, substantially, or fully, without giving proper reference and citation.

·Any writing found to be plagiarised is subject to severe penalties (at least failure of the course) without further notice.

·It is more important for the writing to reflect students' ability to analyse than for it to be grammatically flawless. A clear and well-organised writing will better express student's idea.

Failure to comply with this policy will result in no assessment of any kind.

## Organisation of the Classes

Because of the nature of the course, lectures are not essential. Lecturer is now a supervisor and a guide. Therefore, students' self-discipline and independence are utmost important. All deadlines are not negotiable. For the first half of the term (6 sessions), before the midterm examination, students would be trained to come up with individual independent topics. In the second half, students would be more engaged to their topics — despite being independent, their progress must be reported and shared on a regular basis.

## Reading

Please use **USC research guide** "Organizing Your Social Sciences Research Paper" to gain most benefits. Use the link here: <https://libguides.usc.edu/writingguide>

### Suggested readings by topics:

#### Democracy

- Becker, Gary S. 1983. "A Theory of Competition Among Pressure Groups for Political Influence." *The Quarterly Journal of Economics*. 98(3): 371–400.
- Besley, Timothy. 2006. *Principled Agents?: The Political Economy of Good Government*. Oxford, UK: Oxford University Press.
- Besley, Timothy and Stephen Coate. 1997. "An Economic Model of Representative Democracy." *The Quarterly Journal of Economics*. 112 (1): 85-114.
- De Figueiredo Jr., Rui J. P. 2002. "Electoral Competition, Political Uncertainty, and Policy Insulation." *The American Political Science Review*. 96(2): 321–33.
- Osborne, Martin J., and Al Slivinski. 1996. "A Model of Political Competition with Citizen-Candidates." *The Quarterly Journal of Economics*. 111(February): 65–96.
- Boix, Carles. 2003. *Democracy and Redistribution*. New York: Cambridge University Press.
- Acemoglu, Daron, and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge, U.K.: Cambridge University Press.
- Acemoglu, Daron, and James A. Robinson. 2008. "Persistence of Power, Elites, and Institutions." *The American Economic Review*. 98(1): 267–93.
- Lipset, Seymour Martin. 1959. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review*. 53(1): 69-105.
- Lizzeri, Alessandro, and Nicola Persico. 2004. "Why Did the Elites Extend the Suffrage? Democracy and the Scope of Government with an Application to Britain's 'Age of Reform.'" *The Quarterly Journal of Economics* 119(May): 707–65.

#### Inequality

- Austen-Smith, David, and Michael Wallerstein. 2006. "Redistribution and Affirmative Action." *Journal of Public Economics* 90(10-11): 1789–1823.
- Cameron, David R. 1978. "The Expansion of the Public Economy: A Comparative Analysis." *The*

*American Political Science Review* 72(4): 1243–61.

- Chattopadhyay, Raghavendra, and Esther Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* 72(5): 1409–43.
- Goldin, Claudia. 2014. "A Great Gender Convergence: Its Last Chapter," *American Economic Review*, 104(4): 1091-1119.
- Austen-Smith, David, and Michael Wallerstein. 2006. "Redistribution and Affirmative Action." *Journal of Public Economics* 90(10-11): 1789–1823.
- Cameron, David R. 1978. "The Expansion of the Public Economy: A Comparative Analysis." *The American Political Science Review* 72(4): 1243–61.
- Debs, Alexandre and Gretchen Helmke. 2010. "Inequality under Democracy: Explaining the Left Decade in Latin America." *Quarterly Journal of Political Science*. 5(3): 209-241.
- Persson, Torsten, and Guido Tabellini. 1994. "Is Inequality Harmful for Growth?" *The American Economic Review*. 84(3): 600–621.
- Piketty, Thomas. 1995. "Social Mobility and Redistributive Politics." *The Quarterly Journal of Economics* 110(3): 551–84.
- Piketty, Thomas, and Emmanuel Saez. 2007. "How Progressive Is the U.S. Federal Tax System? A Historical and International Perspective." *Journal of Economic Perspectives* 21(1): 3–24.

## **Welfare**

- Fox Piven, Frances and Richard A. Cloward. 1971. *Regulating the Poor: The Functions of Public Welfare*. New York: Vintage Books.
- Moene, Karl Ove, and Michael Wallerstein. 2001. "Inequality, Social Insurance, Redistribution." *The American Political Science Review* 95(4): 859–74.
- Persson, Torsten, Roland, and Guido Tabellini. 2007. "Electoral Rules and Government Spending in Parliamentary Democracy." *Quarterly Journal of Political Science*. 2(2): 155-188.
- Rodrik, Dani. 1998. "Why Do More Open Economies Have Bigger Governments?" *Journal of Political Economy* 106(5): 997–1032.
- Scheve, Kenneth and David Stasavage. 2010. "The Conscription of Wealth: Mass Warfare and the Demand for Progressive Taxation." *International Organization* 64(4): 529–61.
- Skocpol, Theda. 1992. *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States*. Cambridge, MA: Harvard University Press.

- Swenson, Peter A. 2002. *Capitalists Against Markets: The Making of Labor Markets and Welfare States in the United States and Sweden*. New York, N.Y.: Oxford University Press.
- Wallerstein, Michael. 1999. "Institutions and Pay Inequality in Advanced Industrial Societies." *American Journal of Political Science* 43(3): 649–80.

## Corruption

- Bardhan, Pranab. 1997. "Corruption and Development: A Review of Issues." *Journal of Economic Literature*. 35(September): 1320–46.
- Dunning, Thad. 2008. *Crude Democracy*. Cambridge, UK: Cambridge University Press.
- Ferraz, Claudio, and Frederico Finan. 2008. "Exposing Corrupt Politicians: The Effects of Brazil's Publicly Released Audits on Electoral Outcomes." *The Quarterly Journal of Economics*. 123(2): 703–45.
- Rose-Ackerman, Susan. 1999. *Corruption and Government: Causes, Consequences, and Reform*. Cambridge, UK: Cambridge University Press.
- Shleifer, Andrei, and Robert W. Vishny. 1993. "Corruption." *The Quarterly Journal of Economics*. 108(3): 599–617.
- Campos Edgardo J., Donald Lien, and Sanjay Pradhan (1999). "The Impact of Corruption on Investment: Predictability Matters", *World Development*, Volume 27, Issue 6, June 1999, pp. 1059–1067
- Emerson, Patrick M. (2006). "Corruption, competition and democracy", *Journal of Development Economics*, Vol. 81, pp. 193 – 212.
- Gupta, Sanjeev, Luiz de Mello, and Raju Sharan (2000). "Corruption and Military Spending", IMF Working Paper 00/23, Washington DC: IMF
- Jain, A. K. (2001). "Corruption: A Review". *Journal of Economic Surveys*, 15: 71–121.
- Javorcik, Beata S. & Wei, Shang-Jin, (2009). "Corruption and cross-border investment in emerging markets: Firm-level evidence," *Journal of International Money and Finance*, Elsevier, vol. 28(4), pages 605-624
- Lambsdorff, J.G. (2007) .*The institutional economics of corruption and reform*, Cambridge: Cambridge University Press
- Mauro, Paolo (1998). "Corruption and the Composition of Government Expenditure", *Journal of*

Public Economics, Vol. 69, pp. 263-279.

- Murphy, Kevin M., Andrei Shleifer, and Robert W. Vishny (1991). "The Allocation of Talent: Implications for Growth", *Quarterly Journal of Economics*, Volume 106:2, pp. 503-30
- Tanzi, Vito and Davoodi, Hamid R. (2000). "Corruption, Growth, and Public Finances". IMF Working Paper, Vol. , pp. 1-27, 2000

### **Institutions (and Economic History)**

- Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge, UK: Cambridge University Press.
- Olson, Mancur. 1965. *The Logic of Collective Action*. Cambridge, MA: Harvard University Press.
- North, Douglass C., and Barry R. Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England." *The Journal of Economic History*. 49(04): 803–32.
- Przeworski, Adam, Mike Alvarez, José A. Cheihub, and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well Being in the World, 1950-1990*. Cambridge, UK: Cambridge University Press.
- North, Douglass C., "Institutions," *The Journal of Economic Perspectives*, 5:1 (Winter 1991), pp. 97-112.
- North, Douglass C., "New Institutional Economics and Development." 1993 working paper (PDF file).
- North, Douglass C., "Economic Performance Through Time," *The American Economic Review*, 84 (June 1994), pp. 359-368.
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- North, Douglass C., "Understanding Economic Change," in *Transforming Post-Communist Political Economies*, Joan M. Nelson, Charles Tilly and Lee Walker, eds., Washington D. C.: National Academy Press, 1997, pp. 13-18.
- Allen, Douglas W., *The Institutional Revolution: Measurement and the Economic Emergence of the Modern World*, Chicago: University of Chicago Press, 2011.
- Acemoglu, Daron, Simon Johnson and James Robinson, "The Colonial Origins of Comparative Development: An Empirical Investigation," *American Economic Review* 91: 1369-1401, 2001.

- Rodrik, Dani, Arvind Subramanian, and Francesco Trebbi. "Institutions Rule: The Primacy of Institutions Over Geography and Integration in Economic Development," *Journal of Economic Growth* 9 (2): 131-165, 2004.
- Eggertsson, Thrainn. "No Experiments, Monumental Disasters: Why It Took a Thousand Years To Develop a Specialized Fishing Industry in Iceland," *Journal of Economic Behavior and Organization* 30:1, pp. 1-23, 1996.
- Engerman, Stanley and Kenneth Sokoloff, "Factor Endowments, Institutions, and Differential Paths of Growth Among New World Economies: A View from Economic Historians of the United States," in *How Latin America Fell Behind: Essays on the Economic Histories of Brazil and Mexico, 1800-1914*, edited by Stephen Haber, Stanford University Press, pp. 260-304, 1997.
- Banerjee, Abhijit and Lakshmi Iyer, "History, Institutions and Economic Performance: The Legacy of Colonial Land Tenure Systems in India," *American Economic Review* 95 (4): 1190-1213, 2005.
- Nunn, Nathan, "The Long-Term Effects of Africa's Slave Trades," *Quarterly Journal of Economics* 123 (1): 139-176, 2008.

### Tentative Class Schedule:

Week	Date	Agenda	Assignment
1	9-Jan-23	Introduction - Review of Course and Research Resources. Identification of Topics. Individual Meetings to identify research topics, relevant literature Selection of reading materials for future classes	Read the suggested readings and start thinking about your topic.
2	16-Jan-23		
3	23-Jan-23	Outlining the steps for research and group comment on past papers	Yes – Powerpoint presentation
4	30-Jan-23	Reviewing research question	Yes – Group Discussion
5	6-Feb-23	Literature review – individual consultation	Yes – Group Discussion
6	13-Feb-23	Research methods – individual consultation	Yes – Group Discussion
7	20-Feb-23	Workshop- How to write a good research paper	
8	27-Feb-23	Midterm Week, No Class.	

9	6-Mar-23	Presenting a proposal	Yes - Powerpoint presentation And a proposal paper
10	13-Mar-23	Consultation on progress	Yes – Group Discussion
11	20-Mar-23	Consultation on progress	Yes – Group Discussion
12	27-Mar-23	Presenting preliminary results	Yes – Powerpoint Presentation
13	3-Apr-23	Finalizing paper	
14	17-Apr-23	TBA (maybe Guest Lecturer/consultation)	
15	24-Apr-23	Final Presentation	Submit your draft final
	11-May-23	Submit Your Final Paper	

**Course Outline**

**EE412 MACROECONOMICS ANALYSIS**

**Semester 2/2025**

**Number of Credit:** 3 credits  
**Prerequisite:** EE312 and EE320 (or EE421)

**Course Description:** Macroeconomic theory with an emphasis on utilizing mathematical tools and dynamic framework to analyze economic issues, such as, general equilibrium and welfare analysis in modern Macroeconomics, analysis of long-term growth, analysis of short-term growth and fluctuations both theoretically and empirically, roles of government in the economy, modern concepts for macroeconomic policy analytical frameworks, and the other topics that the lecturer finds suitable.

## Expected Learning Outcomes

### 1. Morality and Ethics EE412

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	In class activities
○	2. Students prioritize social and public benefits over personal ones.	In class activities
●	3. Students are punctual and comply with the code of conduct of the institution and society at large.	In class activities
○	4. Students are responsible and accountable to society, the nation, and the subject of economics.	In class activities
○	5. Students realize the cultural and environmental value of a sustainable society.	In class activities

### 2. Knowledge

Applicability	Expected Learning Outcomes	
●	1. Students know and understand modern economics principles and theories, and are up to date with new developments.	Examination
●	2. Students know and understand Thai and global economic structure and the importance of major international economic events.	Examination
●	3. Students know and understand the instruments of economic analysis.	Examination
●	4. Students know and understand applied fields in economics, including monetary, public, international, business, natural resource, and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	Examination
○	5. Students are informed about related fields including sociology, business administration, education, law policy, and science.	Examination

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	
●	1. Students have developed individual critical thinking.	In class activities
●	2. Students are sufficiently trained in research skills.	In class activities
●	3. Students demonstrate an ability to analyze and synthesize data, as well as appropriately	In class activities

	integrate economics concepts to understand the causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	
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#### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	
●	1. Students are responsible for assigned tasks and work in groups effectively.	In class activities
●	2. Students have problem-solving skills.	In class activities
○	3. Students show leadership skills and team spirit.	In class activities
●	4. Students are always improving themselves.	In class activities
○	5. Students have good interpersonal skills, adapt, and work under different conditions.	In class activities

#### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	
○	1. Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.	In class activities
○	2. Students communicate effectively and select appropriate presentation methods.	In class activities
○	3. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	In class activities

Remark: ● Primary expected outcome ○ Secondary expected

**Main Text:** Sargent, Thomas J., Dynamic Macroeconomic Theory, Harvard University Press, Cambridge, 1987.

#### Recommended Texts & Materials:

Mankiw, Gregory, N., Macroeconomics, Worth Publishers, New York, 2006.

Romer, David. Advanced Macroeconomics, McGraw-Hill, Singapore, 2000.

#### Suggested Readings:

Blanchard, Olivier, J., and Stanley Fischer, Lectures on Macroeconomics, (Fourth Printing) the MIT Press, Cambridge, 1990.

**Grading Criteria:**

- Homework Assignment and Class Participation (20%)
- Mid-Term Examination (30%)
- Final Examination (50%)

**Expected Learning Outcomes:** Students should understand macro policies.

**Tentative Class Schedule:**

Week/Session	Date	Topics	Instructor
1/1-1/2		Introduction: <ul style="list-style-type: none"> <li>- Static analysis</li> <li>- Dynamic analysis</li> </ul>	Arayah
2/1 – 2/2		Solving a dynamic problem <ul style="list-style-type: none"> <li>- Traditional method: system of simultaneous equations</li> <li>- Backward recursive method</li> </ul>	Arayah
3/1 – 4/2		The Bellman's equations and time consistent optimal policies	Arayah
5/1 – 5/2		Applications <ul style="list-style-type: none"> <li>- Optimal consumption</li> <li>- Optimal growth</li> </ul>	Arayah
6/1 – 6/2		Asset Price: Hall's random walk of theory of consumption	Arayah
7/1 -7/2		The random walk theory of stock prices	Arayah
8/1 – 8/2		<b>-----Mid-Term Examination-----</b>	
9/1 - 9/2		The random walk theory of stock prices	Arayah
10/1 – 10/2		The random walk theory of stock prices	Arayah

Week/Session	Date	Topics	Instructor
11/1 – 12/2		Lucas's Asset Pricing Function	Arayah
13/1 – 13/2		Lucas's Asset Pricing Function and Rational Expectation Equilibrium	Arayah
14/1 – 15/2		Applications: <ul style="list-style-type: none"> <li>- The term structure of interest rate,</li> <li>- Contingent claims,</li> </ul>	Arayah
16/1 – 16/2		<ul style="list-style-type: none"> <li>- The value of a firm</li> <li>- Government debt: the Ricardian Equivalence</li> </ul>	Arayah
		<b>-----Final Examination-----</b>	

## **Course Outline**

### **EE415 GAME THEORY**

**Semester 2/2025**

#### **Course Description**

The application of game theory under complete and incomplete information including strategic games, Nash Equilibrium; Mixed-Strategies Equilibrium; Extensive games; Subgame perfect equilibrium; Bayesian game; Extensive game of incomplete information; other applications of game theory.

**Prerequisites:** EE311 and EE320 (or EE421)

#### **Course Objective:**

1. To equip students with essential mathematical concepts and tools in studying economics
2. To expose students to the application of mathematical concepts in analysing economic problems.

## Evaluation

Midterm Exam	Percentage 30
Final Exam	Percentage 40
Homework	Percentage 30

## Main Text

1. Prajit K. Dutta (1999) Strategis and Games : Theory and Practice, 1st edition, MIT Press (PD)
2. Avinash Dixit, Susan Skeath and David H. Reiley Jr. (2009) Games of Strategy, 3rd edition, W.W. Norton & Company. (ASD)

Week	Course Content	Reading References	
1	1. Introduction 2. Math reviews	PD Ch. 25 -27	
2	Strategic form games and dominant strategies	PD Ch. 2-3 and ASD Ch. 4-5	
3	Dominance Solvability and Nash equilibrium	PD Ch. 8-10 and ASD Ch. 7-8	
4	Mixed Stratgies , Zero-Sum games	PD Ch. 8-10 and ASD Ch. 7-8	
5	Extensive form game and subgame perfect equilibrium	PD Ch. 11-13	
6	Extensive form game and subgame perfect equilibrium	PD Ch.11-13	
7	Applications	PD Ch. 16 17 and ASD Ch. 14-15	
8	Midterm Exam	Time: 12.00-14.00	Venue: Faculty of Economics, Thammasat University
9	Finitely and Infinitely Repeated Games	PD Ch. 16 17 and ASD Ch. 14-15	
10	Moral Hazard and Incentives Theory	PD Ch. 19 and ASD Ch. 9	
11	Games with Incomplete Information and Bayes-Nash Equilibrium	PD Ch. 20-21	

12	Games with Incomplete Information and Bayes-Nash Equilibrium	PD Ch. 20-21	
13	Games with Incomplete Information and Bayes-Nash Equilibrium	PD Ch. 20-21	
14	Mechanism Design and Auctions	PD Ch. 22 and ASD Ch. 16	
15	Signaling Games and The Lemons Problem	PD Ch. 24 and ASD Ch. 9	
16	Other Applications and Review Session		
17	Final Exam	Time 9.00-12.00	Venue Faculty of Economics, Thammasat University

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### **Course Outline**

#### **EE416 BEHAVIORAL ECONOMICS**

**Semester 2/2025**

**Number of credits:** 3 credits (3-0-6)

**Prerequisites:** EE 311

**Course Description:** Concepts and frameworks in behavioral economics including comparative study of models for decision under uncertainty between mainstream economics and behavioral economics, empirical evidences that support behavioral economics, models that incorporate psychological and sociological factors for consumer and social behaviors, and other topics that the lecturer finds suitable.

## Evaluation: (To be discussed)

Midterm Exam:	25%
Final Exam:	50%
Term paper:	25%

## Main Textbook:

Thaler, Richard H., and Cass R. Sunstein. *Nudge: Improving decisions about health, wealth, and happiness*. Yale University Press, 2008.

Kahneman, D. *Thinking, fast and slow*. New York, NY, US: Farrar, Straus and Giroux, 2011

Corr, P., Plagnol, A. (2019). *Behavioral Economics the basics*. London: Routledge, <https://doi.org/10.4324/9781315391229> ( <https://www.behavioraleconomicsbasics.net/> )

## Additional reading:

Thaler, R. H. (2015). *Misbehaving: The making of behavioral economics*.

## Expected Learning Outcomes:

### 1. Morality and Ethics

Applicability	Expected Learning Outcomes
●	1.21 Students demonstrate integrity.
○	1.22 Students prioritize social and public benefits over personal ones.
●	1.23 Students are punctual and comply with the code of conduct of the institution and society at large.
○	1.24 Students are responsible and accountable to society, the nation, and the subject of economics.
○	1.25 Students realize the cultural and environmental value of the sustainable society.

## 2. Knowledge

Applicability	Expected Learning Outcomes
●	2.21 Students know and understand modern economics principles and theories, and are up to date with new developments.
●	2.22 Students know and understand Thai and global economic structure, and the importance of major international economic events.
●	2.23 Students know and understand instruments of economic analysis.
●	2.24 Students know and understand applied fields in economics, including monetary, public, international, business, natural resource and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.
○	2.25 Students are informed about related fields including sociology, business administration, education, law policy, and science.

## 3. Intellectual Development

Applicability	Expected Learning Outcomes
●	3.13 Students have developed individual critical thinking.
●	3.14 Students are sufficiently trained in research skills.
●	3.15 Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.

#### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes
●	10.1 Students are responsible for assigned tasks and work in groups effectively.
●	10.2 Students have problem-solving skills.
○	10.3 Students show leadership skills and team spirit.
●	10.4 Students are always improving themselves.
○	10.5 Students have good interpersonal skills, adapting and working under different conditions.

#### 5. Quantitative Analysis, Communication and Information Technology

Applicability	Expected Learning Outcomes
●	5.1 Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.
●	5.2 Students communicate effectively and select appropriate presentation methods.
●	5.3 Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.

## TEACHING PLAN

Week	Topics learning in class
<p>Week 1 (Tue 14, Thu 16 Jan.)</p>	<p><b>Introduction to Behavioral Economics</b></p> <ul style="list-style-type: none"> <li>• What is behavioral economics?</li> <li>• What better insight can we get from studying behavioral economics?</li> <li>• Heuristics and Biases</li> </ul> <p><u>Reading:</u> Nudge, Ch. 1 Behavioral Economics(Corr and Plagnol), Ch.1 &amp; 4</p> <p><u>Further reading(non-required):</u></p> <p>Tversky, A. and D. Kahneman(1974). "Judgement under uncertainty: Heuristics and Biases" Science, New Series, Vol. 185, No. 4157, pp. 1124-1131.</p> <p>Rabin, M. (2013). "An Approach to Incorporating Psychology into Economics," American Economic Review Papers and Proceedings, 103(3), 617-22.</p> <p>DellaVigna, S. (2009). "Psychology and Economics: Evidence from the Field," Journal of Economic Literature, 47, 315-372.</p> <p>Camerer, C. and G. Loewenstein (2004). "Behavioral Economics: Past, Present, Future," in Advances in Behavioral Economics, C. Camerer, G. Loewenstein, and M. Rabin, eds., Princeton University Press.</p> <p>Rabin, M. (1998). "Psychology and Economics," Journal of Economic Literature, 36, 11-46.</p>
<p>Week 2 (Tue 21, Thu 23 Jan)</p> <p>Week 3 (Tue 28, Thu 30 Jan)</p>	<p><b>Risk preferences</b></p> <ul style="list-style-type: none"> <li>• Prospect theory</li> <li>• Loss aversion</li> <li>• The endowment effect</li> <li>• Probability weighting</li> <li>• Fourfold patterns of choices under risk</li> <li>• Applications of Prospect theory</li> </ul> <p><u>Reading:</u> Thinking Fast and Slow, Ch. 25-30 Nudge, Ch. 1 Behavioral Economics(Corr and Plagnol), Ch.4</p>

<p>Week 4 (Tue 4, Thu 6 Feb)</p>	<p><u>Further reading(non-required):</u></p> <p>Kahneman, D. and A. Tversky, (1979) "Prospect Theory: An Analysis of Decision Under Risk," <i>Econometrica</i>, 47, 263-291.</p> <p>Kahneman, D., and A. Tversky (1992). "Advances in Prospect Theory: Cumulative Representation of Uncertainty," <i>Journal of Risk and Uncertainty</i>, 5, 297-323.</p> <p>Camerer, C., L. Babcock, G. Loewenstein, and R. Thaler (1997). "Labor Supply of New York City Cabdrivers: One Day at a Time," <i>Quarterly Journal of Economics</i>, 112, 407-443.</p> <p>Bruhin, A., H. Fehr-Duda, and T. Epper (2010). "Risk and Rationality: Uncovering Heterogeneity in Probability Distortion," <i>Econometrica</i>, 78, 1375-1412.</p>
<p>Week 5 (Tue 11, Thu 13 Feb)</p>	<p><b>Time preferences</b></p> <ul style="list-style-type: none"> <li>• Present Bias</li> <li>• Procrastination and Self-control</li> <li>• Commitment Devices</li> <li>• Experimental Evidences and applications of Time Discounting</li> </ul>
<p>Week 6 (Tue 18 , Thu 20 Feb)</p>	<p><u>Reading:</u> Nudge, Ch. 2, 6, 7</p> <p><u>Further reading(non-required):</u></p> <p>O'Donoghue, T. and M. Rabin (1999). "Doing it Now or Later," <i>American Economic Review</i>, 89, 103-124.</p>
<p>Week 7 (Tue 25, Thu 27 Feb)</p>	<p>O'Donoghue, T. and M. Rabin (2001). "Choice and Procrastination," <i>Quarterly Journal of Economics</i>, 116, 121-160.</p> <p>Laibson, D. (1997). "Golden Eggs and Hyperbolic Discounting," <i>Quarterly Journal of Economics</i>, 112, 443-477.</p> <p>DellaVigna, S. and U. Malmendier (2006). "Paying Not to Go to the Gym," <i>American Economic Review</i>, 96(3), 694-719.</p> <p>Gruber, J. and Mullainathan, S. (2005). "Do Cigarette Taxes Make Smokers Happier?" <i>Advances in Economic Analysis and Policy</i>, 5(1), Article 4.</p> <p>Meier, S. and C. Sprenger (2010). "Present-Biased Preferences and Credit Card Borrowing," <i>American Economic Journal: Applied Economics</i>, 2(1), 193-210.</p>

<p>Week 8 (Tue 10, Thu 12 Mar)</p>	<p><b>Other approaches to self-control</b></p> <ul style="list-style-type: none"> <li>• Anticipation</li> <li>• Projection bias</li> </ul> <p><u>Further reading(non-required):</u></p> <p>Loewenstein, G. (1987). "Anticipation and the valuation of delayed consumption" <i>Economic Journal</i>, 97, 666-684.</p> <p>Loewenstein, G., T. O'Donoghue, and M. Rabin (2003). "Projection Bias in Predicting Future Utility," <i>Quarterly Journal of Economics</i>, 118, 1209-1248.</p> <p>Conlin, M., T. O'Donoghue, and T. Vogelsang (2007). "Projection Bias in Catalog Orders," <i>American Economic Review</i>, 97(4), 1217-1249.</p>
<p>Week 9 (Tue 17, Thu 19 Mar)</p> <p>Week 10 (Tue 24, Thu 26 Mar)</p>	<p><b>Public policy to combat error</b></p> <ul style="list-style-type: none"> <li>• Choice Architecture</li> <li>• Default option</li> </ul> <p><u>Reading:</u></p> <p>Nudge, Ch. 4, 5, 11</p> <p>Behavioral Economics(Corr and Plagnol), Ch. 6</p> <p><u>Further reading (non-required):</u></p> <p>Sunstein, C. and R. Thaler (2003). "Libertarian Paternalism Is Not An Oxymoron." <i>University of Chicago Law Review</i>, 70, 1159-1202.</p> <p>O'Donoghue, T. and M. Rabin (2003). "Studying Optimal Paternalism, Illustrated by a Model of Sin Taxes," <i>American Economic Review (Papers and Proceedings)</i>, 93, 186-191.</p> <p>O'Donoghue, T. and M. Rabin (2006). "Optimal Sin Taxes," <i>Journal of Public Economics</i>, 90(10-11), 1825-1849.</p>

<p>Week 11 (Tue 31 Mar, Thu 2 Apr)</p>	<p><b>Attention, Salience, and Memory</b></p> <p><u>Further reading(non-required):</u></p> <p>Chetty, R., A. Looney, and K. Kroft (2009). "Salience and Taxation: Theory and Evidence," American Economic Review, 99(4), 1145-1177.</p> <p>Lacetera, N., D. Pope, and J. Sydnor (2012). "Heuristic Thinking and Limited Attention in the Car Market," American Economic Review, 102(5), 2206-2236</p> <p>Bordalo, P., N. Gennaioli, and A. Shleifer (2011). "Salience Theory of Choice Under Risk," Quarterly Journal of Economics, 127, 1243-1285.</p>
<p>Week 12 (Tue 7, Thu 9 Apr)</p>	<p><b>The role of cognition and emotion in decision making</b></p> <ul style="list-style-type: none"> <li>• Dual-Process theory</li> <li>• Emotion and Decision-making</li> </ul> <p><u>Reading</u></p> <p>Behavioral Economics(Corr and Plagnol), Ch.4</p> <p><u>Further reading(non-required):</u></p> <p>Loewenstein, G., T. O'Donoghue, and S. Bhatia (2015). Modeling the interplay between affect and deliberation. Decision 2 (2), 55-81.</p> <p>Lerner, J. S., Y. Li, P. Valdesolo, and K. S. Kassam (2015). Emotion and Decision Making. Annual Review of Psychology 66 (1), 799{823.</p>

<p>Week 13 (Tue 21, Thu 23 Apr)</p>	<p><b>Social preferences</b></p> <ul style="list-style-type: none"> <li>• Fairness</li> <li>• Altruism, Kindness and cooperation</li> <li>• Charity giving</li> </ul> <p><u>Reading:</u> Misbehaving, Ch. 14 – 15</p> <p><u>Further reading(non-required):</u> Kahneman D, J. Knetsch, and R. Thaler (1986b). "Fairness as a Constraint on Profit Seeking: Entitlements in the Market," American Economic Review, 76, 728-741.</p> <p>Kahneman D, J. Knetsch, and R. Thaler (1986a). "Fairness and the Assumptions of Economics," Journal of Business, 59, 285-300.</p> <p>DellaVigna, S., J. List, and U. Malmendier (2012). "Testing for Altruism and Social Pressure in Charitable Giving," Quarterly Journal of Economics, 127, 1-56.</p>
<p>Week 14 (Tue 28, Thu 30 Apr)</p>	<p><b>Subjective Well-being and Happiness</b></p> <ul style="list-style-type: none"> <li>• Measurement of subjective well-being</li> </ul> <p><u>Further reading(non-required):</u> Benjamin, D., O. Heffetz, M. Kimball, and A. Rees-Jones (2012). "What Do You Think Would Make You Happier? What Do You Think You Would Choose?" American Economic Review, 102(5), 2083-2110.</p>
<p>Week 15 (Tue 5, Thu 7 May)</p>	<p><b>Review and Paper presentation</b></p>

**The prospective topics and timeline of this course are subject to change as instructor sees fit when course proceeds.**



## Course Outline

### EE421 MATHEMATICAL ECONOMICS I

Semester 2/2025

**Number of credits:** 3 credits

**Prerequisites:** MA217 (or MA212) and have completed or currently taking EE311

#### Course Description

The application of matrices, Jacobian determinants, derivatives, partial derivatives and optimization, with and without constraints, to explain theories in Microeconomics and Macroeconomics, such as the theory of consumer behavior, The theory of production, equilibrium in goods and factor markets, equilibrium of national income in product and money markets, international trade, comparative static equilibrium analysis, the input-output model, determination of maximum-minimum point and duality of linear programming.

#### Course Objectives:

This course aims to provide the foundation of optimization as applied to the theory of Economics. The course covers the optimization of differentiable functions of single and several variables, both with and without constraints. Comparative Static analysis will be discussed with the use of Implicit Function Theorem and Envelope Theorem with matrix differentiation and algebra.

**Text:** Jeffrey Baldani, et. al., *Mathematical Economics*, 2<sup>nd</sup> edition, Dryden 2004.

**Lecture Notes:** Thanet Makjamroen, *Lecture Notes for EE421 Mathematical Economics I*, May 2008.

### References:

**Gale** [1960], *The Theory of Linear Economic Models*, McGraw-Hill.

**Jehle** [1991], *Advanced Microeconomics Theory*, Prentice-Hall.

**Sundaram** [1996], *A First Course in Optimization Theory*, Cambridge University Press.

**Simon and Blume** [1994], *Mathematics for Economics*, Norton.

**Sydsaeter and Hammond** [1995], *Mathematics for Economic Analysis*, Prentice-Hall.

### Evaluation:

Midterm Exam      40%

Final Exam          60%

### Topics:

#### Chapter 1    Introduction

1.1 Mathematical Economic Model

1.2 Use of Economic Model

1.3 An Example of Mathematical Models

#### Chapter 2    Calculus of Single Variable

2.1 Derivative

2.2 Examples of Derivatives in Economics

2.3 Derivatives and Increasing Functions

2.4 Second- and Higher-Order Derivatives

2.5 Optimization: Single Variable

2.5.1 Necessary Conditions

2.5.2 Sufficient Conditions

2.6 Concave and Convex Functions

2.7 Differentials

### **Chapter 3 Calculus of Single Variable: Applications**

3.1 Labor Union

3.2 Profit Maximization in Perfect Competition

3.3 Profit Maximization of a Monopoly

3.4 Taxation on Monopoly

3.5 Profit Maximization of Duopoly (Cournot Model)

3.6 Balanced-Budget Multiplier

### **Chapter 4 Multivariate Calculus**

4.1 Partial Derivatives

4.2 Second-Order Partial Derivatives and Cross Partial Derivatives

4.3 Total Differentials

4.4 Conventions of Matrix Notations for Derivatives of Functions of Several Variables

4.5 Chain Rules of Composite Functions of Several Variables

4.6 Directional Derivatives

4.6.1 First-order Directional Derivatives

4.6.2 Directional Derivatives and Optimization

4.6.3 Second-order Directional Derivatives

4.7 Mean-Value Theorem

4.8 Taylor's Polynomials and Taylor's Approximation in  $\mathbf{R}^n$

4.9 Implicit Functions and Implicit Function Theorem

4.10 LevelSets, Tangents and Gradients

4.11 Homogeneity

### **Chapter 5 Multivariate Calculus: Applications**

5.1 Balanced-Budget Multipliers in Closed Economy

5.1.1 Simple Keynesian Model

5.1.2 IS-LM Model

5.1.3 Aggregate Demand-Aggregate Supply Model

5.2 Monetary Policy Effectiveness

5.2.1 IS-LM Model

5.2.2 Mundell-Fleming Model with Flexible Exchange Rate

5.3 Tax Incidence in Supply-Demand Model

## **Chapter 6 Multivariable Optimization without Constraints**

6.1 Definitions of Extreme Points

6.2 2-Variable Optimization

6.3 First-Order Necessary Condition

6.4 Second-Order Necessary Condition

6.5 Sufficient Conditions

6.6 Multivariable Optimization without Constraints

6.7 First-Order Necessary Condition

6.8 Second-Order Necessary Condition

6.9 Sufficient Conditions

6.10 Test of Definiteness of the Hessian

6.11 Concavity, Convexity and Optimization

6.12 Comparative Statics Analysis

## **Chapter 7 Multivariable Unconstrained Optimization: Applications**

7.1 Competitive Firm Input Choices: Cobb-Douglas Technology

7.2 Competitive Firm Input Choices: General Production Technology

7.3 Multiplant Firm

7.4 Multi-Market Monopology

7.5 Statistical Estimation: Linear Regression

## **Chapter 8 Constrained Optimization: Equality**

8.1 The Lagrangian Method

8.2 Graphical Interpretation

8.3 Optimization with  $k$  Equality Constraints

8.4 Second-order Sufficient Conditions

8.4.1 Bordered Hessian for Single Equality Constraint

8.4.2 Bordered Hessian for  $k$  Equality Constraints

8.4.3 Test of Bordered Matrix

8.5 Comparative Static Analysis: Sensitivity Analysis

## **Chapter 9 Equality Constrained Optimization: Applications**

9.1 Cost Minimization and Conditional Input Demand

9.1.1 Sufficient Conditions

9.1.2 comparative Static Analysis

9.2 Utility Maximization: Log Utility Function

9.3 Utility Maximization Subject to Budget and Time Constraints

9.3.1 Sufficient Conditions

9.3.2 Sensitivity analysis

9.4 Intertemporal Consumption

9.4.1 2-Period Case

9.4.2  $n$ -Period Case

## **Chapter 10 Inequality Constraints Optimization**

10.1 First-Order Sufficient Conditions: One Inequality Constraint

10.2 First-Order Sufficient Conditions: Several Inequality Constraints

10.3 First-Order Sufficient Conditions: Mixed Constraints

10.4 First-Order Sufficient Conditions: Minimization under Mixed Constraints

10.5 Second-Order Sufficient Conditions: Mixed Constraints

10.6 Second-Order Necessary Conditions

10.7 Comparative Static analysis: Sensitivity Analysis

10.8 Kuhn-Tucker Formulation

## **Chapter 11 Inequality Constrained Optimization: Applications**

11.1 Utility Maximization with Two Goods

11.2 Two Goods Diet Problem: Linear Programming and its Duality

11.3 Sales Maximization

11.4 Intertemporal Consumption with Liquidity Constraint

## Chapter 12 Sensitivity Analysis and Envelope Theorems

12.1 The Meaning of the Multipliers

12.2 The Meaning of Lagrange Multiplier: One Equality Constraint Case

12.3 The Meaning of Lagrange Multiplier: Several Equality Constraint Case

12.4 The Meaning of Lagrange Multiplier: Inequality Constraint Case

12.5 Envelope Theorems

12.6 Envelope theorem: Unconstrained Case

12.7 Envelope Theorem: Equality Constraints Case

12.8 Applications: Shephard's Lemma, Roy's Identity and Demand Function

12.9 Envelope Theorem: Inequality Constraints Case

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### Expected Learning Outcomes:

#### 1. Morality and Ethics

Applicability	Learning Goals
●	1.26 Students demonstrate integrity.
○	1.27 Students prioritize social and public benefits over personal ones.
●	1.28 Students are punctual and comply with the code of conduct of the institution and society at large.
○	1.29 Students are responsible and accountable to society, the nation, and the subject of economics.
○	1.30 Students realize the cultural and environmental value of the sustainable society.

#### 2. Knowledge

Applicability	Learning Goals
●	2.26 Students know and understand modern economics principles and theories, and are up to date with new developments.
●	2.27 Students know and understand Thai and global economic structure, and the importance of major international economic events.
●	2.28 Students know and understand instruments of economic analysis.
●	2.29 Students know and understand applied fields in economics, including monetary, public, international, business, natural resource and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.

○	2.30 Students are informed about related fields including sociology, business administration, education, law policy, and science.
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### 3. Intellectual Development

Applicability	Learning Goals
●	3.16 Students have developed individual critical thinking.
●	3.17 Students are sufficiently trained in research skills.
●	3.18 Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.

### 4. Interpersonal Skills and Responsibilities

Applicability	Learning Goals
●	12.1 Students are responsible for assigned tasks and work in groups effectively.
●	12.2 Students have problem-solving skills.
○	12.3 Students show leadership skills and team spirit.
●	12.4 Students are always improving themselves.
○	12.5 Students have good interpersonal skills, adapting and working under different conditions.

### 5. Quantitative Analysis, Communication and Information Technology

Applicability	Learning Goals
●	5.1 Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.
○	5.2 Students communicate effectively and select appropriate presentation methods.
●	5.3 Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.

**Course Outline**  
**EE426 ECONOMETRICS 2**  
**Semester 2/2025**

**Number of credits**            3 credits

**Prerequisites:**

**Curriculum 56:** *EE425 and MA217 (or MA212)*

**Curriculum 61:** *EE425*

**Course Description:**

This course covers more advanced topics in econometrics for undergraduate level and focuses on both theoretical framework (basic concept) and empirical applications. The first parts introduce panel data models, and further discuss instrumental variables and two stage least squares. We then cover system of regressions and seemingly unrelated regression (SUR). This topic will also link to the topic of simultaneous equation system and its parameter estimation. Then, we turn our attention to exploring qualitative response models using maximum likelihood technique, and conclude by studying time series model.

**Course Objectives:**

This course is designed to provide advanced econometrics techniques and enable students to apply econometric tools for economic analysis. Materials in this course will be balanced between theoretical concept and practices with the actual data and econometric software.

<b>Evaluation:</b>	Mid-term examination	30 %
	Final examination	40 %
	Assignment	30 %

**Computer Software:** STATA

**Course Content:**

**1. Review Basic Econometrics Concept**

Diagnostic Tests

- Its Relative Importance
- Key Diagnostic Tests
  - (a) Heteroskedasticity
  - (b) Residual Normality
  - (c) Functional Form Misspecification Tests
  - (d) Multicollinearity
- Functional Forms of Regression Model
  - (a) Types of Specification Errors
  - (b) Test for Functional Form Misspecification

**2. Estimation methods**

- 2.1 Least Squares
- 2.2 System Estimation Methods
- 2.3 MLE
- 2.4 GMM

**3. Limited Dependent Variable Models**

**4. Panel Data Estimation**

**5. Time-series Econometrics**

**Required Textbooks:**

\*Gujarati, D. (2009). Basic Econometrics. 5th ed. Singapore: McGraw-Hill.

Heij, C., deBoer, P., Franses, P.H., Kloek, T., & van Dijk, H.K. (2004). Econometric Methods with

Applications in Business and Economics. New York: Oxford University Press. (Chapter 4)

Johnston, J., & DiNardo, J. (1997). Econometric Methods. 4th ed. Singapore: McGraw-Hill.

**Reference Texts:**

Enders, W. (2010), *Applied Econometric Time Series*, 3rd ed. Hoboken, NJ: John Wiley and Sons.  
 Greene, W.H. (2012). *Econometric Analysis*. 7th ed. Upper Saddle River, NJ: Prentice Hall.  
 Wooldridge, J.M. (2006). *Introductory Econometrics: A Modern Approach*. 3rd ed. Mason, OH: Thomson-South-Western.

**Expected Learning Outcomes:****1. Morality and Ethics**

Applicability	Learning Goals
●	1.31 Students demonstrate integrity.
○	1.32 Students prioritize social and public benefits over personal ones.
●	1.33 Students are punctual and comply with the code of conduct of the institution and society at large.
○	1.34 Students are responsible and accountable to society, the nation, and the subject of economics.
○	1.35 Students realize the cultural and environmental value of the sustainable society.

**2. Knowledge**

Applicability	Learning Goals
●	2.31 Students know and understand modern economics principles and theories, and are up to date with new developments.
●	2.32 Students know and understand Thai and global economic structure, and the importance of major international economic events.
●	2.33 Students know and understand instruments of economic analysis.
●	2.34 Students know and understand applied fields in economics, including monetary, public, international, business, natural resource and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.
○	2.35 Students are informed about related fields including sociology, business administration, education, law policy, and science.

### 3. Intellectual Development

Applicability	Learning Goals
●	3.19 Students have developed individual critical thinking.
●	3.20 Students are sufficiently trained in research skills.
●	3.21 Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.

### 4. Interpersonal Skills and Responsibilities

Applicability	Learning Goals
●	14.1 Students are responsible for assigned tasks and work in groups effectively.
●	14.2 Students have problem-solving skills.
○	14.3 Students show leadership skills and team spirit.
●	14.4 Students are always improving themselves.
○	14.5 Students have good interpersonal skills, adapting and working under different conditions.

### 5. Quantitative Analysis, Communication and Information Technology

Applicability	Learning Goals
●	5.1 Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.
○	5.2 Students communicate effectively and select appropriate presentation methods.
●	5.3 Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.

**Course Schedule:**

<b>Week</b>	<b>Content</b>	<b>Chapter</b>	<b>Assignment</b>
Week 1	Review - Estimation Method – GLS	1-13	
Week 2	Estimation Method – System Estimation	18-20	
Week 3	Estimation Method – MLE	Heij 4	
Week 4	Estimation Method – MLE (Cont.)	Heij 4	
Week 5	Estimation Method – GMM	Heij 4	
Week 6	Binary Choice Models - Logit-Probit Model	15	
Week 7	Panel Data Model	16	
	<b>Take-home Mid-term Exam</b>		
Week 8	Multinomial Data Models	15	
Week 9	Multivariate Data Models	15	
Week 10	Limited Dependent Variables Model	15	
Week 11	Limited Dependent Variables Model (Cont.)	15	
Week 12	Time Series Models – Properties – Unit Root Test	21-22	
Week 13	Time Series Models – ARIMA Models – GARCH Models	21-22	
Week 14	Time Series Models – VARs	22	
Week 15	Time Series Models – VARs (Cont.)	22	
Week 16	Time Series Models – VARs (Cont.)	22	
	<b>Take-home Final Exam</b>		

## Course Outline

### EE431 ECONOMICS OF FINANCIAL MARKETS AND INSTITUTIONS

Semester 2/2025

**Number of credits:** 3 credits (3-0-6)  
**Prerequisite:** EE311

#### **Course description:**

Money and capital markets at the micro level; Financial assets; financial risks and financial risks bearing; Theory of equilibrium pricing of financial assets; the CAPM and APT models; Interest rate structure; bond and equity instruments; Financial derivatives; Asymmetric information in financial market; The study of financial institutions with the emphases on theories regarding the roles and functions of commercial banks; Risk management of financial institutions; Monitoring and controlling of financial institutions; The deposit insurance system and financial institution business from the perspective of industrial economics.

## **The objective of the course:**

- (1) To provide students with an understanding of financial asset characteristics, risk, return, and liquidity
- (2) To provide students with an understanding of the debt market and interest rates at the microeconomic level.
- (3) To provide students with an understanding of the decision process for investment in financial assets at the microeconomic level, where investors seek to maximize their expected utility under constraint (combination of risk and returns available in the financial market)
- (4) To provide students with an understanding of diversification, degree of risk aversion, and risk premium, which are important determinants of the equilibrium price of financial assets in the financial market.
- (5) To provide students with how to derive equilibrium in the financial market
- (6) To provide students with an understanding of asymmetric information problems in the financial market and the role of financial intermediaries
- (7) To provide students with an understanding of the risk management of financial institutions
- (8) To provide students of an understanding of agency problems and excessive risk-taking in the financial market and how to mitigate the situation
- (9) To provide students with an understanding of a bank's liquidity creation, bank liquidity problem, bank runs, and deposit insurance

## **Evaluation**

Homework/Quiz	15%
Mid-term exam	35% (Topic 1 – Topic 4)
Final exam	50% (Topic 4 – Topic 8)

## **Remarks:**

1. Evaluation methods are subject to change.
2. More information will be announced in the Class, Google Classroom or Line Official.
3. When doing any essay exam or assignments use graphs, mathematical expressions, or else to support your answer where appropriate. Marks depend on the quality of the explanation.

## Video Recording Policy

Make-up classes may be recorded for the convenience and review of students who are unable to attend in person. However, regular classes will not be recorded. If you cannot attend a make-up class, please inform the instructor in advance so arrangements can be made for the recording.

Please note that recorded classes are for personal use only and may not be shared or distributed

## Grading Criteria:

To determine the letter grade, I use a mixed procedure between the criteria-based and the distribution-based method. When the criteria-based grading can be directly applied, I follow the general guideline of the university described below.

A = 4.0 (85-100)	B+ = 3.5 (75-84)
B = 3.0 (70-74)	C + = 2.5 (65-69)
C = 2.0 (60-64)	D+ = 1.5 (50-59)
D = 1.0 (40-49)	F = 0 (0-39)

## Teaching Materials and Resources

### Required Text:

- Frederic Mishkin, The Economics of Money, Banking and Financial Markets 9<sup>th</sup> Edition (Pearson, 2009)
- Peter D Spencer, The Structure and Regulation of Financial Market (Oxford University Press, 2000)
- Copeland, Thomas E. and J. Fred Weston, Financial Theory and Corporate Policy, 4th edition, (Addison-Wesley, 2005)
- Diamond (2007), Bank and Liquidity Creation: A Simple Exposition of the Diamond-Dybvig Model, Federal Reserve Bank of Richmond Economic Quarterly.
- Diamond (1996) Financial Intermediation and Delegated Monitoring: A Simple Example, Federal Reserve Bank of Richmond Economic Quarterly.

- Kent Mathews and John Thompson, *The Economics of Banking* 2<sup>nd</sup> Edition (John Wiley & Son, 2008)
- Bailey R.E., *The Economics of Financial Markets*, Cambridge University Press (2005)
- Remarks: Supplement handouts or reading will be posted on *Google Classroom*.

**A lecture presentation will be provided by the lecturer.**

- The lecture presentation is designed to support learning in the class. Therefore, it is not sufficient for the exam.

**Expected Learning Outcomes**

**1. Morality and Ethics**

Applicability	Expected Learning Outcomes	Evaluation Method
●	6. Students demonstrate integrity.	Quizzes & HW / Exams
○	7. Students prioritize social and public benefits over personal ones.	
●	8. Students are punctual and comply with the code of conduct of the institution and society at large.	Observed class attendance / Quizzes & HW / Exams
○	9. Students are responsible and accountable to society, the nation, and the subject of economics.	
○	10. Students realize the cultural and environmental value of a sustainable society.	

**2. Knowledge**

Applicability	Expected Learning Outcomes	Evaluation Method
●	6. Students know and understand modern economics principles and theories, and are up to date with new developments.	In-class participations / Quizzes & HW / Exams
●	7. Students know and understand Thai and global economic structure and the importance of major international economic events.	In-class participations / Quizzes & HW / Exams

●	8. Students know and understand the instruments of economic analysis.	In-class participations/ Quizzes & HW / Exams
●	9. Students know and understand applied fields in economics, including monetary, public, international, business, natural resource, and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	In-class participations/ Quizzes & HW / Exams
○	10. Students are informed about related fields including sociology, business administration, education, law policy, and science.	

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	Evaluation Method
●	4. Students have developed individual critical thinking.	In-class participations/ Quizzes & HW / Exams
●	5. Students are sufficiently trained in research skills.	In-class participations/ Quizzes & HW / Exams
●	6. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand the causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	In-class participations/ Quizzes & HW / Exams

#### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	Evaluation Method
●	6. Students are responsible for assigned tasks and work in groups effectively.	In-class participations/ Quizzes & HW / Exams
●	7. Students have problem-solving skills.	In-class participations/ Quizzes & HW / Exams
○	8. Students show leadership skills and team spirit.	
●	9. Students are always improving themselves.	In-class participations/ Quizzes & HW / Exams
○	10. Students have good interpersonal skills, adapt, and work under different conditions.	

#### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	Evaluation Method
○	4. Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.	
○	5. Students communicate effectively and select appropriate presentation methods.	
○	6. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	

Remark: ● Primary expected outcome ○ Secondary expected

## Lecture/Schedule

Topics	Reading
<b>Part I : Economic Analysis of Asset Prices</b>	
Topic 1. Financial assets and the overview of financial market (1 time)	FM2009 Ch. 1-3
1.1 Money and functions of money	
1.2 Money, Wealth and Income	
1.3 Financial Market and Financial Assets	
1.4 Financial Assets Classified by Information Theory	
1.5 Flows of Funds in The Financial Market	
1.6 Structure of Financial Market	
Topic 2. Debt Market and Structure of interest rates (7 times)	FM2009 Ch.4-6
2.1 Measuring Interest Rates	
2.2 Nominal Interest Rates and Real Interest Rates	
2.3 The Behavior of Interest Rates	
2.4 Risk and Term Structure of Interest Rates	
Topic 3. Mean-Variance Analysis (3 times)	Copeland2005 Ch.5
3.1 Measuring Risk and Returns for a Single Asset	
3.2. Measuring Portfolio Risk and Returns	
3.3. Efficient Frontier with Two Risky Assets	
3.4. Efficient Frontier with One Risky and One Risk Free Asset	
3.5. Optimal Portfolio Choice N Risky asset	

Topics	Reading
3.6. Optimal Portfolio Choice N Risky asset and One Risk Free Asset	
Topic 4: Capital asset pricing model (CAPM) and Arbitrage Pricing Theory (APT) (4 times)	Copeland2005
4.1 Capital Asset Pricing Model	Ch.6
<ul style="list-style-type: none"> <li>• Portfolio Diversification and Individual Asset Risk</li> <li>• Assumptions</li> <li>• The Efficiency of Market Portfolio</li> <li>• Derivation of CAPM</li> <li>• Properties of CAPM</li> </ul>	
4.2 Arbitrage Pricing Theory	
<ul style="list-style-type: none"> <li>• Arbitrage Opportunity</li> <li>• Replicating Portfolio</li> <li>• Derivation of Arbitrage Pricing Theory</li> </ul>	

Topics	Reading
<b>Part II : Financial Institution, Financial Market and Asymmetric Information</b>	
Topic 5. Financial institutions (2 times)	FM2009
5.1 Introduction	Ch.9 -11

Topics	Reading
5.2 Major risks faced by banks	KM 2008
5.3 Liquidity Management and The Role of Reserve	Ch.7
5.4 Interest Rate Risk Management	
5.5 Credit Risk Management	
5.6 Capital Adequacy Management	
Topic 6. Theory of financial intermediation (5 times)	PS2000
6.1 Introduction	Ch.8
6.2 Shortcomings of direct finance	Diamond (1996)
6.3 How banks help to resolve the problem?	
(a) Confidentiality and The Banking Relationship	
(b) Economies of Scale and Role of Diversification in Banking: Financial Intermediation as Delegated Monitoring	
Topic 7. Convexity, excessive risk, and bank regulation (5 times)	PS2000
7.1 Decision Under Uncertainty	Ch.9
7.2 Agency Cost of Debt Finance: Conflict between a firm's bondholders and stockholders	KM 2008
7.3 Asset Substitutions Problem	Ch.8
7.4 How to solve asset substitution problem?	
7.5 Adverse Selection and Credit Rationing	
Topic 8. Bank runs, systemic risk and deposit insurance (4 times)	Diamond (2007)
8.1 Introduction	
8.2 Demand for Liquidity	
8.3 Bank Liquidity Creation	
8.4 Bank Runs	
8.5 Suspension of Convertibility and Deposit Insurance	

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8.6. Note on the optimal level of liquidity

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**Other Policies:**

**Any changes** to the course outline (if any) **will be announced in the on-site class, the Zoom Class, Google Classroom or Line Official.** It is the responsibility of the students to obtain any information announced in the class. Ignorance of such information due to the absence of class is not a valid defense. If a student has any questions about the lecture, please do not hesitate to consult the lecturer during office hours. The lecturer would be pleased to assist. Please make an appointment in advance via email. Please allow enough time (at least 2 working days) for the lecturer to confirm the appointment. I will be available for you only if you confirm such an appointment by emailing back.

Attendance is highly encouraged

Proper manner and courtesy are expected

A student may contact me by sending email.

On the night before a text/an exam the cut off for any question is 4.00 pm. via email, I can provide only short answer. If you prefer long answer, please come to visit me by making an appointment.

## **Course Outline**

### **EE432 MONETARY THEORY AND POLICY**

**Semester 2/2025**

**Number of Credit:** 3 credits (3-0-6)

**Prerequisite:** EE312

#### **Course Description:**

This course aims to provide the student with an introduction to the role of money, financial markets, financial institutions and monetary policy in the economy, thus providing a solid foundation for further study and enhance professional capability in the financial services industry.

This course will investigate the origins and role of money, theories regarding the supply of and demand for money and the relationship between money, credit and debt will also be emphasized. The course will then study the role of financial markets in the economy with a particular emphasis on bond markets and interest rate determination. Besides, this course will further analyze the evolving roles of central banks and their views regarding the execution monetary policy; including recent and historical international policy actions, the transmission of that policy in the economy, and the impact of monetary policy on economic growth and inflation. It will also cover the formulation of unconventional monetary policy, so called quantitative easing, when interest rates approach the zero lower bound. Another area of study in this course is the consideration of modern monetary theories, particularly, in the context of real business cycle model and the New Keynesian model.

## Course Objectives:

1. To develop knowledge and analytic skill to anticipate the central bank's monetary policy reaction on different economic situations.
2. To enhance capability to make a preliminary analysis of novel monetary policy execution together with its associated impacts and determine the appropriate choice of monetary stance.
3. To encourage students to take an active learning approach by reading lecture notes and participating individual assignment, in-class discussion and peer-to-peer learning.

## Course Evaluation

The course will be assessed by active learning approach with a variety of individual learning, including in-class discussion, exercise, individual report assignment, take-home mid-term examination and final examination. Students should also follow the current economic situations which will be brought into discussion via the online classes. Besides, the students are encouraged to utilize a web-based platform provided by Mc-Graw Hill Connect <https://connect.mheducation.com>, which linked to our BE-moodle as additional source of learning. The major materials are lecture note presentation provided on BE-moodle and other material related to teaching topics. The assessment criteria are detailed as follow.

1.	In-class discussion	10%
2.	Exercise	10%
3.	Individual report assignment	10%
4.	Take-home Mid-term Examination	30%
5.	Final Examination	40%

## Readings

- Students are required to read all lecture notes and should have access to this online textbook. The primary text book will be:  
Cecchetti, Stephen and Schoenholtz, Kermit. (2020) **Money, banking, and financial markets**. McGraw-Hill.

## Expected Learning Outcomes:

### 9. Morality and Ethics

<b>Applicability</b>	<b>Expected Learning Outcomes</b>
●	1.36 Students demonstrate integrity.
●	1.37 Students prioritize social and public benefits over personal ones.
●	1.38 Students are punctual and comply with the code of conduct of the institution and society at large.
●	1.39 Students are responsible and accountable to society, the nation, and the subject of economics.
○	1.40 Students realize the cultural and environmental value of the sustainable society.

### 10. Knowledge

<b>Applicability</b>	<b>Expected Learning Outcomes</b>
●	2.36 Students know and understand modern economics principles and theories, and are up to date with new developments.
●	2.37 Students know and understand Thai and global economic structure, and the importance of major international economic events.
○	2.38 Students know and understand instruments of economic analysis.
●	2.39 Students know and understand applied fields in economics, including monetary, public, international, business, natural resource and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.
○	2.40 Students are informed about related fields including sociology, business administration, education, law policy, and science.

## 11. Intellectual Development

Applicability	Expected Learning Outcomes
●	3.22 Students have developed individual critical thinking.
●	3.23 Students are sufficiently trained in research skills.
●	3.24 Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.

## 12. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes
●	16.1 Students are responsible for assigned tasks and work in groups effectively.
●	16.2 Students have problem-solving skills.
○	16.3 Students show leadership skills and team spirit.
●	16.4 Students are always improving themselves.
○	16.5 Students have good interpersonal skills, adapting and working under different conditions.

## 13. Quantitative Analysis, Communication and Information Technology

Applicability	Expected Learning Outcomes
○	5.1 Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.
○	5.2 Students communicate effectively and select appropriate presentation methods.
○	5.3 Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.

## Attendance at Lectures

Lectures provide opportunities to better understanding of materials in the course. So that virtual attendance and active participation in online lectures are required and monitored.

## Class Schedule

Week	Topic	Date
1.	Financial instruments, financial markets, and financial institutions (Cecchetti & Schoenholtz Textbook Chapter 3)	
2.	Understanding risk (Cecchetti & Schoenholtz Textbook Chapter 5)	
3.	The risk and term structure of interest rates (Cecchetti & Schoenholtz Textbook Chapter 7)	
4.	The economics of financial intermediation (Cecchetti & Schoenholtz Textbook Chapter 11)	
5.	Depository institutions: banks and bank management (Cecchetti & Schoenholtz Textbook Chapter 12)	
6.	Regulating the financial system (Cecchetti & Schoenholtz Textbook Chapter 14)	
7.	Central banks in the world today (Cecchetti & Schoenholtz Textbook Chapter 15) & Mid-semester Exam Revision	
	<b>Mid-term examination</b>	
8.	The central bank balance sheet and the money supply process (Cecchetti & Schoenholtz Textbook Chapter 17)	
9.	Monetary policy: stabilizing the domestic economy (Cecchetti & Schoenholtz Textbook Chapter 18) <i># Pre-class reading 6 for Chapter 18, worth 1%,</i>	

Week	Topic	Date
10.	Exchange rate policy (Cecchetti & Schoenholtz Textbook Chapter 19) <i># Pre-class reading 7 for Chapter 19, worth 1%</i>	
11.	Money growth and money demand (Cecchetti & Schoenholtz Textbook Chapter 20) <i># Pre-class reading 8 for Chapter 20, worth 1%</i>	
12.	Output, inflation, and monetary policy (Cecchetti & Schoenholtz Textbook Chapter 21) <i># Pre-class reading 9 for Chapter 21, worth 1%</i>	
13.	Understanding business cycle fluctuations (Cecchetti & Schoenholtz Textbook Chapter 22) <i># Pre-class reading 10 for Chapter 22, worth 1%</i>	
14.	Modern monetary policy and the challenges (Cecchetti & Schoenholtz Textbook Chapter 23)	
15.	Special topic: New Keynesian monetary economics & <u>Final Exam Revision</u>	
	<b>Final examination</b>	

## Course Outline

### EE439 SEMINAR IN MONETARY AND FINANCIAL ECONOMICS

Semester 2/2025

**Number of Credit:** 3

**Prerequisite:** Having completed at least two 400-level (or the above level) courses in the field of Monetary and Financial Economics.

We assume that students have strong interest in conducting research in the area of monetary and financial economics. Students should have no trouble with basic econometrics (e.g. multivariable OLS).

**Course Description:** Seminar and research on topics in Monetary and Financial Economics under the supervision of the lecturer.

#### **Course Objectives:**

The main objective of this course is to get students to think critically and research systematically on the current issues in monetary and financial economics, which may include central banking, financial markets, capital flows and exchange rate, and selected topics on financial crises. Students are expected to proactively read on current issues, dynamically participate in class discussion, and conduct your own independent research. The course is designed such that students would apply economic theories and quantitative analyses to real-world questions of modern-day monetary and financial economics. The ultimate goal of the course is to effectively transition students into a role of an active monetary and/or financial economist.

## Expected Learning Outcomes

### 1. Morality and Ethics

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	
○	2. Students prioritize social and public benefits over personal ones.	
●	3. Students are punctual and comply with the code of conduct of the institution and society at large.	
●	4. Students are responsible and accountable to society, the nation, and the subject of economics.	
○	5. Students realize the cultural and environmental value of a sustainable society.	

### 2. Knowledge

Applicability	Expected Learning Outcomes	
●	1. Students know and understand modern economics principles and theories, and are up to date with new developments.	
●	2. Students know and understand Thai and global economic structure and the importance of major international economic events.	
●	3. Students know and understand the instruments of economic analysis.	
●	4. Students know and understand applied fields in economics, including monetary, public, international, business, natural resource, and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	
○	5. Students are informed about related fields including sociology, business administration, education, law policy, and science.	

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	
●	1. Students have developed individual critical thinking.	

●	2. Students are sufficiently trained in research skills.	
●	3. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand the causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	

#### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	
●	1. Students are responsible for assigned tasks and work in groups effectively.	
●	2. Students have problem-solving skills.	
○	3. Students show leadership skills and team spirit.	
●	4. Students are always improving themselves.	
●	5. Students have good interpersonal skills, adapt, and work under different conditions.	

#### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	
●	1. Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.	
●	2. Students communicate effectively and select appropriate presentation methods.	
●	3. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	

Remark: ● Primary expected outcome ○ Secondary expected

**Main Text:**

No textbook required; Reading list will be provided in the first meeting

**Suggested Readings:**

Online economist articles including: <http://voxeu.org>  
<https://www.imf.org/en/Blogs>  
<https://project-syndicate.org>  
<https://www.pier.or.th/>

**Grading Criteria:**

Seminar	30%
Leading discussion (overall understanding / presentation skills)	15%
Participating in class discussions	15%
Research Paper	70%
Proposal	10%
1st Result Presentation	10%
Final Presentation	20%
(Overall understanding of issue / discussion of methods and results / presentation skills, Q&A)	
Final draft	30%

Grade assignments follow the Thammasat grading system.

**Potential Topics for Discussions:**

- The revival of inflation: causes, consequences and policy responses
- Central bank and financial policies in times of crisis
- Redistributive impact of monetary policy
- The future of money: cryptocurrencies, stablecoins and CBDCs
- Climate change: implications on the economy, financial markets and policies

## Tentative Class Schedule:

Meeting	Date	Topics
1	Jan 14	Introduction and preliminary discussions
2	Jan 21	Research methods
3	Jan 28	Lecture: "Inflation Dynamics : What Have Changed?"
4	Feb 4	Class cancelled
5	Feb 11 9am-4pm	<b>Proposal Presentation</b> – Student's presentation of proposal <i>Submission deadline for written proposal: Monday, Feb 13</i>
6	Feb 18	Discussions of selected topics (1)
7	Feb 25	Research consultation (1)
	Mar 4	No class – Mid-term Examination
8	Mar 11	Discussions of selected topics (2)
9	Mar 18	Research consultation (2)
10	Mar 25	Class cancelled
11	Apr 1 9am-4pm	<b>First Result Presentation</b> – Students presenting preliminary results
	Apr 8	Discussions of selected topics (3)
12	Apr 15	No class – Songkran Day Festival
13	Apr 22	Research consultation (3)
14	Apr 29	Class cancelled
15	May 6 9am-4pm	<b>Final Presentation Day</b> – Students presenting their research
		<b>Final Research Paper due date</b> <i>Submission deadline for final paper: Friday, May 26</i>

## Class Policies:

Seminar and leading the discussions: Class participation is mandatory. A group of 3-4 students together will take turn in leading 1-hour class discussions plus 30-minute Q&A session on the topics of students interest (see the list of topics above). The group is required to read at least 4 academic papers and must understand the theoretical underpinnings of these papers.

Research paper: Students are required to write a research paper, either individually or in pair, by employing appropriate econometric tools. The research paper will be graded at three different stages: on the proposal, on a presentation of first results, and on the final presentation and final draft. Evaluation of the research paper is based on originality, effort, preparedness, cohesiveness of ideas, and analytical ability. In addition, students' discussion of peers' works during their presentation will count towards their participation score.

By registering for this class, students agree to accept all course requirements, deadlines, and other procedures outlined in this syllabus, and in class discussions. There will be no discussions, pleas, or arguments about these aspects of the administration of the course under any circumstance

## **Course Outline**

### **EE442 Economics of Public Revenue**

**Semester 2/2025**

**Number of credits:** 3 credits (3-0-6)

**Prerequisites:** EE212 (or EE214) and EE311

### **Course Description**

The course analyses the structure and composition of government (national and local) revenue, through analysis of tax burden and incidence, and tax effects upon efficiency and equity. The course looks at the empirical effects of tax policies on the economy as a whole, and various individual behaviors such as decisions about work and leisure, tax avoidance and evasion, investment, savings and consumption. The analysis also includes the effects of deficit finance and fiscal decentralization (local revenue, grants and local debt). The application of these tools to selected contemporary topics (social security, healthcare and education financing). Additionally, the class will explore the politics and economics of tax reforms.

### **Course Objectives**

- Students can analyze the revenue structures of both central and local governments.
- Students learn to understand the theory of taxation, tax incidence and tax burden shifting.
- Students learn to understand the effects of taxation on resource allocation, efficiency and redistribution.
- Students learn to understand the effects of public debt and tax reform.

## Teaching Materials and Resources

### 1. Required textbooks and readings

1. Rosen, H. and Gayer, T. (2010). Public Finance. (9th ed.). Boston, MA: McGraw-Hill/Higher- Education. [Call number: HJ257.2. R63 2010]
2. Stiglitz, J. (2015). Economics of the Public Sector. (4th ed.). New York: W.W. Norton & Company. [Call number: FIN HJ 2015 665065]
3. Gruber, J. (2016). Public Finance and Public Policy. (5th ed.). New York: Worth Publishers. [Call number: HJ141. G78 2016]
4. Shome, Parthasarathi. Ed. (1995). Tax Policy Handbook. Washington D.C.: International Monetary Fund. [Call number: HJ2305. T38]

### 2. Recommended reading lists

1. Vito Tanzi, and Howell H. Zee, Tax Policy for Emerging Market: Developing Countries, IMF Working Paper, March 2000.
2. Roy Bahl, and Richard Bird, Tax Policy in Developing Countries: looking Back and Forward, Working Paper Series, Joseph L. Rotman, School of Management, University of Toronto, May 2008.
3. Alan J. Auerbach, and James R. Hines Jr., Taxation and Economic Efficiency, NBER, February 2001.
4. Richard Bird, and Eric M. Zolt, Introduction to Tax Policy Design and Development, World Bank, May 2003.
5. Varunyuwattana, Sakon and Duangmanee Laovakul. (2010). "Progress of Fiscal Decentralization in Thailand," in *Impacts & Challenges of Decentralization Policy towards Democratization and Development (A Comparative Perspective between Thailand and Indonesia)*, Proceeding in International Joint Seminar, Yogyakarta, Indonesia: Laboratory of Governmental Studies, University of Muhammadiyah.
6. Laovakul, Duangmanee. (2016). "Property Tax in Thailand: An Assessment and Policy Implications." *Thammasat Review of Economic and Social Policy*. Vol. 2, No.1, January-June 2016, p.24-53.
7. Laovakul, Duangmanee. (2019). Fiscal Decentralization and Governance in Thailand. In Junghun, K., and Sean, D. (Eds.), *Fiscal Decentralisation and Inclusive Growth in Asia*. (p.209- 234). OECD Fiscal Federalism Studies. OECD Publishing, Paris. DOI: <https://doi.org/10.1787/25cf7545-en>.

Date	Topic	Reading Lists
	Topic 1 Public Economics and the Role of Public Sector in the Economy	Stiglitz, chapter 1-2 Rosen and Gayer, chapter 1
	Topic 1 (continued)	
	Topic 2 Tools of Positive and Normative Analysis	Rosen and Gayer, chapter 2-3
	Topic 3 Introduction to Taxation	Stiglitz, chapter 1/ Shome, chapter 1 and 3-4
	Topic 4 Thailand Revenue Structure	Powerpoint
	Topic 5 Tax Incidence	Rosen and Gayer, chapter 14 Stiglitz, chapter 18 and 23, p. 713-726 Shome, chapter 2, p. 35-45
	Topic 5 (continued)	

	Topic 6 Taxation and Economic Efficiency	Rosen and Gayer, chapter 15 Shome, chapter 2, p. 25-29 Stiglitz, chapter 19
	Topic 6 (continued)	
	Topic 6 (continued)	
	Topic 7 Optimal Taxation	Rosen and Gayer, chapter 16
	Topic 7 (continued)	
	Topic 7 (continued)	
	Topic 8 Personal Income Tax	Rosen and Gayer, chapter 17 Stiglitz, chapter 22
	<b>Midterm exam (Topic 1-7)</b>	<b>12.00 (noon) – 2.00 PM</b>
	Topic 9 Personal Income Taxation and Household Behavior	Rosen and Gayer, chapter 18
	Topic 9 (continued)	
	Topic 9 (continued) <b>Submit Short Paper</b>	
	Topic 10 Corporate Income Tax	Rosen and Gayer, chapter 19 Stiglitz, chapter 23
	Topic 10 (continued)	
	<b>Chakri Memorial Day</b>	
	Topic 10 (continued)	
	<b>Songkran Festival</b>	
	Topic 11 Tax Avoidance and Tax Evasion	Stiglitz, chapter 24 Rosen and Gayer, chapter 16, p. 369- 375
	Topic 12 Public Debt	Stiglitz, chapter 28
	Topic 12 (continued)	
	Topic 12 (continued)	
	<b>Coronation Day</b>	
	Topic 13 Local Public Finance	Rosen and Gayer, chapter 22
	Topic 13 (continued)	
	Topic 13 (continued)	
	Topic 14 Tax Reform <b>Submit Term Paper</b>	Gruber, chapter 25 Rosen and Gayer, chapter 21 Stiglitz, chapter 25
	<b>Final exam (Topic 8-14)</b>	<b>1.30 PM – 4.30 PM</b>

## **Course Outline**

### **EE451 INTERNATIONAL TRADE THEORY AND POLICY**

**Semester 2/2025**

**Number of credits:** 3 credits (3-0-6)

**Prerequisites:** EE311

#### **Course description:**

This course provides a fundamental basis for understanding international trade theory and its applications. The course consists of two main parts: trade theory, and policy. In the first part, we will learn trade theories explaining trade patterns: what products are traded, who trades them, at what quantities and prices they are traded, and what the benefits and costs of trade are. In the second part, we will learn about the policies that governments use to shape trade patterns among countries.

#### **Course Objectives:**

After taking this course, you will be able to:

- Understand the basic concepts of international trade and policy.
- Understand and analyze the complexities of worldwide international trade issues.

## Method of Instruction:

Class activities include lectures, discussions and presentations. In addition, students are expected to read before the class, work on group presentations, and participate in class discussions.

## Reading List and Textbooks:

The textbook is optional but strongly recommended.

### Main textbooks:

Krugman, P., Obstfeld, M., and Melitz, M. (2018), *International Economics: Theory and Policy*, (11<sup>th</sup> Global ed), Pearson Education Ltd: Harlow UK.

The following is entirely optional but would be useful...

Appleyard, D & Field, A., (2017), *International Economics*. (9<sup>th</sup> ed), McGraw-Hill: Singapore.

Baldwin, R. (2005). Heterogeneous firms and trade: testable and untestable properties of the Melitz model, NBER Working Paper no. 11471.

Baldwin, R. (2008), *The Development and Testing of Heckscher-Ohlin Trade Models: A Review: the Ohlin Lectures No.11*, MIT Press, Cambridge.

Bernhofen, D., & Brown, J. (2004). A direct test of the theory of comparative advantage: the case of Japan. *Journal of Political Economy*, 112(1), 48-67.

Bernhofen, D., & Brown, J. (2005). An empirical assessment of the comparative advantage gains from trade: evidence from Japan. *American Economic Review*, 95(1), 208-225.

Bernhofen, D., & Brown, J. (2011). Testing the general validity of the Heckscher-Ohlin theorem: the natural experiment of Japan. *University of Nottingham Working Paper*.

Bernard, A., Jensen, J., Redding, S., & Schott, P. (2007). Firms in international trade. *Journal of Economic perspectives*, 21(3), 105-130.

Bernard, A., Redding, S., & Schott, P. (2013). Testing for factor price equality with unobserved differences in factor quality or productivity. *American Economic Journal: Microeconomics*, 5(2), 135-63.

Helpman, E., Melitz, M., & Yeaple, S. (2004). Export versus FDI with heterogeneous firms. *American economic review*, 94(1), 300-316.

Kohpaiboon, A. (2006), *Multinational Enterprises and Industrial Transformation*, Edward Elgar, Cheltenham.

Kohpaiboon, A. & Jongwanich, J. (2013), 'International Production Network, Clusters and Industrial Upgrading: Evidence from Automotive and Hard Disk Drive Industries', *Review of Policy Research* 30(2): 211-239

Melitz, M. (2003). "The impact of trade on intra-industry reallocations and aggregate industry productivity," *Econometrica*, 71, pp 1695-1725.

**Assessment:**

<b>Assessment task</b>	<b>Value</b>	<b>Due date</b>
Final exam	40%	
Mid-term exam	30%	
Quiz I	10%	
Quiz II	10%	
Group presentation	10%	
Total	100%	

*Quiz (10%):* Students take a quiz within 45 minutes (40 minutes for taking a quiz and 5 minutes for uploading answers).

*Group presentation (10%):* 2-3 students per group. A group selects a topic from the list provided in the class. The presentation should discuss international trade issues relating to the topic in the light of what you have learned in the course. Your presentation should be informative, interesting, well presented, and no longer than 15 minutes. (Presentation 15 mins, discussion and Q&A 7 mins). Meanwhile, the other group selecting a similar topic would be your discussant.

(At least) Three days before your presentation, your group must submit...

- A 2 or 3 page typed summary of your project, with the names of all team members.
- A bibliography, listing all the specific resources that your team used.

## Grading Criteria:

Grading will be based on each student's total scores and relative scores within the class. The minimum score to pass the course is 45 (out of 100) whereas grade A will be given to students who obtain a score of at least 85 (out of 100).

Score	Grade
A	85 and over
B+	Based on the distribution of students' scores
B	
C+	
C	
D+	
D	
F	Less than 45

## Tentative Class Schedule:

Lecture	Topics	Readings/materials
(1-2)	<b>1. INTRODUCTION</b> 1.1 What is international trade about? 1.2 World Trade: An Overview 1.2.1 Who Trades with Whom? 1.2.2 The Changing Pattern of World Trade 1.3 Thailand's Trade	<i>Essential:</i> Krugman et al. (2015:Ch.1,2);
(2-4)	<b>2. INTERNATIONAL TRADE THEORY</b> 2.1 Mercantilism 2.2 Adam Smith's Absolute Advantage 2.3 Labor Productivity and Comparative Advantage: The Ricardian Model 2.3.1 A One-Factor Ricardian Model 2.3.2 Misconceptions about Comparative Advantage	<i>Essential:</i> Krugman et al. (2015: Ch.3)

<b>Lecture</b>	<b>Topics</b>	<b>Readings/materials</b>
	2.3.3 Comparative Advantage with Many Goods	
(5-6)	2.4 The Ricardo-Viner (specific factors) trade model and Income distribution	<i>Essential:</i> Krugman et al. (2015: Ch.4)
(7-8)	2.5 The Heckscher-Ohlin trade model 2.5.1 H-O in 2x2 2.5.2 Empirics of The Heckscher-Ohlin Model	<i>Essential:</i> Krugman et al. (2015: Ch.5)
(9-10)	2.6 The standard trade model 2.7 External Economies of Scale and the International Location of Production	<i>Essential:</i> Krugman et al. (2015: Ch.6,7)
(10)	Quiz I (11 <sup>th</sup> February 2022)	<i>*Topics 1-2.5</i>
(11-16)	2.8 Firms in the Global Economy: Export Decisions, Outsourcing, and Multinational Enterprises 2.8.1 The Theory of Imperfect Competition 2.8.2 Monopolistic Competition and Trade (Intra-Industry Trade) 2.8.3 Firm Responses to Trade 2.8.4 Trade Costs and Export Decisions 2.8.5 Dumping 2.8.6 Multinationals and Outsourcing 2.8.7 The Firm's Decision Regarding Foreign Direct Investment	<i>Essential:</i> Krugman et al. (2015: Ch.8)

**Mid-term exam****\*Topics 1-2.7**

(17-22)

**3. TRADE POLICY**

- 3.1 The instruments of trade policy
  - 3.1.1 Import tariffs
  - 3.1.2 Export subsidy
  - 3.1.3 Import quotas
  - 3.1.4 Voluntary Export restraints
  - 3.1.5 Local content requirement
  - 3.1.6 Other trade policy instruments

*Essential:*

Krugman et al. (2015: Ch. 9)

(22)

Quiz II

*\*Topics 2.8-3.1.3*

(23-25)

- 3.2 The Political Economy of Trade Policy
- 3.3 Trade Policy in Developing Countries
- 3.4 Controversies in Trade Policy

*Essential:*

Krugman et al. (2015: Ch. 10, 11, 12)

(23-25)	3.2 The Political Economy of Trade Policy 3.3 Trade Policy in Developing Countries 3.4 Controversies in Trade Policy	<i>Essential:</i> Krugman et al. (2015: Ch. 10, 11, 12)
(26-27)	3.5 Global production sharing	<i>Essential:</i> Kohpaiboon & Jongwanich (2013)
(28)	3.6 Economic integration	<i>Essential:</i> Appleyard & Field (2017:Ch.17)
(29-30)	Presentation	
<b>Final exam</b>	<b>*Topics 2.8-3</b>	

## Expected Learning Outcomes:

### 1) Morality and Ethics

Applicability	Expected Learning Outcomes
●	1.41 Students demonstrate integrity.
○	1.42 Students prioritize social and public benefits over personal ones.
●	1.43 Students are punctual and comply with the code of conduct of the institution and society at large.
○	1.44 Students are responsible and accountable to society, the nation, and the subject of economics.
○	1.45 Students realize the cultural and environmental value of the sustainable society.

### 2) Knowledge

Applicability	Expected Learning Outcomes
●	2.41 Students know and understand modern economics principles and theories, and are up to date with new developments.
●	2.42 Students know and understand Thai and global economic structure, and the importance of major international economic events.
●	2.43 Students know and understand instruments of economic analysis.
●	2.44 Students know and understand applied fields in economics, including monetary, public, international, business, natural resource and environmental, industrial,

	agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.
O	2.45 Students are informed about related fields including sociology, business administration, education, law policy, and science.

### 3) Intellectual Development

Applicability	Expected Learning Outcomes
●	3.25 Students have developed individual critical thinking.
●	3.26 Students are sufficiently trained in research skills.
●	3.27 Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.

### 4) Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes
●	Students are responsible for assigned tasks and work in groups effectively.

## **Course Outline**

### **EE452 INTERNATIONAL MONETARY ECONOMICS**

**Semester 2/2025**

**Number of credits:** 3 credits (3-0-6)

**Prerequisite:** EE312

#### **Course Description:**

The balance of payments adjustment mechanism. Foreign exchange markets. International capital flows. The evolution of an international monetary system. International monetary problems encountered by developing countries, including Thailand. Financial crises as experienced by Thailand and the rest of the world.

#### **Course Objectives:**

The course aims to lay down basic concepts of international monetary economics with expectation that students can understand events in international financial economics happening worldwide. It begins with the analysis of balance of payment and its components (current account, transfer payment, capital accounts). The interconnection between balance of payments and other parts of economy is also included. It is followed by foreign exchange market, capital markets, and exchange rate system. Application of each topic is usually discussed. This would make students be able to apply the concepts with the real economic situation

### **Method of Instruction:**

There are total of 48 class-hours for this course or 3 hours per week. Class activities include lectures, discussions and presentations. Students are expected to work on two group presentations, and participate in class discussions.

### **Evaluation:**

(1) Mid-term exam	30%
(2) Final Exam	50%
(3) Assignments/Class participations	20%

### **Main Textbook:**

Krugman, P.R., M. Obstfeld., M. J. Melitz (2015), *International Economics: Theory and Policy*: tenth edition, Pearson [Main]

Montiel, P.J. (2009), *International Macroeconomics*, Wiley-Blackwell, Sussex [Main].

### **Required Reading:**

Jongwanich, J. (2008), Real Exchange Rate Overvaluation and Currency Crisis: Evidence from Thailand, *Applied Economics*, 40(3): 373-82

Jongwanich, J. (2009), Capital Mobility in Developing Asia: How Does It Respond to the Financial Crises?, *ASEAN Economic Bulletin Special Issue*, 27(1): 27-54

Jongwanich, J. (2010), Determinants of Export Performance in East and Southeast Asia', *World Economy* 33 (1): 20-41.

Jongwanich, J. (2011), Foreign Direct Investment in Emerging Asia: Implications of the International Production Network, Chapter 2 in *Firm-level internationalisation, regionalism and globalisation*, Elaine Hutson, Rudolf R. Sinkovics and Jenny Berrill (Eds.), London: Palgrave Macmillan.

Jongwanich, J. (2012) Effectiveness of Capital Account Policies: Evidence from Thailand, *Asian*

*Development Review*, 29 (2): 50-93 (with A. Kohpaiboon)

Jongwanich, J. (2012), How Effective are Capital Controls?: Evidence from Malaysia', *Asian*

Development Review, 29 (2): 1-47 (with P. Athukorala)

Jongwanich, J. (2013), Capital Flows and Real Exchange Rates in Emerging Asian Countries, Journal of Asian Economics, 24: 138 - 146 (with A. Kohpaiboon)

## Teaching Plan:

### No. Topic/ Activities Documents Note

1.1. National Income Accounting and the Balance of Payment

1.1 National Income in Open Economy Montiel (2009): Chp 2; Krugman et.al (2015) Ch.13

1.2 Balance of Payment and its component

1.2.1 Trade Montiel (2009): Chp 2; Krugman et.al

### No. Topic/ Activities Documents Note

1.2.2 Capital/Financial Account [Gross/Net – IMF/BOT account]

1.3 Implication of Balance of Payment (2015) Ch.13

2. Exchange Rates and the Foreign Exchange Market

2.1 Definition of Exchange Rates

2.1.1 Nominal Exchange Rate [Bilateral/Effective] Montiel (2009): Chp3;

2.1.2 Real Exchange Rate [Bilateral/Effective]

2.1.3 Measurement [Internal/External concepts] Montiel (2009): Chp35

2.2 Foreign Exchange Market Krugman et.al (2015) Ch.14

2.3 Exchange Rate Regimes

2.4 Determinants of Exchange Rates

2.4.1 Demand and Supply Approach Krugman et.al (2015) Ch.14,15

2.4.2 Financial Asset Approach

2.4.2.1 Uncovered/Covered Interest Parity

2.4.2.2 Money/Interest Rate/Exchange Rate (shortrun/long-run)

2.4.2.3 IS-LM/ Interest Rate/Exchange Rate Krugman et.al (2015) Ch.15,16

2.4.3 Output and Exchange Rate Model Krugman et.al (2015) Ch.17

2.4.4 Law of One Prices vs Purchasing Power Parity (PPP)

2.4.4.1 Concepts

2.4.4.2 Problems with PPP

2.4.4.3 Determinants of Long-run (real) exchange rate Krugman et.al (2015) Ch.16; Jongwanich (2008)

3. Exchange Rates vs Key Economic Variables

3.1 Exchange rates and Trade

3.1.1 Marshall-learner condition

3.1.2 Global Production Network Jongwanich (2010)

3.2 Exchange rates and Capital/Financial account

3.2.1 Foreign Direct Investment

3.2.2 Other-form of Capital flows

3.3 Impossible Trinity vs Capital Control Policy Jongwanich (2011,2012, 2013)

#### 4. Macroeconomic Model

4.1 Macroeconomic Model Setting Montiel, 2009: Ch 4

#### **No. Topic/ Activities Documents Note**

4.2 Fixed Exchange Rate and Perfect Capital Mobility

4.2.1 Shocks

- Monetary Expansion
- Positive Aggregate Demand Shocks Montiel, 2009: Chs 6 and 9

4.3 Fixed but Adjustable Exchange Rate and Imperfect Capital Mobility

4.3.1 Shocks

- Monetary Expansion
- Positive Aggregate Demand Shocks
- Unexpected Currency Devaluation
- An Increase in World Interest Rate Montiel, 2009: Chp7-8

4.4 Floating Exchange Rate and Perfect Capital Mobility

4.4.1 Shocks

- Monetary Expansion
- Positive Aggregate Demand Shocks
- External Financial Shocks Montiel 2009: Chp 10

### Course Outline

## EE459 SEMINAR IN INTERNATIONAL TRADE THEORY AND POLICY

Semester 2/2025

<b>Number of Credit:</b>	3 credits
<b>Prerequisite:</b>	EE 451 and EE 452

### Course Description:

Seminar and research on topics in International Economics under the lecturer's supervision.

### Course Objectives:

The main objective of this course is to enable students to apply their knowledge of international economics to conduct their empirical research papers. Students must conduct research independently, present their research papers, discuss and comment on research papers of their classmates/other papers published in journals.

### **Main Text:**

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008), *The craft of research*, Chicago: University of Chicago Press.

Greenlaw, S. A. (2006), *Doing economics: A guide to understanding and carrying out economic research*, Boston, MA: Houghton Mifflin.

### **Recommended Texts & Materials:**

Appleyard, D.R., and Field A.j. (2017), *International Economics*, 9<sup>th</sup> edition, Singapore: McGraw Hill

Koop, G. (2013), *Analysis of economic data*, Chichester: Wiley.

Strunk, W. and White, E. (1990), *The Elements of Style*, Boston, MA: Pearson Education

Wooldridge, J. (2015), *Introductory econometrics: A modern approach*, Toronto: Nelson Education.

### **Suggested Readings:**

Korwatanasakul, U. and Paweenawat, S.W. (2021) "Trade, Global Value Chains and Small and Medium-Sized Enterprises in Thailand: A firm-level panel analysis," In Shujiro Urata (Ed.), *Enhancing SME Participation in Global Value Chains*. Chapter 5, Pages 166–191, Tokyo: Asian Development Bank Institute

Myat Ko, K., Rangkakulnuwat, P., and Paweenawat, S.W. (2015), "The Effect of International Trade on Labor Demand in ASEAN5," *Economics Bulletin*, 35(2): 1034–1041

Paweenawat, S.W. (2019), "Foreign Direct Investment and Wage Spillover in Thailand: Evidence from Firm-Level Panel Data," *International Journal of Social Economics*, 46(10): 1198–1213

Paweenawat, S.W. "The Impact of Global Value Chain Integration on Wages Evidence from Matched Worker-Industry Data in Thailand," *Journal of the Asia Pacific Economy* (Forthcoming 2022)

Xaypanya, P., Rangkakulnuwat, P., and Paweenawat, S.W. (2015), "The Determinants of Foreign Direct Investment in ASEAN: The First Differencing Panel Data Analysis," *International Journal of Social Economics*, 42(3): 239–250

## Grading Criteria:

The assessments are based on the students' ability to conduct research independently under the instructor's supervision. Assignments will be given throughout the course to build up students' research skills and guide their research.

Summary of one published article (Present#1)	10%
Literature Review (Present#2)	10%
Research Outline	10%
Research Proposal (Present#3)	20%
Research Progress (Present#4)	10%
Research paper (Present#5)	30%
Referee Report	10%

## Expected Learning Outcomes:

This course is designed for students to integrate their knowledge in international economics through research. At the end of the semester, each student is expected to deliver one independent term paper, present this research paper, and comment/provide referee reports on their classmates' papers.

## Tentative Class Schedule:

Date	Tentative Topic and Class Activity
	Introduction, Course description, Research in Economics
	Present #1 – Summary of one published article
	Writing Research Proposal
	Present #2 – Literature review
	Submitting research outline & discussing with instructor
	Present #3 – Research Proposal
	Writing Research Paper

Date	Tentative Topic and Class Activity
	Present #4 – Research Progress
	Presenting and commenting research paper
	Present #5 – Research paper and referee report

## EE460 Thai Economy

Semester 2/2025 (January 5 - May 2, 2026)

**Number of credits:** 3 credits (3-0-6)

**Textbook:** *Macroeconomic Policy for Emerging Economies: Lessons from Thailand*

Bhanupong Nidhiprabha. 2019. Routledge: London and New York

### Course Description

Thai economic structure and how it changes. Economic performance in terms of development and growth. The country's resolutions for poverty eradication, income distribution, economic stability, and quality of life. The process of economic policy formulation in Thailand. Monetary and fiscal policy implementation. National economic and social development strategies and sectoral economic strategies such as the industrial agricultural development. The relationship between the Thai and world economy, the international economic order, and international organizations such as the World Bank, International Monetary Fund (IMF), and the World Trade Organization (WTO).

**Prerequisites:** *EE 311 and EE 312*

### Course Objectives

This course's objective is to provide students with a deep understanding of the Thai economy by utilizing economic theories, based on lessons learned from the past. It is expected that students would be able to analyze controversial issues relating to the Thai economy. The students must learn to observe class rules and discipline: Dress respectfully and attend class punctually.

## Course Evaluation

Grading is based on a midterm exam (30 %), homework, class attendance, and quiz (10 %), and final exam (60 %). Class attendance is a necessary condition for passing the exam--“No class, no pass.” To qualify for sitting for the final exam, students must not miss the class more than six from a total of 30 lectures.

## Lecture 1: Historical Perspective

We explore why Siam and Japan experienced a diversion in economic development patterns despite sharing the same time of trade opening. What are the fundamental determinants of growth? Do charitable institutions matter for rapid development?

J.C. Ingram (1971) *Economic Change in Thailand, 1850-1970*, Stanford University Press Chapters 1-2

Yasuba, Yasukichi, and Likhit Dhiravekin (1985) “Initial conditions, institutional changes, Policy, and their consequences: Siam and Japan, 1850-1914.” Chapter 2, *Japan and the Developing Countries*, Kazushi Ohkawa and Gustav Ranis, Oxford: Basil Blackwell

## Lecture 2: Rethinking Growth Strategy

Rodrik, Dani, (ed.) *In search of Prosperity: analytic narratives on economic growth*. Princeton University Press, 2003.

Rodrik, Dani. 2004. “What do we learn from countries' narratives?” *In search of Prosperity*

Easterly, William. "The lost decades: developing countries' stagnation despite policy reform 1980–1998." *Journal of Economic Growth* 6.2 (2001): 135-157.

McCleary, William. 2013 Book Reviews “Why Nations Fail” by Daron Acemoglu and James A. Robinson, *Thammasat Economic Journal*, 31(1) 109-117.

## Lecture 3: Early Economic Development--The first three decades: 1961-1990

What can we learn from the historical path of Thailand’s economic development? What were the factors contributing to the rapid growth in the first three decades of Thailand’s development planning?

“Thailand” in *Asia Rising*, Hal Hill, and Maria Socorro Gochoco-Bautista (eds.) Cheltenham: Edward Elgar and ADB, pp. 345-384. 2013.

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand* Routledge: London and New York, Chapter 1

## **Lecture 4: Resilience of the Thai economy: 1991-2005**

Structural mechanisms would lessen the impact of the economic crisis, whether external or internal shocks. It is impossible to rule out various future shocks such as oil price hikes, realignments of dominant currency values, or crisis contagion. Is the Thai economy resilient enough to regain its pre-shock growth path in a V-shaped recovery?

“Resilience of the Thai economy” in *Thailand’s Economic Recovery*, Cavan Hogue (ed.), Institute of Southeast Asian Studies, Singapore, 2006.

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand* Routledge: London and New York, Chapter 2

## **Lecture 5**

### **Coping with the 1997/98 crisis**

We examine the consequences of capital inflows and outline Thailand’s macroeconomic management and sustainable growth. The roots of the 1997 financial crisis are exposed. The V-shaped recovery was evident. We examine whether Thailand has learned any lessons from the 1998 crisis. Debt deflation episode and the underground economy are explained.

“Economic crises and debt-deflation episode in Thailand, *Asian Economic Bulletin*, December, 1998.

## **Lecture 6**

### **Thailand’s macroeconomic policy after July 1997**

We analyze the premature liberalization of the capital account and explain the underlying political economy of liberalization. Macroeconomic development after 1997 is discussed in light of the monetary policy under the “new” exchange rate regime, where foreign exchange market intervention is still the order of the day.

“Thailand’s macroeconomic policy after July 1997” *Asian Economic Papers*, Vol.2, no.1, 2003

## Lecture 7

### Unholy trinity and the coup

We discuss the consequences of Avian Influenza, the 2005 Asian tsunami, and the oil price shock in 2005. We examine the impact of the 2006 military coup and capital controls initiated by the Bank of Thailand in December 2006. A shift in fiscal spending patterns took place after the coup. In 2007, the Thai economy grew at the slowest pace among countries in the region. How had the coups changed the Thai economy?

“The Thai economy after the coup,” in John Funston (ed.) *Divided over Thaksin*, Institute of Southeast Asian Studies. 2009

“The buffeting of Thailand by the unholy trinity of Avian Influenza, tsunami, and the oil price shock” *Asian Economic Papers*, Vol. 5, no.2, 2006.

## Lecture 8

### The Global Financial Crisis

We examine the development of the global financial crisis in 2008 and discuss its impact on the Thai economy. The V-shaped recovery in Asia and Thailand provide valuable lessons for Thailand. We raise the question of whether Thailand is heading for the Minsky moment.

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand*  
Routledge: London and New York, Chapter 4

## Lecture 9

### The Hard Road Ahead for Economic Recovery

The effectiveness of policy responses to external shocks depends on the government’s ability to maintain the rule of law, accountability, human rights, and adequate legal infrastructure. Maintaining the rule of law implies predictable outcomes from a court ruling of legal disputes. Investors can proceed with less concern about risk and uncertainty that may arise from policy inconsistency. Fiscal and monetary policies would be more potent with accompanying measures to boost consumer confidence and business sentiment to nourish investors' animal spirits.

“The hard road ahead for Thailand’s economic recovery,” *Asian Economic Papers* 8(3), 113-137. 2009. “Effectiveness of Thailand’s macroeconomic policy response to the global financial crisis,” *ASEAN Economic Bulletin*, 27(1) 121-135. 2010.

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand*  
Routledge: London and New York, Chapter 3

## **Lecture 10**

### **Structural Changes in the Thai Economy**

The stylized facts about economic development are shown by Thailand's changing economic structure: output, employment, and exports. The focus is on the comparison between Thailand and other advanced and developing countries. The pessimistic view on Thai agriculture is examined in light of agricultural productivity development.

## **Lecture 11**

### **The Resilience of Thailand's Agriculture**

The trend of Thailand's agricultural exports and Baumal-Bowen Hypothesis are explained. The comparative advantage of Thai agriculture is measured. The learning curve effect and Agricultural Export diversification are examined.

“Dynamism of the Thai Agriculture” *East Asian Economic Perspectives*, Vol. 12, No. 2, August. 2005

## **Lecture 12**

### **Issues in Thailand's Agriculture**

The detrimental effect of Thailand's declining terms of trade is explained. We discuss agricultural growth and its volatility, chemical farming, food security, and grain dependency. We evaluate the international competitiveness of Thai agricultural exports. Criticism of the rice-pledging scheme is analyzed, based on costs and benefits analysis.

Nidhiprabha (2019) “Commodity prices cycles, the agricultural trap, and Thailand's incessant subsidies” *Asian Economic Papers* 18(1)

## **Lecture 13**

### **Industrial Competitiveness**

This lecture provides an overview of the industry via the discussion on the global competitiveness positioning of Thai manufacturing exports. We discuss Thailand's diversification of exports, competitive wage, and exchange rates. R&D spending is analyzed.

## Lecture 14-17

### **The rise and fall of Thailand's export-oriented industries**

We explore four significant industries: processed food, information technology, textile, and automobile. While facing non-tariff barriers imposed by developed countries, these industries are still leading exports of Thailand. Does the success of these industries bode well for the resilience and dynamism of the Thai manufacturing sector?

Nidhiprabha (2017) "The Rise and Fall of Thailand's Export-Oriented Industries." *Asian Economic Papers* 16.3): 128-150.

## Lecture 18

### **Trade and Foreign Investment**

How important is the export sector as an engine of growth? What are the factors contributing to a high degree of trade openness? The globalization process in Thailand has been ongoing for the last three decades. In this lecture, we examine the relationship between trade and economic growth, FDI and its impact on network trade, trade structure and FD's role, and the effect of the GFC and the US-China trade war on Thailand.

Nidhiprabha (2019) "The impacts of the US-China trade war" *Asian Economic Papers*

## Lecture 19

### **The Tourism industry: vulnerability and recovery.**

Background of the tourism industry is presented. We investigate how the industry was adversely affected by shocks, such as the tsunami, political unrest, and the coronavirus spread. The tourism industry, which accounts for 6 percent of GDP, is quite vulnerable to all types of shocks. The tourism industry is resilient, as it has undergone various external shocks. What factors were responsible for the fast recovery after the airport shut down in 2007 and the riots in May 2010? How did the coups and terrorist attacks affect the industry? Does China's factor mean a lot to the strength of the Thai economy? How will the sector cope with travel bans and lockdowns?

"Thailand" in *The Asian Tsunami: Aid and Reconstruction after a disaster*, Jayasuriya, Sisira, and Peter McCawley (eds.) Cheltenham: Edward Elgar, 2010.

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand* Routledge: London and New York, Chapter 10

## Lecture 20

### Trade integration

ASEAN integration is evaluated from the level of intraregional trade, investment, and capital flows. We discuss new economic geography and explain how the gravity model can be applied to Thailand's rising degree of trade exposure. We discuss the new regionalism, multiple free trade agreements, Mega Trade Blocs, such as ASEAN plus 6, RCEP, and TPP. The chapter reviews AEC's progress and challenges by examining the ASEAN Blueprint 2025.

## Lecture 21

### External Influences and Adjustments of external imbalances

We discuss the determinants of the current account, which is intricately related to internal imbalances. There are various channels of disequilibrium adjustments. Adjustments in output, prices, interest rates, and exchange rates would restore the equilibrium in the long run. The speed of the change depends on how quickly those equilibrating variables are allowed to adjust freely. If some variables are not permitted to perform its equilibrating role, the burden of the adjustment will fall on other uncontrolled variables. What would happen if required fundamental changes are postponed?

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand*  
Routledge: London and New York, Chapter 6

"The ASEAN business cycle and China's slowdown" The *Philippine Review of Economics*,  
Vol. LII no.2 December 2015, 203-221.

"The global financial crisis and macroeconomic policy in Southeast Asia" In *Hand Book of Southeast Asian Economies*, edited by Ian Coxhead, Routledge, 2015.

## Lecture 22

### Exchange rate policy and the stock market

To what extent the growth of exports depends on a weak currency? Intervention in the foreign exchange markets is ineffective because the weakening dollar dictates the baht/dollar exchange rate, and short-term capital flows into asset markets. What were the outcomes of capital control imposed in 2006?

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand*  
Routledge: London and New York, Chapter 7

## Lecture 23

### Financial Sector

The performance of financial institutions is examined. Thai financial sector has emerged from the 1998 crisis to become stronger and resilient, thanks to the foreign capital injection, good governance, and strengthened financial regulations. What are the consequences of banking consolidation and penetration of foreign banks? What factors are responsible for the resilience of Thai banks during the subprime mortgage crisis and the subsequent global recession?

“Premature liberalization and economic crisis in Thailand” in *Financial liberalization and the economic crisis in Asia* edited by Chung Lee, London: Routledge Curzon. 2003.

“The Global Financial Crisis and Resilience of the Thai Banking Sector” *Asian Development Review*, vol. 28, no. 2, 110–132, 2011.

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand*  
Routledge: London and New York, Chapters 4 & 5

## Lecture 24

### Monetary policy strategy

We outline the role of monetary policy in stabilizing growth and price stability, the trade-off between inflation and output, endogenous monetary policy, changes in the federal funds rate, and asset price bubbles. Should the Bank of Thailand tighten its credit policy to cool down inflation? Did monetary expansion stimulate growth in Thailand during the global recession of 2007-2009? How should monetary policy be conducted during the debt crisis in Europe and the USA? We analyze the impacts of QEs conducted in the US and Japan.

“Impacts of quantitative monetary easing policy in the United States and Japan on the Thai economy” *The Developing Economies* 54, no. 1, March 2016.

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand*  
Routledge: London and New York, Chapters 8&9

## Lecture 25-26

### Fiscal policy, Fiscal sustainability, and Military Business cycle

The role of fiscal policy as a tool for stabilization is discussed. Can fiscal expansion lead to sustainable growth? How durable is Thailand's fiscal deficit? What is the role of institutions in shaping the country's financial stability? What would be the consequences of fiscal populism policy in 2018? What is the appropriate level of public debt? How is the long-term growth path affected by the budgetary structure and budgetary space?

“Lessons from Thailand’s Fiscal Policy” *Asian Economic Papers* Vol.14, no.3. 2015.

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand*  
Routledge: London and New York, Chapter 11

## Lecture 27-28

### Poverty and Income Distribution

The intricate nexus between income distribution, growth, and poverty are discussed. The topic includes the relationship between income distribution and external liberalization, the impact of social policy on poverty and distribution. Do sectoral productivity differentials lead to wage differences and income inequality? What is the trend of income disparity between urban and rural areas? How did agricultural pricing and income policies affect poverty?

P.G. Warr, (2004) "Globalization, growth, and poverty reduction in Thailand," *ASEAN Economic Bulletin* Vol. 21(1) April, 1-18.

"The Distributive and Macroeconomic Impact of Liberalization in Thailand" in Taylor, Lance (ed.) *External Liberalization In Asia, Post-Socialist Europe, and Brazil*, New York: Oxford University Press. 2006.

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand* Routledge: London and New York, Chapter 12

## Lecture 29-30

### Urbanization and Sustainability

What is the relationship between urbanization and output growth in Thailand? We discuss the declining primacy of Bangkok and the importance of its satellite cities. We examine the negative consequences of urbanization. Does Thailand provide an excellent example of sustainable urbanization? Does rapid economic growth necessarily imply unsustainable urbanization?

### Epilog: The Thai Economy in time of the Covid-19

Nidhiprabha (2019) *Macroeconomic Policy for Emerging Economies: Lessons from Thailand* Routledge: London and New York, Chapter 13

## **Course Outline**

### **EE461 DEVELOPMENT MICROECONOMICS**

**Semester 2/2025**

**Number of credits:** 3 credits (3-0-6)

**Prerequisites:** EE311 (and should pass ST216 or EE325)

#### **Course Description**

This course covers theories and empirical studies related to economic development, issues regarding poverty and income distribution, the roles of market in the economic development process, agricultural sector and development, industrial sector and development, population, education, health and development, natural resources, environment and development, and political economy in relation to growth.

#### **Course Objectives:**

Since this course covers many topics in development microeconomics in theories and empirical studies, it requires some background knowledge in microeconomics, some concepts of macroeconomics, and econometrics. Besides textbooks, students will have to read articles from journals, present their research project, and review current issues and articles to develop their skills in analysis, presentation, and criticizing in development economics. Students are also encouraged to participate in discussion and questioning in class, as well as try to keep updating current studies in development economics.

## Recommended Textbooks and Readings:

In this course, we use both textbooks and papers as our reading materials. The main textbooks are also available at Puey Ungphakorn Library.

1. Ray, Debraj. (1998). *Development Economics*, Princeton University Press.
2. [MR] Meier, Gerald M., and Rauch, James E. (2005). *Leading Issues in Economic Development*, 8<sup>th</sup> Edition, Oxford University Press.
3. Todaro, Michael P., and Smith, Stephen C. (2012). *Economic Development*, 11<sup>th</sup> Edition.
4. Deaton, Angus. (1997). *The Analysis of Household Surveys: A Microeconometric Approach to Development Policy*, The Johns Hopkins University Press. [You can download The World Bank published version here: <http://documents.worldbank.org/curated/en/1997/07/694690/analysis-household-surveys-microeconometric-approach-development-policy>]

Here is the list of papers/articles that we use as a reference in our topics covered in this course (in topic order):

Banerjee, Abhijit V. and Duflo, Esther. (2007) "The economic lives of the poor." *Journal of Economic Perspectives*, 21(1): 141-167.

Duflo (2003) "Poor but rational?"

Mullainathan, Sandhil and Eldar Shafir. (2013) *Scarcity: Why Having Too Little Means So Much*, Times Books.

Duflo, Esther. (2001) "Schooling and labor market consequences of school construction in Indonesia: Evidence from an unusual policy experiment." *The American Economic Review*, 91(4): 795-813.

Psacharopoulos, G. and Patrinos, Harry A. (2004) "Returns to investment in education: a further update." *Education Economics*, 12(2): 111-134.

Strauss, J. and D. Thomas (1998). "Health, nutrition and economic development." *Journal of Economic Literature* 36(2): 766-817.

ADB. Asian Development Outlook (2015) "Enabling women, energizing Asia"

Timmer, P. (2009) *A world without agriculture: the structural transformation in historical perspective*. The AEI Press, Washington, D.C.

Besley, T. J. (1995) "Savings, credit and insurance." *Handbook of Development Economics Volume 3A*. J. Behrman and T. Srinivasan. Amsterdam, Elsevier Science.

Karlan, Dean and A. L. Ratan (2014) "Saving by and for the poor: a research review and agenda" *Review of Income and Wealth* 60(1): 36-78.

Paxson, Christina H. (1992) "Using weather variability to estimate the response of savings to transitory income in Thailand", *The American Economic Review*, 82(1): 15-33.

Townsend, R. M. (1995) "Financial systems in Northern Thai villages." *Quarterly Journal of Economics* 110(4): 1011-1046.

Jonathan Morduch. (1999) "The microfinance promise." *Journal of Economic Literature*, 37(4): 1569–1614.

J-PAL and IPA Policy Bulletin. 2015. "Where Credit is Due." Cambridge, MA: Abdul Latif Jameel Poverty Action Lab and Innovations for Poverty Action.

Djankov, S., Qian, Y., Roland, G., and Zhuravskaya, E. (2006) "Who Are China's Entrepreneurs?", *The American Economic Review*, 96(2): 348-352.

Schoar, Antoinette. (2010) "The Divide between Subsistence and Transformational Entrepreneurship", NBER Innovation Policy and the Economy.

Poapongsakorn, Nipon. (1994) "Transformations in the Thai Rural Labor Market", *Development or Deterioration? Work in Rural Asia*, Chapter 6. Edited by Bruce Koppel, John Hawkins and William Jams.

Lathapipat, Dilaka and Thitima Chucherd (2013) "Labor market functioning and Thailand's competitiveness" BOT Symposium 2013.

Shleifer, A. and Vishny, Robert W. (1993) "Corruption." *The Quarterly Journal of Economics*, 108(3): 599–617.

Olken, Benjamin A. (2007) "Monitoring corruption: Evidence from a field experiment in Indonesia", *Journal of Political Economy*, 115(2): 200–249.

Reardon, Thomas and Vosti, Stephen A. (1995) "Links Between Rural Poverty and the Environment in Developing Countries: Asset Categories and Investment Poverty", *World Development* 23(9): 1495-1506.

Hallegatte, S. et al. (2016) "Shock Waves: Managing the impacts of Climate Change on Poverty", International Bank for Reconstruction and Development / The World Bank.

\*\* The reading list might be updated during the semester. Students should check on Moodle before the class each week. If there is additional reading, it will also be posted on Moodle. Students are responsible to review the topic ahead of the class for more effective learning.

\*\* There will be my lecture notes updated before class. Use my lecture notes as a class reference, and read required class materials.

## Teaching Plan:

Date	Topics
Week 1	<p><b>1. Economic Development: Overview &amp; Data Basic</b></p> <ul style="list-style-type: none"> <li>* Ray Ch. 2 &amp; Appendix 2</li> <li>* World Bank database</li> </ul>
Week 2-3	<p><b>2. Economic Inequality and Income Distribution</b></p> <ul style="list-style-type: none"> <li>- Measurement of income inequality</li> <li>- The U hypothesis relating income inequality and economic development</li> <li>- Inequality, savings, income, and growth</li> <li>- Inequality, capital markets, and development</li> </ul> <p>* MR Ch. 8, p.433-455            * Ray Ch 7.2.2, 7.2.4, 7.2.8, 7.2.9</p>
Week 4-5	<p><b>3. Poverty</b></p> <ul style="list-style-type: none"> <li>- Conceptual issues and poverty measures</li> <li>- The economic lives of the poor</li> <li>- Poverty and scarcity: a behavioral approach</li> <li>- Poor but rational</li> </ul> <p>* Ray Ch 8.2, 8.3            * Banerjee &amp; Duflo (2007)            * Mullainathan &amp; Eldar (2013)            * Duflo (2003)</p>
Week 6  *make up class for Thailand university sports	<p><b>4.1 Human Capital: Education</b></p> <ul style="list-style-type: none"> <li>- The contribution of education to economic growth</li> <li>- Economic impact of education</li> <li>- Interpreting recent research on schooling in developing countries</li> </ul> <p>* MR IV.A.1-4            * Duflo (2001)            * Psacharopoulos and Patrinos (2004)</p>
Week 7	<p><b>4.2 Human Capital: Health</b></p> <ul style="list-style-type: none"> <li>- Health: impact of poor health on development</li> </ul> <p>* Ray Ch 8.4.2 (Poverty, nutrition, and labor markets), Ch 13.4.2 (Nutrition, time, and causal labor markets), Ch 13.4.3 (A model of nutrition status)            * Strauss and Thomas (1998)</p> <p><b>4.3 Human Capital: Population</b></p> <ul style="list-style-type: none"> <li>- Economic approaches to population growth</li> </ul>

	<p>* MR IV.C.1</p> <p><b>4.4 Human Capital: Gender and Development</b></p> <ul style="list-style-type: none"> <li>- Gender inequality at the start of the 21<sup>st</sup> century</li> </ul> <p>* MR IV.D.1</p> <p>* ADO 2015: Ch. 2</p>
Week 8	<b>Midterm Exam</b> on Thursday, March 15: 12.00 – 14.00
Week 9	<p><b>5. Agriculture</b></p> <ul style="list-style-type: none"> <li>- Overview of agriculture in a modern world</li> <li>- Rural-urban interaction</li> <li>- A World without agriculture</li> <li>- Markets in Agriculture</li> </ul> <p>* MR VII.A</p> <p>* Ray Ch10.2, 10.3, Ch.11</p> <p>* Timmer Ch.1-2</p>
<p>Week 10-14</p> <p><i>*Apr 6: Chakri Memorial Day</i></p> <p><i>*Apr 11 - 17: Songkran Holidays</i></p>	<p><b>6. Consumption Smoothing, Savings, Credit and Insurance</b></p> <ul style="list-style-type: none"> <li>- Consumption smoothing</li> <li>- Saving behavior and permanent income hypothesis</li> <li>- Rural credit markets</li> <li>- Formal credit and insurance rationing</li> <li>- Rural household's risk management</li> </ul> <p>* Deaton Ch. 6</p> <p>* Ray Ch 14.1-14.3</p> <p>* Karlan &amp; Ratan (2014)</p> <p>* Townsend (1995)</p> <p>* Guest lecture</p>
Week 15	<p><b>7. Firm and Labor</b></p> <ul style="list-style-type: none"> <li>- Entrepreneur's characteristics in developing countries</li> <li>- Bottlenecks for entrepreneurship in developing countries</li> <li>- Transformations in the Thai rural labor market</li> </ul> <p>* Djankov et al. (2006)</p> <p>* Schoar (2009)</p> <p>* Poapongsakorn (1994)</p>
Week 16	<p><b>8. Political Economy and Corruption</b></p> <ul style="list-style-type: none"> <li>- Rent seeking and government failure</li> <li>- Corruption and monitoring</li> </ul> <p>* Shleifer &amp; Vishny (1993)</p> <p>* Olken (2007)</p>

	* MR IX.B p.502-509
Week 17	<b>9. Natural Resources, Environment, and Development</b> - Poverty and environment - Climate change and the poor  * Reardon & Vosti (1995) * Hallegatte et al. (2016)
May 29	<b>Final Exam</b> 9:00-12:00

### Grading:

Participation & assignments	10%
Research project (group)	10%
Book chapter review (individual)	10%
Midterm	30%
Final	40%

- Participation includes discussions in class and exchanging interesting topics/stories related to course topics from reading articles (e.g. from The Economist) or development blogs. You can find some interesting blogs:

- <http://blogs.worldbank.org/> (There are many blogs under the World Bank blogs)
- <http://blogs.adb.org/>
- <http://chrisblattman.com/>

- Students have to develop a research paper using any dataset on any topic that they are interested and hand in infographic-type presentation. The paper's contents include research motivation, review literature, data analyses and discussion on the research questions. The draft proposal (1-2 pages) needs to be submitted by **TBA**. Final paper will be due at the end of the semester.

- Book chapter documents will be provided and discussed more in class. The review submission deadline will be by the last day of classes (**TBA**).

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## Course Outline

### EE463 GLOBALIZATION AND INTERNATIONAL DEVELOPMENT

**Semester 2/2025**

**Number of Credit:** 3 credits

**Prerequisite:** a) EE211 and EE212; or b) EE213 and EE214

**Course Description:** This course discusses concepts and development of globalization and international development in the context of post-World War II and the formation of the New International Economic Order. As countries move along their development trajectories, activities and linkages intensify, spurring complex interrelationships and interdependencies, thereby leading to a globalized world. These processes create not only new opportunities but challenges as well.

The course will be divided in three sections. The first section will provide an overview of economic development theories and how globalization and international economic development are linked together, and compare economic development trends across low, middle- and high-income countries. Thereafter it will look at the role of the state, market and civil society in economic development and other factors that affect and are affected by development, e.g., demographics, poverty international and domestic institutions. The second section will highlight issues and policy dimensions of various key development sectors such as agriculture; education and health; urban and rural development; and international trade and capital flows; as well as cross-cutting areas such as environment, climate change, and gender. Other topics that will be discussed are foreign direct investments and international capital flows; the roles of international development organizations e.g. the United Nations, World Bank, International Monetary Fund IMF and bilateral development agencies in international development, through official development assistance; and patterns, factors of success and failures of past international development assistance. In the third and final section, students will integrate knowledge gained from course lectures, form groups to discuss development issues learned in class and discuss these in detail, which will be presented towards the end of the course.

**.Course Objective:**

The objective of this course is to understand the process of economic development; the contribution of key development sectors; roles of government, the private sector and other stakeholders; and how globalization affects and is affected by economic development along with the issues that arise and policy responses to the issues

## Expected Learning Outcomes

### 1. Morality and Ethics

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	
●	2. Students are punctual and comply with the code of conduct of the institution and society at large.	
●	3. Students are responsible and accountable to society, the nation, and the subject of economics.	

### 2. Knowledge

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students know and understand modern economics principles and theories, and are up to date with new developments.	
●	2. Students know and understand global and national economic structures and the importance of major international economic events.	
●	3. Students know and understand the instruments of economic analysis.	
●	4. Students know and understand the role of key contributing economic sectors and thematic development areas (e.g., environment, climate change, gender and governance).	

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students have developed individual critical thinking.	
●	2. Students are sufficiently trained in research skills.	
●	3. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand globalization and economic development issues.	

#### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students are responsible for assigned tasks and work in groups effectively.	
●	2. Students have problem-solving skills.	
●	3. Students show leadership skills and team spirit.	
●	4. Students are always improving themselves.	
●	5. Students have good interpersonal skills, adapt, and work under different conditions.	

#### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	Evaluation Method
○	1. Students communicate effectively and select appropriate presentation methods.	
○	2. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	

Remark: ● Primary expected outcome ○ Secondary expected

#### Main Text:

**Recommended Texts & Materials:** Perkins, D., S. Radelet, D. Lindauer, & S. Block. 2013. *Economics of Development, 7<sup>th</sup> ed.* W.W. Norton & Co.: NY.

**Suggested Readings:** Will be provided/announced through BE Moodle.

#### Grading Criteria:

The final grade will not rest on one or two activities, but rather, on how many points will be accumulated throughout the semester. Course requirements include participation (including attendance, quizzes, and contribution to class discussions); group presentation on a particular topic learned in class; issue paper relating to coursework; and midterm and final exams. Details of each requirement will be discussed during class and announced in BE Moodle. Late submission of assignments/exam: up to 30 minutes a penalty of 10%, up to 60 minutes a penalty of 25%.

The weights of each of these items are as follows, and will be factored in towards the final grade:

- Participation and quizzes 15%
- Group presentation 15%
- Issue paper 15%
- Midterm exam 25%
- Final exam 30%

## Grade conversion

Numerical grades will be converted to letter grades as follows:

- >85–100 A
- >80–85 B+
- >70–80 B
- >65–70 C+
- >60–65 C
- >55–60 D+
- >45–55 D
- 45 and below F

## Tentative Class Schedule:

### Date/Week

### Reading Materials

#### Week 1

10 Jan Introduction

- Course objectives and requirements
- Expectations of the course
- Scope and coverage

Course syllabus

12 Jan Understanding Globalization and Development

Perkins Ch 1

#### Week 2

17 Jan Economic Growth and Patterns of Development

- What is economic growth?
- Patterns of development
- Case studies: Malaysia, Ethiopia and Ukraine

Perkins, Ch 1

19 Jan Measuring Economic Growth and Development

- GDP, GNP, GNI and HDI

Perkins, Ch 2

#### Week 3

24 Jan Patterns of Economic Growth

- Trajectories of low- middle- and high-income countries
- Case studies

Perkins, Ch 3

26 Jan Theories of Economic Growth

- Basic growth model
- Harrod-Domar, Solow and Neo-classical models

Perkins, Ch 4

#### Week 4

31 Jan States and Markets

- Role of the state and the market
- Market and command economies

Perkins, Ch 5

2 Feb Demographics

- Population pyramid

Perkins, Ch 7

- Demographic transition

### Week 5

7 Feb Poverty and Inequality

- Causes of poverty: structural and absolute
- Measurement of poverty and inequality
- Poverty reduction strategies

Perkins, Ch 6

9 Feb Agriculture and Development

- Agricultural production and growth
- Structural transformation

Perkins, Ch 16 & 17

### Week 6

14 Feb Cases in Agricultural Development

- The Green Revolution
- Land reform
- Global food crisis
- Agriculture and poverty alleviation

Perkins, Ch 16 & 17

16 Feb Human and Social Development (Education)

- Human capital and productivity
- Key issues and trends
- Policies in the education sector

Perkins, Ch 8

### Week 7

21 Feb Human and Social Development (Health)

- Key issues and trends in global health
- Policies in the health sector

Perkins, Ch 9

23 Feb Human and Social Development - Health

- Key issues and trends in global health
- Policies in the health sector

Perkins, Ch 9

Week 8 Midterm exams (no classes for 28 Feb – 2 March)

### Week 9

7 March Urban and Rural Development

- Role of cities and rural areas
- Challenges of urbanization

Steinberg and Hakim  
Ch 1 & 2

9 Mar Urban and Rural Development

- The rural transition
- Urban-rural linkages

Steinberg and Hakim  
Ch 1 & 2

### Week 10

14 Mar Sustainable Development

- Economic growth vs environmental sustainability
- Market failures and government policies

Perkins, Ch 20

16 Mar Climate Change Perkins, Ch 20

- Global warming and climate change
- Climate change adaptation and mitigation

Week 11

21 Mar Gender and Development ADB: Gender and Development

- Why gender matters
- Gender inequality and mainstreaming

23 Mar International Trade and Development Perkins, Ch 18 & 19

- Trends and patterns
- Tariffs, subsidies and trade barriers
- Improving balance of trade

Week 12

28 Mar International Trade: Case Studies

30 Mar Foreign Aid Perkins, Ch 14

- Multilateral and bilateral financial institutions
- Foreign borrowing and debt repayments

Week 13

4 Apr International Capital Flows TBD

- Multinational corporations
- Foreign direct investments and portfolio investments
- Official development assistance and remittances

6 Apr Chakri Memorial Holiday – no classes

Week 14 Songkran Festival (no classes for 11 and 13 April)

Week 15

18 Apr Group Presentations

20 Apr Group Presentations

Week 16

25 Apr Group Presentations

27 Apr Wrap up

## **Course Outline**

### **EE465 Sustainable Development**

**Semester 2/2025**

**Number of Credit:** 3 credits

**Prerequisite:** EE212 (or EE214) and EE311

**Course Description:** Development of sustainable development approach under context of socio-politico-economic development at different levels. Sustainable development crises at global level and in Thailand. Definitions and fundamental ideas regarding Sustainable Development and contemporary debates. Other approaches related to sustainable development and their critiques, such as Gross National Happiness (GNH), Sufficiency Economy Philosophy, Green Growth, etc. Economic theories related to sustainable development, such as the analysis of externalities, public goods, common-pool resources, ecological economics, Green Economy, and economic measures for sustainable development. Policies and indicators related to sustainable development at global level, particularly the Sustainable Development Goals (SDGs). Challenges and obstacles to achieve sustainable development.

## Expected Learning Outcomes

### 1. Morality and Ethics: EE465

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	Number and proportion of students cheating and plagiarizing.
●	2. Students prioritize social and public benefits over personal ones.	n/a
●	3. Students are punctual and comply with the code of conduct of the institution and society at large.	Number and proportion of students coming to class later than 5 minutes from the starting time.
●	4. Students are responsible and accountable to society, the nation, and the subject of economics.	n/a
●	5. Students realize the cultural and environmental value of a sustainable society.	Essay writing

### 2. Knowledge

Applicability	Expected Learning Outcomes	
●	1. Students know and understand modern economics principles and theories, and are up to date with new developments.	Midterm and Final exams, presentation assignments.
●	2. Students know and understand Thai and global economic structure and the importance of major international economic events.	Midterm and Final exams, presentation assignments.
○	3. Students know and understand the instruments of economic analysis.	Midterm and Final exams,
●	4. Students know and understand applied fields in economics, including monetary, public, international, business, natural resource, and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	Midterm and Final exams, presentation assignments.
○	5. Students are informed about related fields including sociology, business administration, education, law policy, and science.	Midterm and Final exams, presentation assignments.

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	
●	1. Students have developed individual critical thinking.	Essay writing
●	2. Students are sufficiently trained in research skills.	Essay writing
●	3. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand the causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	Essay writing and presentation assignments

### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	
●	1. Students are responsible for assigned tasks and work in groups effectively.	Number and proportion of students submitting assignments in time.
●	2. Students have problem-solving skills.	Essay writing and presentation assignments
○	3. Students show leadership skills and team spirit.	Essay writing and presentation assignments
●	4. Students are always improving themselves.	Overall evaluation.
○	5. Students have good interpersonal skills, adapt, and work under different conditions.	n/a

### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	
○	1. Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.	n/a
○	2. Students communicate effectively and select appropriate presentation methods.	Presentation assignments
○	3. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	Presentation assignments

Remark: ● Primary expected outcome ○ Secondary

## Main Text:

Sachs, Jeffrey D. 2015. *The Age of Sustainable Development*. New York, NY: Columbia University Press.

Raworth, Kate. 2018. *Doughnut Economics*. London, England: Random House Business Books.

## Recommended Texts & Materials:

Walker, Julia, Alma Pekmezovic, and Gordon Walker. 2019. *Sustainable Development Goals: Harnessing Business to Achieve the SDGs through Finance, Technology and Law Reform*.

Polasky, Stephen, Catherine L. Kling, Simon A. Levin, Stephen R. Carpenter, Gretchen C. Daily, Paul R. Ehrlich, Geoffrey M. Heal, and Jane Lubchenco. 2019. "Role of Economics in Analyzing the Environment and Sustainable Development." *Proceedings of the National Academy of Sciences of the United States of America* 116 (12): 5233–38.

## Suggested Readings:

Brandon, Alec, John A. List, Robert D. Metcalfe, Michael K. Price, and Florian Rundhammer. 2019. "Testing for Crowd out in Social Nudges: Evidence from a Natural Field Experiment in the Market for Electricity." *Proceedings of the National Academy of Sciences of the United States of America* 116 (12): 5293–98.

Carlsson, Fredrik, and Olof Johansson-Stenman. 2012. "Behavioral Economics and Environmental Policy." *Annual Review of Resource Economics* 4 (1): 75–99.

Dodds, Felix, David Donoghue, and Jimena Leiva Roesch. 2016. *Negotiating the Sustainable Development Goals*. London, England: Routledge.

Kanie, Norichika, and Frank Biermann, eds. 2018. *Governing through Goals: Sustainable Development Goals as Governance Innovation*. Earth System Governance. London, England: MIT Press.

Kotchen, Matthew J., and Kathleen Segerson. 2019. "On the Use of Group Performance and Rights for Environmental Protection and Resource Management." *Proceedings of the National Academy of Sciences of the United States of America* 116 (12): 5285–92.

Monkelbaan, Joachim. 2019. *Governance for the Sustainable Development Goals: Exploring an Integrative Framework of Theories, Tools, and Competencies*. Springer, Singapore.

Ostrom, Elinor. 1990. *Governing the Commons*. Cambridge University Press.

Wright, Diana, and Donella H. Meadows. 2009. *Thinking in Systems*. London, England: Earthscan

## Grading Criteria:

1. **Midterm Exam:** (30 percent)
2. **Final exam:** (40 percent)
3. **Assignment 1: Reflection on SDG Game:** Submission date: TBA (5 percent)
4. **Assignment 2: Understanding issues in sustainable development:** A group assignment. Instruction will be provided in class. Presentation on week 5, 6 and 7 (10 percent)
5. **Assignment 3: Article review essay:** Instruction will be provided in class. Submission date: TBA
6. **Participation:** Proportion of In-class participation via Mentimeter (10 percent)

## Tentative Class Schedule:

Week	Topic	Remarks
1	<b>1. Overview of Sustainable Development</b> <ul style="list-style-type: none"> <li>History of economic development and the need for sustainable development</li> <li>Concept of Sustainable Development and related concepts</li> <li>Overview of the Sustainable Development Goals (SDGs)</li> </ul>	
2		SDG Game on Thursday January 19, 2023, by a certified facilitator.
3	<b>2. Basic economic theories for sustainability</b> <ul style="list-style-type: none"> <li>Static Efficiency</li> <li>Market Failures</li> <li>Government Failure</li> <li>Public Goods</li> <li>Common Pool Resources</li> <li>Dynamic efficiency and sustainability</li> </ul>	Submit reflection on SDG Game on Tuesday, January 24, 2023.
4		
5	<b>3. Assignment 2: Understanding issues in sustainable development</b> <ul style="list-style-type: none"> <li>A group assignment (4-5 students a group).</li> <li>15 minutes presentation on a selected topic.</li> </ul>	
6		
7		
8	<b>Midterm Exam:</b>	
9	<b>4. Economics for Sustainable Development</b> <ul style="list-style-type: none"> <li>Kate Raworth's Doughnut Economics</li> <li>Sufficiency Economy Philosophy</li> <li>Finance for Development</li> <li>Trade and Development</li> </ul>	Guest speaker on Finance for Development from UNDP
10		
11		
12	<b>5. SDG implementation</b> <ul style="list-style-type: none"> <li>The MDGs and the SDGs</li> <li>SDG structure and principles</li> <li>SDG indicators</li> <li>Governance for SDGs</li> <li>Sustainability Transformation</li> <li>The BCG policies</li> </ul>	
13		
14	<b>Songkran Week</b>	
15	<b>6. SDG in action</b> <ul style="list-style-type: none"> <li>Thailand's policies and strategies for achieving the SDGs</li> <li>Private sector and the SDGs</li> <li>Roles of universities in achieving the SDGs</li> <li>Roles of Civil Society in SDG implementation</li> </ul>	Guest speakers from NESDC and Global Compact Network Thailand (tentative) Submit article review essay
16		
17		
	<b>Final exam</b>	

### **Course Outline**

#### **EE469 INDUSTRIAL ECONOMICS**

#### **EE470 Seminar in Human Resources**

**Semester 2/2025**

**Number of Credit:** 3 credits (3-0-6)

**Prerequisite:**

EE469: Completion at least TWO 400 level courses in Development Economics; Except EE460 and EE468.

EE470: Completion at least two 400-level (or the above level) courses in Human Resource Economics.

**Course Description:**

Seminar and research on topics in development economics/ human resource Economics under the supervision of the lecturer

Course Objectives:

- To promote better understanding of contemporary issues in development economics;
- To equip students with analytical framework and research skills required for deeper understanding of the dynamism economic development;
- To provide opportunities for students to conduct research on current development issues of interest under lecturer's supervision.

## Main Text: None Recommended Texts & Materials

Recommended Books on Writing:

There is no required text for this class, but the following books are recommended.

1. McClosky, D.N. 2000. *Economical Writing*.
2. Thomson, W. 2001. *A Guide for the Young Economist: Writing and Speaking Effectively about Economics*. [H62 .T52, SOC H 2011 640694]

*Suggested Textbooks on Development Economics:*

1. Perkin, D. H., Radelet, S., Lindauer, D. L., & Block, S. A. *Economics of Development*. Any Edition. [ECON HC 2013 634323, HC59.7 .E335 (2006, 2001)]
2. Todaro, M., & Smith, S. (2011). *Economic Development*. Any Edition. [HD82.T598 (2009, 2006, 2000, 1997, 1994)]
3. Ray, Debraj. (1998). *Development Economics*. [HD75 .R39] Handbook of Development Economics. (5 volumes.)

## Data/Information Sources:

Websites/Blogs

1. World Bank <http://www.worldbank.org/>
2. World Bank Blog <http://blogs.worldbank.org/>; <http://blogs.worldbank.org/impactevaluations/>
3. International Monetary Fund <http://www.imf.org/>
4. Center for Global Development <http://www.cgdev.org/>
5. Center for Economic Policy Research <http://www.cepr.net/>
6. Peterson Institute for International Economics <http://www.iie.com/>
7. Asian Development Bank [www.adb.org](http://www.adb.org)
8. World Trade Organization [www.wto.org](http://www.wto.org)
9. National Bureau of Economic Research <http://www.nber.org/>

## Data and Reports

- World Development Indicators <http://data.worldbank.org/data-catalog/world-development-indicators>
- [World Development Reports](#)
- World Factbook <https://www.cia.gov/library/publications/the-world-factbook/>
- International Financial Statistics <http://elibrary-data.imf.org/finddatareports.aspx?d=33061&e=169393>
- Penn World Tables <http://www.ggdnc.net/pwt>
  
- Demographic and Health Surveys <https://dhsprogram.com/>
- Living Standards Measurement Study <https://www.worldbank.org/en/programs/lsm>

### Assessment

Referee Report	20 %
Presentations and Class Participation	10 %
Research Paper	70 %
Research Proposal	20%
Progress Report I	10%
Progress Report II	10%
Draft Final Report	10%
Final Report	20%

#### *Referee Report*

Students are asked to write a referee report, which is a summary and critique of a journal article of their own choosing (under the instructor's guidance). This article should be used as the main reference for the research paper. The referee report should be 1.5-space with 12 font size, and it should not exceed 2 pages (excluding reference page).

#### *Presentations and Class Participation*

Students will present their assigned articles, referee reports, research proposals, progress reports, and draft final reports to class. Other students are encouraged to ask questions and provide constructive comments to the presenter.

For selected articles, students are required to read the assigned readings before coming to class, discuss the readings, and contribute useful comments.

#### *Research Paper*

Research paper will be assessed based on five components.

3. *Research Proposal*: Topic, statement of problem, objective, literature review, data, and methodology
4. *Progress Report I* = Research Proposal (revised) + Descriptive Statistics
5. *Progress Report II* = Progress Report I (revised) + Preliminary Results
6. *Draft Final Report* = Progress Report II (revised) + Conclusion & Discussion
7. *Final Report* = Draft Final Report (revised)

For each component of the research paper, students are required to submit their draft to the instructor and their assigned discussant 2 days prior to their presentations in class. Failing to do so may result in some partial score deductions.

\*\*\* Students must submit all reports via google classroom.

Tentative Class Schedule:

Week	Date	Topic and Activity
1	January	5. Introduction 6. Course overview
2	January	- Research methodology - Literature review and references
3	January	6. Data sources 7. Library sources and reference style 8. Submit 1-2 tentative research topics by email
4	January	7. Present and discuss on assigned journal articles 8. Submit "search results" (with abstract) of at least 10 papers by email
5	February	9. Students present main reference papers (referee reports) and exchange ideas 10. Submit research topic and referee reports
6	February	- Writing a research proposal
7	February	- Present research proposal - Critique each other's work and exchange ideas - Submit comments on colleague's proposal by email
8		MIDTERM WEEK
9	March	- Discuss on-going research with instructor
10	March	- Present progress report I - Critique and exchange ideas - Submit comments on colleague's progress by email
11	March	- Follow up with research progress - Individual discussion [Onsite Group]

12	March	<ul style="list-style-type: none"><li>- Follow up with research progress</li><li>- Individual discussion [Online Group]</li></ul>
13	April	<ul style="list-style-type: none"><li>- Present progress report II</li><li>- Critique and exchange ideas</li><li>- Submit comments on colleague's progress by email</li></ul>
14	April	<ul style="list-style-type: none"><li>- Follow up with research progress</li><li>- Individual discussion [Onsite Group]</li></ul>
15	April	<ul style="list-style-type: none"><li>- Follow up with research progress</li><li>- Individual discussion [Online Group]</li></ul>
16	May	<ul style="list-style-type: none"><li>- Present draft final report</li><li>- Critique and exchange ideas</li></ul>

Note:

The class schedule shown above may be adjusted during the semester as needed. Class presentations will be conducted online only.

## Course Outline

### EE473 ECONOMICS OF EDUCATION

Semester 2/2023

#### **Course Description**

Prerequisite: *Curriculum 52: EE 210 or EE 211 or EE 213*

*Curriculum 56: EE311 or EE312*

Principles of investment in education. Measuring return on education. Theory of human capital. Choice theory explaining educational investment. Principles of investment in on-the-job training. Analyzing educational impact on key economic variables such as wages throughout the entire working period, growth in wage rate, job switching, and expansion of the economy as a whole. Evaluating efficiency and equality in governmental budget allocation within the educational system.

**Class Objectives:** The goal of this course is to introduce you to economic analysis of education. It covers concepts such as theory of human capital, investment in education, measuring return on education, principles of investment in school and on-the-job training, education production function, education as signaling. We will also learn about efficiency and equality in governmental budget allocation within the educational system.

The topics include teacher labor market, education and economic growth, development and inequality, education finance, problems of education in Thailand and other countries, accountability in education, effectiveness of investment in different levels of education (early childhood, basic education, higher education), the linkage between university and industry, education and innovation, Education ranking game (PISA, TIMSS, University Ranking etc), topic in technology and education (MOOC, Online Education)

#### **Evaluation**

1. Midterm exam ( <i>October 6, 8.00-9.30 a.m.</i> )	30%
2. Individual or group report and Presentation	20%
3. Class quizzes and participation	10%
4. Final Exam ( <i>December 11, 9.00-12.00 p.m</i> )	40%

**Total 100%**

## **Materials**

The readings will cover extensive materials from academic journals, book chapters and news articles. Students are expected to read articles before coming to class for a meaningful and enjoyable classroom experience. I will put the available materials in my website (<https://sites.google.com/site/pumsaran>) under 'Teaching' section (or in BE-Moodle) or send them by email.

## **Office Hours**

As a visiting lecturer, I do not have regular office hours. Students who have questions or want to discuss with me may send an appointment email so that we can arrange a meeting.

## **Readings**

The schedule and readings may be adjusted depending on the pace of the class or other circumstances. Please check from my website periodically, I'll put the most updated reading materials at the end of each week (Friday). **Below are the tentative reading materials for the whole class.**

**Main reading:** Carnoy, M., Luschei, T., and Miller, L. (2005) *The Economics of Education* (Module1-Module5)

### **Introduction to Economics of Education**

- Carnoy, Martin. "Policy Research in Education: The Economic View." Stanford University, 2007 (mimeo) (E).
- Levin, Henry M. "Mapping the Economics of Education: An Introductory Essay," *Educational Researcher*, May, 1989.

### **Human Capital and other Theories**

- Schultz, T. W. 1961. Investment in Human Capital. *The American Economic Review*, 51
- Becker, Gary S. 1993. *Human Capital: a theoretical and empirical analysis, with special reference to education*. The University of Chicago Press
- Groot, W. and Hartog, J. "Screening Models of Education." IEE, 1994
- M.Spence 1974. Market Signaling, Introduction and Chapters 1-2. Cambridge: Harvard University Press

### **Education Production Function, Factors influencing the quality of education**

- Glewwe, Paul and Michael Kremer (2005). "Schools, Teachers, and Education Outcomes in Developing Countries." Harvard University working paper
- Hanushek, Eric (1998). "Conclusions and Controversies about the Effectiveness of School Resources." *Economic Policy Review* (March), pp. 11-27.
- Banerjee, Abhijit, Shawn Cole, Esther Duflo and Leigh Linden (2005). "Remedying Education: Evidence from Two Randomized Experiments in India." MIT working paper
- O.Malamud and A.Wozniak.2012. "The Impact of College on Migration Evidence from the Vietnam Generation," *Journal of Human Resources*, 47.4, pp.913-950

## **Role of government on education provision, resource allocation in education, school choice, demand side financing, privatization in education**

- Friedman, Milton (1962), "The Role of Government in Education," in *Capitalism and Freedom* pp.85-107
- Poterba, James (1996). "Government Intervention in the Markets for Education and Health Care," in *Individual and Social Responsibility* Victor Fuchs, editor (Cambridge, MA: National Bureau of Economic Research), pp. 277-307

## **Education and Economic Growth, Role of government on education and research investment, Problems of Education in Thailand and some selected countries.**

- Goldin, Claudia. 2001. The Human Capital Century and American Leadership: Virtues of the Past. *Journal of Economic History*.
- Hanushek, E.A, and Woessmann L., The role of school improvement on economic development. *NBER Working Paper*, 2007
- Psacharopoulos, George.1994. Returns to Investment in Education: A Global Update. World Development, Vol.22, No.9, pp.1325-1343
- Ahuja, A., Chucherd, T. and Pootrakool, K. *Human Capital Policy: Building a Competitive Workforce for 21st Century Thailand* Monetary Policy Group, Bank of Thailand

## **Education and Labor Market**

- Bowles, Samuel. 1971. Unequal Education and the Reproduction of the Social Division of Labor. Review of Radical Political Economics
- Murphy, Kevin and Welch, Finis, "Wage Premiums for College Graduates: Recent Growth and Possible Explanations," Educational Researcher, May 1989, pp. 17-26.
- R.J.Murnane, J.H.Tyler, and J.B.Willet. 2000. "Estimating the Impact of the GED on the Earnings of Young Dropouts Using a Series of Natural Experiments" *Quarterly Journal of Economics*, Vol.115.2 pp.431-468

## **Role of Gender/Race/SES in Education**

- Ellison, Glenn and A.Swanson. 2010. "The Gender Gap in Secondary School Mathematics at High Achievement Levels: Evidence from the American Mathematics Competitions" Journal of Economic Perspectives, 24.2 pp.109-28
- Bertrand, Marianne, Emir Kamenica, and Jessica Pan 2013. "Gender identity and relative income within households" working paper, Booth Graduate School of Business, the University of Chicago.

## **Factors such as Peer Effect, Class size on education achievement**

- Akerlof, George and Rachel Kranton (2002). "Identity and schooling: Some lessons for the economics of education." *Journal of Economic Literature*. 40:4, pp. 1167-1200.
- Hoxby, Caroline and Gretchen Weingarth (2006). "Taking Race Out of the Equation: School Reassignment and the Structure of Peer Effects (44 pp).
  
- Krueger, Alan (2003). "Economic Considerations and Class Size." *The Economic Journal*, 113:485, pp. 34-63.

## Education Finance, Education Loans

- Somkiat Tangkitvanich and Areeya Manasboonphempool.2010. Evaluating the Student Loan Fund of Thailand Economics of Education Review, 2010, vol. 29, issue 5, pages 710-721
- Armstrong and Chapman (eds) *Financing Higher Education and Economic Development in East Asia*. Australian National University
- Chapman, Bruce et al (2009). "Thailand's Student Loan Fund: An Analysis of Interest Rate Subsidies and Repayment Hardships," CEPR Discussion Papers 592, Centre for Economic Policy Research, Research School of Economics, Australian National University.

## Teacher/Lecturer Labor Market, Teacher Incentives

- Murnane, Richard and Jennifer Steele (2006). "What is the Problem? The Challenge of Providing Effective Teachers for All Children." Harvard University working paper (50 pp). *On HLE 227 website under Online Materials*
- Duflo, Esther (2005). "Monitoring Works: Getting Teachers to Come to School." MIT working paper (46 pp).
- Dubner, Stephen and Steven Levitt (2005). "What Do Schoolteachers and Sumo Wrestlers Have in Common?" in *Freakonomics*, pp. 19-51.

Week	Date	Topic *
Week 1	Aug	Introduction, Human Capital Theories
Week 2	Aug	Other theories regarding role of education (Signaling theory)
Week 3	Sep	Education and Economic Development
Week 4	Sep	Education Labor Market (Teachers, schools,
Week 5	Sep	Return to Education
Week 6	Sep	Education Production Function, Role of Class size, Peer effect etc on student achievement
Week 7	Sep - Oct	Resource allocation in Education
Midterm Week		
Week 8	Oct	Role of Government in Education
Week 9	Oct	Special Topic: Education in Thailand

Week 10	Oct	Education in developed and developing countries
Week 11	Nov	Education Indicators and their impact on economy, government: PISA, TIMSS, WEF,
Week 12	Nov	Gender, discrimination and achievement
Week 13	Nov	Randomized Controlled Trial in Education
Week 14	Nov	Education Finance, Education Loan schemes
Week 15	Dec	Student Presentation, recap
Final Exam		

\*Topics may be subject to change. Please consult with my class website for update.

## **Course Outline**

### **EE481 INDUSTRIAL ECONOMICS**

**Semester 2/2025**

**Number of Credit:** 3 credits

**Prerequisite:** EE311

**Course Description:** This course studies behaviors of firms under imperfectly competitive markets. It covers the structure–conduct–performance (SCP) paradigm, which examines the relationship among market structure, firms’ conducts and their performance. It also covers firms’ decision on operation, resource allocation, as well as firm’s strategic actions. Price theory and game theory will be used to analyze issues such as pricing, research and development, advertising, and firms’ decision under imperfect information

**Course Objectives:** The class is focusing on training students how to set up companies’ strategies in imperfectly competitive markets under different environment, such as, technology changes, changes in consumers’ preferences, and regulation changes. The second objective is training students to understand how the market regulators correct market failures in imperfectly competitive markets.

## Expected Learning Outcomes

### 1. Morality and Ethics

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	Class participation
○	2. Students prioritize social and public benefits over personal ones.	Class participation
●	3. Students are punctual and comply with the code of conduct of the institution and society at large.	Class participation
○	4. Students are responsible and accountable to society, the nation, and the subject of economics.	Class participation
○	5. Students realize the cultural and environmental value of a sustainable society.	Class participation

### 2. Knowledge

Applicability	Expected Learning Outcomes	
●	1. Students know and understand modern economics principles and theories, and are up to date with new developments.	Examination, term papers, Class participation
●	2. Students know and understand Thai and global economic structure and the importance of major international economic events.	Class participation
○	3. Students know and understand the instruments of economic analysis.	Class participation
●	4. Students know and understand applied fields in economics, including monetary, public, international, business, natural resource, and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	Examination, term papers, Class participation
○	5. Students are informed about related fields including sociology, business administration, education, law policy, and science.	Term papers

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	Examination and term papers.
●	1. Students have developed individual critical thinking.	Class participation

●	2. Students are sufficiently trained in research skills.	Term papers
●	3. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand the causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	Examination and term papers

#### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	
●	1. Students are responsible for assigned tasks and work in groups effectively.	Term papers
●	2. Students have problem-solving skills.	Class participation and term papers
○	3. Students show leadership skills and team spirit.	Term papers
●	4. Students are always improving themselves.	
○	5. Students have good interpersonal skills, adapt, and work under different conditions.	Term papers

#### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	
○	1. Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.	term papers
○	2. Students communicate effectively and select appropriate presentation methods.	term papers
○	3. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	term papers

Remark: ● Primary expected outcome ○ Secondary expected

**Main Text:**

1. Carlton and Perloff, Modern Industrial Organization, 4<sup>th</sup>. Edition, Addison-Wesley, 2005.
2. Church and Ware, Industrial Organization: Strategic Approach, McGraw-Hill, 2000.
3. Rasmusen E., Games & Information, 3<sup>rd</sup>. edition, Backwell, 2001.
4. Tirole J., Industrial Organization, the MIT Press, 1989.

**Recommended Texts & Materials**

1. Allen F., "Reputation and Product Quality", the Rand Journal of Economics, 15, 1984.
2. Dixit A., A Model of Duopoly Suggesting a theory of Entry Barriers', the Bell Journal of Economics, 10, No. 1, 20-32, 1979.
3. Drucker P., Theory of Business, Harvard Business Review Classics, May, 2017
4. Kreps and Wilson, "Reputation and Imperfect Information", Journal of Economic Theory", 94, No.4, 1986.
5. Rao, Bergen, and Davis," How to Fight a Price War", Harvard Business Review, March-April 2000.

**Grading Criteria:**

Grouped Term Paper	30
Mid-Term Examination	30
Final Examination	40



### Course Outline

## EE482 INDUSTRIALIZATION: ROLE OF PUBLIC AND PRIVATE SECTORS

Semester 2/2025

**Number of Credit:** 3 credits

**Prerequisites:** EE312

**COURSE DESCRIPTION AND OBJECTIVES:** This class analyzes industrialization, focusing on the roles of public policy and other roles of public and private producers and consumers. The course will pay special attention to the causes and effects of industrialization in Asia's advanced (e.g., Japan, Korea, Taiwan) and developing economies (e.g., China, India, Indonesia, Malaysia, Thailand, Vietnam). The emphasis will be on reading and writing "surveys of the literature" that review and summarize major findings of previous studies on a topic to be chosen by the student. An important goal of the class is to help students to learn research and writing techniques necessary to write a good thesis or dissertation, and eventually publish academically. These analytical, statistical, and writing techniques will also be useful in non-academic careers (e.g, business or government).

## **COURSE EVALUATION:**

A term paper of 4000-5000-words will account for 70% of the course grade. Term papers will survey the economics' literature on the student's chosen research topic. Please see the "Term Paper Guidelines" on p. 7 and important principles for the constructing your list of references on pp. 8-10. Classes 9a and 9b are tentatively scheduled for student presentations of short, preliminary outlines of proposed term papers and related discussions. The purpose of the outline presentations is to help students refine their chosen topic, clearly state the core, analytical question(s) that their survey paper asks, and organize their papers so they become easier to write. Term papers should summarize related economic analyses from at least 5 papers published in the *Journal of Economic Literature*, the *Journal of Economic Perspectives*, or the *Journal of Economic Surveys*, plus an additional 5 refereed papers published in other journals indexed in EconLit ([https://www.aeaweb.org/econlit/journal\\_list.php](https://www.aeaweb.org/econlit/journal_list.php)). All papers must include a comprehensive and detailed list of references used in the paper. The most important principles when writing the paper is for the author to make it easy for the reader to (1) understand the paper, (2) check all the references cited, and (3) evaluate the author's interpretation of those references.

**WARNING:** If you plagiarize or fail to cite sources appropriately, you will FAIL THIS CLASS and may be subject to suspension or expulsion from the University for academic dishonesty.

30% of class evaluation will be based on student presentations and class participation. Students will prepare short outlines of the structure of assigned course readings, write 1-2 paragraphs summarizing the main points of the readings, and present them in class in about 10-15 minutes.

All assignments are to be submitted in MS Word (docx) files by email to the instructor from students' assigned TU email addresses to the instructor's email listed at the top of this page. In the submissions, students should use **only text** and a simple font such as 12 point Times New Roman font on A4 paper in MS-Word format so the instructor can edit submissions, as appropriate.

**CONSULTATIONS:** The instructor will be available for student consultations before and after most classes. It is also possible to make appointments for other times. Please confirm the date and time of appointments by email at least 24 hours before the appointment. When emailing the instructor, please begin the email subject with "EE482" and use your assigned TU email address based on your student number.

**COURSE MATERIALS:** Course materials will be available from the instructor's Google Drive in two folders: (1) the "SyllabusAssignmentsReadings" folder will contain this syllabus, a list of reading assignments, and all readings; (2) the "Outlines" will contain all student outlines, which will be made available to all students in the class. Updates to these folders will be provided as necessary.

## **DETAILED SCHEDULE AND READING LIST (1/5)**

Most classes are scheduled on Wednesdays or Fridays at 1400-1530. Two makeup classes are currently scheduled for 1530-1700 on 0922 and 1015 to make up for missed classes on national holidays. Classes will be held on Zoom and links to classes will be emailed to all students from the instructor about 15-30 minutes before class begins.

01a-0811 Wed Introduction and syllabus explanation

01a1-Asian Development Bank (2015), *Thailand: Industrialization and Economic Catch-up*, Manila: Asian Development Bank.

## **Part 1: Industrialization, Economic Growth, and Economic Development**

01b-03a Excerpts from Hayami, Yujiro, 2002, *Development Economics: From the Poverty to the Wealth of Nations*, Oxford and New York: Oxford University Publishers.

01b-0813 Fri

01b1-Ch01-A Theoretical Framework for Economic Development, 9-30

01b2-Ch02-A Comparative Perspective on Developing Economies, 31-58

02a-0818 Wed

02a1-Ch03-Population Growth and the Constraint of Natural Resources, 59-87

02a2-Ch04-Breaking the Resource Constraint, 88-118

02b-0820 Fri

02b1-Ch05-Capital Accumulation and Economic Development, 119-155

02b2-Ch06-Patterns and Sources of Technological Progress, 156-180

03a-0825 Wed

03a1-Ch07-Income Distribution and Environmental Problems, 181-220

03a2-Ch08-Market and State & Ch09-The Role of the Community in Economic Development, 221-320

03b-0827 Fri

03b1- Yeung, Henry Wai-chung, 2017, "State-led development reconsidered: the political economy of state transformation in East Asia since the 1990s", *Cambridge Journal of Regions Economy and Society*, 10(1), 83-98, doi:10.1093/cjres/rsw031.

03b2-Lee, Keun, Justin Y. Lin, and Ha-Joon Chang (2005), "Late Marketisation versus Late Industrialisation in East Asia", *Asia-Pacific Economic Literature*, 19(1), 42-59, <https://doi.org/10.1111/j.1467-8411.2005.00157.x>.

## **Part 2: Industrialization and Agriculture**

04a1to05b2-Excerpts from Oshima, Harry T., 1987, *Economic Growth in Monsoon Asia*, Tokyo; University of Tokyo Press.

04a-0901 Wed

04a1-Ch01-The Nature of Asia's Monsoon Economy and Its Heritage of Poverty, 15-46.

04a2-Ch02-An Analytical Framework for Monsoon Development, 47-72.

04b-0903 Fri

04b1-Ch03-The Record of Postwar Economic Growth . . . in Monsoon Asia, 73-100.

04b2-Ch04-Contrasting the Economic Growth of Prewar and Postwar Japan, 101-136.

## DETAILED SCHEDULE AND READING LIST (2/5)

05a-0908 Wed

05a1-Ch05-Similarities and Contrasts in the Rapid Transition of Taiwan and South Korea, 137-176.

05a2-Ch07-Thailand Catches Up with the Philippines, 199-234.

05b-0910 Fri

05b1-Ch09-Slow Growth with Unlimited Labor Supply: Heavy Industrialization in China and India, 263-290.

05b2-Ch11-The Demographic Transition and Industrial Transition: A Comparative Perspective, 315-342.

### Part 3: Industrialization and Industrial Policy

06a1to06b1-Excerpts from Ozawa, Terutomo, 2005, *Institutions, Industrial Upgrading, and Economic Performance in Japan: The 'Flying-Geese' Paradigm of Catch-up Growth*, Cheltenham, UK and Northampton, MA, USA: Edward Elgar.

06a-0915 Wed

06a1-Ch02-Labor-driven stage - and logic - of reconstruction & Ch03-Scale-driven stage - and logic - of modernizing heavy and chemical industries: a high growth period, 31-66.

06a2-Ch04-Assembly-driven stage - and logic - of industrial upgrading & Ch05-Knowledge-driven stage - and logic - of catch-up growth, 67-120.

06b-0917 Fri

06b1-Ch06-IT-driven stage - and logic - of new growth & Ch07-Analytics and stylized features of structural transformation: additional theoretical expositions, 121-163.

06b2- Aw, Bee Yan, Sukkyun Chung, and Mark J. Roberts, 2003, "Productivity, Output, and Failure: A Comparison of Taiwanese & Korean Manufacturers", *The Economic Journal*, 113, F485-510, <https://doi.org/10.1046/j.0013-0133.2003.00166.x>.

07a-0922 Wed

07a1-Trindade, Vitor (2005), "The big push, industrialization and international trade: The role of exports", *Journal of Development Economics*, 78, 22-48, doi:10.1016/j.jdeveco.2004.08.006.

07a2-Beason, Richard and David E. Weinstein (1996), "Growth, Economies of Scale, and Targeting in Japan 1955-1990", *The Review of Economics and Statistics*, 78(2), 286-295, <http://www.jstor.org/stable/2109930>.

## DETAILED SCHEDULE AND READING LIST (3/5)

### Part 4: Industrialization and International Economic Policy

#### 07b-0922 Wed 1530-1700 (makeup for 0924 Fri)

07b1-Yu, Miaojie (2015), "Processing Trade, Tariff Reductions and Firm Productivity: Evidence from Chinese Firms", *The Economic Journal*, 125 (June), 943-968, Doi: 10.1111/ecoj.12127.

07b2-Imbruno, Michele and Tobias D. Ketterer, 2018, "Energy efficiency gains from importing intermediate inputs: Firm-level evidence from Indonesia", *Journal of Development Economics*, 135, 117-141, <https://doi.org/10.1016/j.jdeveco.2018.06.014>.

#### 08a-1006 Wed

08a1-Rasiah, Rajah (2014), "Crisis Effects on the Electronics Industry in Southeast Asia", *Journal of Contemporary Asia*, 44(4), 645-663, DOI: 10.1080/00472336.2014.923637.

08a2-Chakraborty, Pavel, (2018), "The great trade collapse and Indian firms", *The World Economy*, 41, 100-125, DOI: 10.1111/twec.12517.

#### 08b-1008 Fri

08b1-Kiyota, Kozo, Keita Oikawa, and Katsuhiko Yoshioka (2017), "The Global Value Chain and the Competitiveness of Asian Countries", *Asian Economic Papers*, 16(3), 257-281, doi:10.1162/ASEP\_a\_00573.

08b2-Blonigen, Bruce A. (2016), "Industrial Policy and Downstream Export Performance", *The Economic Journal*, 126 (September), 1635-1659, Doi: 10.1111/ecoj.12223.

#### Paper outlines

09a-1015 Fri Paper outlines

### Part 5: Industrialization, Firms, and Ownership

#### 10a-1020-Wed

10a1-Bernard, Andrew B., J. Bradford Jensen, Stephen J. Redding, and Peter K. Schott (2018), "Global Firms", *Journal of Economic Literature*, 56(2), 565-619, <https://doi.org/10.1257/jel.20160792>.

10a2-Wang, Jian and Xiao Wang (2015), "Benefits of foreign ownership, Evidence from foreign direct investment in China", *Journal of International Economics*, 97(2), 325-338, <http://dx.doi.org/10.1016/j.jinteco.2015.07.006>.

#### 10b-1022-Fri

10b1-Jefferson, Gary H. and Miao Ouyang (2014), "FDI spillovers in China: why do the research findings differ so much?", *Journal of Chinese Economic and Business Studies*, 12(1), 1-27, <http://dx.doi.org/10.1080/14765284.2013.875292>.

10b2-Girma, Sourafel, Holger Görg, and Erasmus Kersting (2019), "Which boats are lifted by a foreign tide? Direct and indirect wage effects of foreign ownership", *Journal of International Business Studies*, 50(6), 923-947, <https://doi.org/10.1057/s41267-019-00248-2>.

## DETAILED SCHEDULE AND READING LIST (4/5)

11a-1027-Wed

11a1-Nguyen, Kien Trung and Eric D. Ramstetter (2019), "Ownership-related Wage Differentials by Occupation in Vietnamese Manufacturing", *Singapore Economic Review*, 64(3), 625-645, DOI: 10.1142/S0217590818500303.

11a2-Swenson, Deborah L. and Huiya Chen (2014), "Multinational Exposure and the Quality of New Chinese Exports", *Oxford Bulletin of Economics and Statistics*, 76(1), 41-66, doi: 10.1111/j.1468-0084.2012.00726.x.

11b-1029 Fri

11b1-Yamashita, Nobuaki and Kyoji Fukao (2010), Expansion abroad and jobs at home: Evidence from Japanese multinational enterprises, *Japan and the World Economy*, 22, 88-97, <http://dx.doi.org/10.1016/j.japwor.2009.10.001>.

11b2-Baldwin, Richard and Toshihiro Okubo (2014), "Networked FDI: Sales and Sourcing Patterns of Japanese Foreign Affiliates", *The World Economy*, 37(8), 1051-1080, doi: 10.1111/twec.12116.

### Part 6: Industrialization, Industrial Development, and Competition Policy

12a-1103 Wed

12a1-Aghion, Philippe, Jing Cai, Mathias Dewatripont, Luosha Du, Ann Harrison, and Patrick Legros (2015), "Industrial Policy and Competition", *American Economic Journal: Macroeconomics*, 7(4), 1-32, <http://dx.doi.org/10.1257/mac.20120103>.

12a2-Einav, Liran, and Jonathan Levin (2010), "Empirical Industrial Organization: A Progress Report." *Journal of Economic Perspectives* 24 (2): 145-162, doi=10.1257/jep.24.2.145.

12b-1105 Fri

12b1-Lamoreaux, Naomi R. (2019), "The Problem of Bigness: From Standard Oil to Google", *Journal of Economic Perspectives*, 33(3), 94-117, <https://doi.org/10.1257/jep.33.3.94>.

12b2-Schwerhoff, Gregor, Ottmar Edenhofer, and Marc Fleurbaey (2020), "Taxation of Economic Rents", *Journal of Economic Surveys*, 34(2), 398-423, doi: 10.1111/joes.12340.

13a-1110 Wed

13a1- Lee, Chang-Yang (2005), "A New Perspective on Industry R&D & Market Structure", *Journal of Industrial Economics*, 53(1), 101-122, <https://doi.org/10.1111/j.0022-1821.2005.00247.x>.

13a2-Aw, Bee Yan, Mark J. Roberts, and Daniel Xi Yu (2011), "R&D Investment, Exporting, and Productivity Dynamics", *American Economic Review*, 101(4), 1312-1344, DOI: 10.1257/aer.101.4.1312.

13b-1112 Fri

13b1-Rasiah, Rajah, Yap Xiao Shan and Yap Su Fei (2015), "Sticky Spots on Slippery Slopes: The Development of the Integrated Circuits Industry in Emerging Asia", *Institutions and Economics*, 7(1), 52-79.

13b2-Amighini, Alessia and Sara Gorgon (2014), "The International Reorganisation of Auto Production", *The World Economy*, 37(7), 923-952, doi: 10.1111/twec.12091.

## DETAILED SCHEDULE AND READING LIST (5/5)

### Part 7: Industrialization and Environmental Policy

14a-1117 Wed

14a1-Nordhaus, William (2019), "Climate Change: The Ultimate Challenge for Economics", *American Economic Review*, 109(6), 1991-2014, <https://doi.org/10.1257/aer.109.6>.

14a2-Heal, Geoffrey (2017), "The Economics of the Climate", *Journal of Economic Literature*, 55(3), 1046-1063, <https://doi.org/10.1257/jel.20151335>.

14b-1119 Fri

14b1-Parry, Ian W.H., Margaret Walls, and Winston Harrington (2007), "Automobile Externalities and Policies", *Journal of Economic Literature*, 45(2), 373-399, DOI: 10.1257/jel.45.2.373.

14b2-Libecap, Gary D. (2014), "Addressing Global Environmental Externalities: Transaction Costs Considerations", *Journal of Economic Literature*, 52(2), 424-479, <http://dx.doi.org/10.1257/jel.52.2.424>.

15a-1124 Wed

15a1-Lee, Myunghun (2008), "Environmental regulation and production structure for the Korean iron and steel industry", *Resource and Energy Economics*, 30, 1-11, doi:10.1016/j.reseneeco.2007.01.006.

15a2-Zheng, Siqi and Matthew E. Kahn (2017), "A New Era of Pollution Progress in Urban China", *Journal of Economic Perspectives*, 31(1), 71-92, <https://doi.org/10.1257/jep.31.1.71>.

15b-1126 Fri

15b1-Auffhammer, Maximilian, Weizeng Sun, Jianfeng Wu, Siqi Zheng (2016), "The Decomposition and Dynamics of Industrial Carbon Dioxide Emissions for 287 Chinese Cities in 1998-2009", *Journal of Economic Surveys*, 30(3), 460-481, doi: 10.1111/joes.12158.

15b2-Ebenstein, Avraham (2012), "The Consequences of Industrialization, Evidence from Water Pollution and Digestive Cancers in China", *The Review of Economics and Statistics*, 94(1), 186-201, [https://doi.org/10.1162/REST\\_a\\_00150](https://doi.org/10.1162/REST_a_00150).

## Term Paper Guidelines, submit to “ramstmnc [at] gmail.com” by 26 November 2021

1. Topic: Please choose a topic related to industrialization and narrow enough to be easily discussed in about 10 pages (or about 5000 words), but not so narrow as to be irrelevant or difficult to find research references about the topic. Most students first choose topics that are too broad, making it difficult to write a clear, concise paper. The instructor or other students may be able to offer good suggestions about how to revise a topic or analytical focus so the paper is easier to write. The instructor encourages students to choose a topic related to the subject students are considering for theses or dissertations, and perhaps eventual publication.

2. Structure: Please write a review of the academic economics literature on the topic you choose. I suggest a simple structure such as the following.

- a. Introduction (about 1 page explaining the paper’s analytical questions and structure)
- b. Topic 1 (about 3 pages)
- c. Topic 2 (about 3 pages)
- d. Conclusion (about 1 page double-spaced)
- e. References (about 1 page single-spaced, for about 15 references)
- f. Tables and Figures (about 1-2 pages for 2-4 medium- or large-sized tables or figures)

NOTE: All paragraphs should consist of 3-7 sentences and include clear topic sentences.

3. List of References: Please use the author (year) reference style similar to that in the list of class readings above. Term papers should summarize related economic analyses from at least 5 papers published in the *Journal of Economic Literature*, the *Journal of Economic Perspectives*, or the *Journal of Economic Surveys*, plus an additional 5 refereed papers published in other journals indexed in EconLit ([https://www.aeaweb.org/econlit/journal\\_list.php](https://www.aeaweb.org/econlit/journal_list.php)). Other references can also be used, but your paper should focus primarily on summarizing the 10 academic papers you collect from the above journals. The papers in the reading list for this class and papers in their lists of references are good places to begin your literature search.

4. Citations: In the course of writing your literature review essay, you will have to refer to previous studies. It is important to cite those sources clearly so you can avoid plagiarism and so the reader can easily verify the validity of your statements. Statistical sources should be cited in a similar way as academic papers. The simplest method of citation is to the author (year) system. If paraphrasing someone, you would say something like Keynes (1936, p. 250) emphasized the volatility of investment flows and their effects on economic cycles. If making a direct quote, please use quotation marks: Keynes (1936, p. 250) emphasized how economists often failed to understand the implications of the “animal spirits of investors” for economic cycles.

5. Paper length: 5000 words or less, including tables, references, notes, etc.; ideally about 10 A4 pages, using Times Roman 12 point font, spacing =double (2) for the text, and spacing =single (1) tables and reference lists. Please do not use figures; rather please use tables to present your information more compactly. Length may vary as necessary to cover your topic, but papers should be no more than 15-20pp. including tables and references. Shorter papers are generally better papers.

6. Format: Please submit the paper in one file in Microsoft Word format (\*.docx, \*.doc) format.

## **DUE DATE: TBA**

### **Term Paper: Important Principles for the List of References (1/3)**

1. The most important principle is to provide sufficient information about every publication or reference cited and clear indications of when and where and how they are used in text.

2. For easy citation of references in a text, it is often easiest to use an author-date system. For example, if the publication below is cited in a paper the easiest way to cite it is to call it Bernard and Jensen (2004) in your text; i.e., you could say that Bernard and Jensen (2004) analyze the determinants of firm exporting.

3. Correspondingly, when listing publications in your bibliography it is common to use “author-year” styles similar to the style in the syllabuses for my courses. In other words, author(s) name(s) are listed first, followed by the year of publication, and then other publication details. The goal is to create a 1-to-1 correspondence between text citations and the list of references (e.g., the reference Nguyen and Ramstetter (2019) clearly corresponds to the publication listed under 3a1 below. If there are 2 publications by the same author(s) in the same year, you can distinguish them by adding a, b, c, ..., etc. to the end of the year number (e.g., listing one as Nguyen and Ramstetter (2019a) and another as Nguyen and Ramstetter (2019b).

3a. Required details in academic papers differ depending on the type of publication. I provide some examples of the styles I usually use below. Styles differ among publishers, but the details included are standard. Including internet URLs can be very helpful, but many internet links change or disappear over time. A site called “doi.org” assigns fixed doi numbers to “good” publications that should be tracked on the internet when their URLs change. Because doi numbers are more useful than internet URLs, please USE doi numbers whenever possible (e.g., for refereed journal papers).

3a1. Articles in academic journals (journal articles are considered to be the “highest quality” of academic publications, particularly if the journal is refereed and ranked highly).

Items: Authors (year), “article title”, *journal title*, VolumeNo(IssueNo), pages, doi number

Examples:

Bernard, Andrew B. and J. Bradford Jensen (2004), “Why Some Firms Export”, *Review of Economics and Statistics*, 86(2), 561-569, <https://doi.org/10.1162/003465304323031111>.

Nguyen, Kien Trung and Eric D. Ramstetter (2019), “Ownership-related Wage Differentials by Occupation in Vietnamese Manufacturing”, *Singapore Economic Review*, 64(3), 625-645, <https://doi.org/10.1142/S0217590818500303>.

3a2. Books

Items: Authors (year), *book title*, city or cities of publication: publisher

Examples:

Hayami, Yujiro, 2002, *Development Economics: From the Poverty to the Wealth of Nations*, Oxford and New York: Oxford University Publishers.

Caves, Richard E. (2007) *Multinational enterprise and economic analysis* (3rd ed.). Cambridge, UK: Cambridge University Press.

## Term Paper: Important Principles for the List of References (2/3)

### 3a3. Articles in books

Items: Authors (year), "article title", in book editors, *book title*, city or cities of publication: publisher, pages of the article, URL if relevant.

Examples:

Sjöholm, Fredrik and Sadayuki Takii (2006), "Multinational Companies and Exports in Indonesian Manufacturing Exports" in Eric D. Ramstetter and Fredrik Sjöholm, eds., *Multinationals in Indonesia and Thailand: Wages, Productivity and Exports*. Hampshire, UK: Palgrave-Macmillan, 173-193.

Tham, Siew Yean and Liew Chei Siang (2014), "The Impact of Foreign Labor on Labor Productivity and Wages in Malaysian Manufacturing, 2000-2006", in Adams, Richard H. Jr and Ahmad Ahsan, eds. (2014), *Managing International Migration for Development in East Asia*, Washington, D.C.: World Bank, 136-158, <http://documents.worldbank.org/curated/en/2014/06/23036792/managing-international-migration-development-east-asia>

### 3a4. Working Papers, Government Documents, and Other Non-refereed publications

Items: Author (year), "document title", document publication location: document publisher, other relevant details (e.g., working paper series name and number).

Examples:

Ottaviano, Gianmarco I.P. and Giovanni Peri (2008), "Immigration and National Wages: Clarifying the Theory and the Empirics", NBER Working Paper 14188, Cambridge, MA: National Bureau of Economic Research, <http://www.nber.org/papers/w14188>.

Ramstetter, Eric D. and Kien Trung Nguyen (2016), "Multinational Enterprise Growth and Vietnam's Employment and Wages in Manufacturing and Trade Industries: Did Takeovers Play a Role?", Working Paper 2016-05, Kitakyushu: Asian Growth Research Institute.

### 3a5. Internet or Electronic ONLY resources: for this category does NOT include publications with a

printed version and should be a very small category. If you cite 15 publications in your paper, no more

than 2 or 3 should fall into this category. Please concentrate on reading academic papers in refereed journals (see 3a1 above).

As illustrated under 3a3 above, for publications available in print AND on the internet, the PRINT DETAILS must be provided, in addition to the URL, because they do not change like internet information often does. In these cases, the “standard style” should include all of the following:

Document Author, YearPublished, “Title”, City of Publisher, Name of Publisher, URL

Examples:

Bank of Thailand (2018), “Total Value and Quantity of Exports Classified by Product Group”, Bangkok: Bank of Thailand Table EC\_XT\_008\_S2, downloaded 23 February from <https://www.bot.or.th/English/Statistics/EconomicAndFinancial/Pages/StatInternationalTrade.aspx>

### **Term Paper: Important Principles for the List of References (3/3)**

Central Institute for Economic Management (CIEM), General Statistics Office, and Development Economics Research Group, University of Copenhagen (2015), “Firm-level Technology and Competitiveness in Vietnam, Evidence from 2010-2014 Surveys”, Copenhagen: University of Copenhagen

<http://www.econ.ku.dk/ftarp/Publications/Docs/Sacnned%20Pubs/Tech%20report%202009-2013%20April%202015.pdf>.

National Economic and Social Development Board (2012), Gross output and value added data for manufacturing by 4-digit TSIC, 1995-2010, Bangkok: National Economic and Social Development Board, data provided by email in December.

National Statistical Office (2009), *The 2007 Industrial Census Whole Kingdom*, Bangkok: National Statistical Office, publication tables downloaded from [http://service.nso.go.th/nso/nso\\_center/project/search\\_center/23project-en.htm](http://service.nso.go.th/nso/nso_center/project/search_center/23project-en.htm) (link as of 11 May 2018) and underlying plant-level data.

United Nations COMTRADE (2016), SITC revision 3 data downloaded from the COMTRADE database, July 2016, New York: United Nations, <http://comtrade.un.org/db/dqBasicQuery.aspx>.

General note about name order for the first author in multiple author citations:

I prefer to list the first author’s name with the family name first (Chinese/Korean/Japanese style) as follows:

FamilyNameAuthor1, GivenNamesAuthor1 and GivenNamesAuthor2 FamilyNameAuthor2 (YEAR), other details depend on the type of publication

I use this style because I think it corresponds more directly to citations in the text, which use only family names. To illustrate, the reference example given under 3a1 above would NEVER be referred to as Kien and Eric (2019) but always rather Nguyen and Ramstetter (2019).

However, some journals will list the first author as “Kien Trung Nguyen” (English order), not Nguyen, Kien Trung) as I do. The alternative style is less confusing for some.

GivenNamesAuthor1 FamilyNameAuthor1 and GivenNamesAuthor2 FamilyNameAuthor2 (YEAR), other details depend on the type of publication

The choice of which order to list the first author’s name is somewhat arbitrary but I do think English order is probably more common these days.

The important point is NOT if the family name comes first or last in your list of references. However, please DO be sure to list BOTH family and given names in your citations and list of references (=bibliographies) and to use a consistent format in order to help your readers.

## Course Outline

### EE484 Empirical Industrial Organization

Semester 2/2025

**Number of credits:** 3 credits

**Course description:**

The empirical approach in industrial economics and applying econometric analysis in industrial economics theory, i.e., Estimation of demand and production functions, Measurement of market power, Analysis of Firm's strategic behavior, Vertical and horizontal competition, Firm's entry decisions, contract, and learning. Measurement of firm performance by efficiency and productivity indicators.

**Prerequisite:**

(a) EE311 and EE325 (or EE425) or (b) with the consent of the lecturer.

**Course objective:**

- a) Understand the main features of empirical models of demand, production function, price and quantity competition, and market entry.
- b) Know how to use market data to estimate the parameters of these empirical models and interpret the economic implications of these estimations.
- c) Have enough programming experience using Stata and practical experience using actual data to work in a research project in empirical I.O.

## Course Narratives:

I.O. studies how markets work, how firms compete or collude with each other, and how these interactions determine profits and consumer welfare. I.O. emphasizes the interdependence in the decisions of firms operating in a market. For instance, when a firm decides to open a new store, it should consider how other firms in the market will respond by changing their prices, advertising, closing stores, or opening new ones. These interdependences underlie firms' decisions and market competition.

Over the last two decades, research in I.O. has become predominantly empirical. I.O. economists use data on consumers' and firms' decisions to measure consumer demand, firm productivity, and profitability. They apply these measurements to understand firms' strategies and analyze how government regulations affect market competition and social welfare. Recently, the increasing availability of rich and detailed data on consumers' and firms' choices ("big data") has significantly impacted this field by generating new types of empirical questions requiring new models and methods.

Empirical I.O. emphasizes the importance of combining data, economic models, and appropriate econometric techniques to answer empirical questions. In terms of models and econometric methods, four main workhorses concentrate most of the research in this field: (i) production functions and the measurement of firm productivity; (ii) demand models and the estimation of consumer preferences; (iii) models of price and quantity competition; and (iv) models of market entry and innovation, both static and dynamic. This course is organized around these essential models.

Econometrics and data analysis are fundamental tools for the modern economist of the 21st Century. We will review and apply standard econometric models and methods such as the linear regression model, instrumental variables estimation, and discrete choice models. Students will gain practical experience working with economic data and using the STATA Data Analysis and Statistical Software package.

## Textbook and References:

- [ABBP] Akerberg, D., L. Benkard, S. Berry, and A. Pakes (2006): "Econometric Tools for Analyzing Market Outcomes," Handbook of Econometrics, volume 6.
- [A.G.] Aguirregabiria, V. (2021): Book Project: "Empirical Industrial Organization: Models, Methods and Applications." Available at the course website.
- [ASL] Aguirregabiria, V., and M. Slade (2017): "Empirical Models of Firms and Industries,"

Canadian Journal of Economics, 50(5), 1445-1466.

- [ASU] Aguirregabiria, V. and J. Suzuki (2016): "Empirical Games of Market Entry and Spatial Competition in Retail Industries," Handbook on the Economics of Retail and Distribution, Chapter 9, pp 201-233. Emek Basker (editor). Edward Elgar Publishing.
- [B.R.] Berry, S., & Reiss, P. (2007): "Empirical Models of Entry and Market Structure," in Handbook of Industrial Organization, Volume 3, 1845-1886.
- [M.S.] Shum, M. (2016). Econometric Models for Industrial Organization (Vol. 3). World Scientific.
- [N.E.] Nevo, A. (2011): "Empirical Models of Consumer Behavior," Annual Review of Economics, 3, 51-75.
- [R.W.] Reiss, P., and Wolak, F. (2007): "Structural Econometric Modeling: Rationales and Examples from Industrial Organization," in Handbook of Econometrics, Volume 6, pp. 4277-4415.

## LIST OF TOPICS

[1] Introduction to the Course. [2] Measuring Productivity. Estimation of Production Functions. [3] Measuring Consumer Preferences. Estimation of Demand of Differentiated Products [4] Competition in Prices and Quantities. [5] Empirical Models of Market Entry

## Lecture Schedule

(This schedule is subject to change. Please see Google Classroom for changes to dates, etc.)

Week	Date	Topics and Readings
1		[1] Introduction to the Course 8. Measuring and explaining market power 9. Data in Empirical IO 10. Structural models in Empirical Industrial Organization: An Example 11. An overview of the rest of the course
2		[2] Measuring Productivity. Estimation of Production Functions 2.1 Introduction 2.2. Simultaneity Problem

3-4		[2] Measuring Productivity. Estimation of Production Functions 2.3 Dynamic Panel Data Methods 2.4. Control function methods
5		[2] Measuring Productivity. Estimation of Production Functions 2.5. Application.
6		[3] Measuring Consumer Preferences. Estimation of Demand of Differentiated Products 3.1. Introduction
7		[3] Measuring Consumer Preferences. Estimation of Demand of Differentiated Products
<b>Week</b>	<b>Date</b>	<b>Topics and Readings</b>
		3.2. Demand systems in product space 3.3 Demand systems in characteristics space 3.4. Application
8		MIDTERM EXAM

9-10		[4] Competition in Prices and Quantities 4.1. The Conjectural Variation Approach
11-12		[4] Competition in Prices and Quantities 4.2. Testing static oligopoly models (Genesove and Mullin: RAND 1998) 4.3. Nevo on Cereals (Nevo, 2001)
13		[5] Empirical Models of Market Entry 5.1. Some general ideas
14		[5] Empirical Models of Market Entry 5.2. Bresnahan and Reiss (JPE, 1991)
15		[5] Empirical Models of Market Entry 5.3. Empirical Models of Market Entry with Heterogeneous firms
16		Student Presentations

### Assessment

Class participation 10 %

Presentation 10 %

Joint paper 30 %

Mid-term exam 20 %

Final exam 30 %

Class Participation (and attendance)

Students should read before class and bring a copy of the reading to the class. Students are encouraged to contribute answers, comments, and questions actively. If a student is absent from more than two classes, marks will be deducted from her or his participation mark.

Joint Essay and Presentation

Each group will consist of 3 students. Each group will research the topic and present findings in November. After receiving comments from the instructor at the end of the presentation, the group will revise and finalize the paper and submit it within one week after the student presentation. Details about the topics and the format of the paper will be provided on Google Classroom. A hard copy should be submitted in class, and the soft copy must be submitted to the instructor's email address.

Collaboration Policy: Discussion and exchanging ideas and works are essential to student project work. Students and their teams are encouraged to consult and discuss the projects with student classmates and share resources and codes. However, the student should ensure that any working student submits for evaluation is the result of student work and reflects their integrity. Students should also understand and practice the standard citation practices, and please cite any books, articles, websites, lectures, etc., that have helped the student with their work. If the students receive any help with their work (e.g., feedback on drafts, help with code, or programming), they must also acknowledge and give credit to this assistance.

Remarks:

- Mid-Term Examination TBA
- Final Examination TBA

## Course Outline

### EE486 Business Economics

Semester 2/2025

**Number of credits:** 3 credits

#### Course description

Theories and tools applicable to analysis of business problems and solutions, such as the application of economic concepts to forecast economic and industrial conditions, determination of business strategy, and decision-making.

**Prerequisite:** EE311, EE312 and EE325 (or EE425)

**Course objective:** These course aims for preparing student on applying Economics theories to analyze behaviors of each stakeholder in markets. At the end of this class, each student should be an expert in at least one market. Economic theories and tools used to analyze business problems and business situations. The analysis includes understanding competition and strategies adopted by firms in different industries, as well as forecasting economic and industrial conditions in the future

**Textbooks:** There is no textbook for this class. Readings are mostly drawn from various sources especially Harvard Business Review.

**Evaluation**

Class Presentations	30%	(Group: 3 presentations, 10% each)
Business Plan	20%	(Group: report (10%) + presentation (10%))
Class Participation	20%	
Final Exam	30%	
Total	100%	

Note: Students in EE486 class will be divided into eight groups, each group containing 7-9 students

**Expected Learning Outcomes:**

***Expected Learning Outcomes:***

➤ **Morality and Ethics**

Applicability	Expected Learning Outcomes
□	1.1 Students demonstrate integrity.
□	1.2 Students prioritize social and public benefits over personal ones.
□	1.3 Students are punctual and comply with the code of conduct of the institution and society at large.
□	1.4 Students are responsible and accountable to society, the nation, and the subject of economics.
□	1.5 Students realize the cultural and environmental value of the sustainable society.

➤ **Knowledge**

Applicability	Expected Learning Outcomes
□	2.1 Students know and understand modern economics principles and theories, and are up to date with new developments.
□	2.2 Students know and understand Thai and global economic structure, and the importance of major international economic events.
□	2.3 Students know and understand instruments of economic analysis.
□	2.4 Students know and understand applied fields in economics, including monetary, public, international, business, natural resource and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.

□	2.5 Students are informed about related fields including sociology, business administration, education, law policy, and science.
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➤ **Intellectual Development**

Applicability	Expected Learning Outcomes
□	3.1 Students have developed individual critical thinking.
□	3.2 Students are sufficiently trained in research skills.
□	3.3 Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.

➤ **Interpersonal Skills and Responsibilities**

Applicability	Expected Learning Outcomes
□	4.1 Students are responsible for assigned tasks and work in groups effectively.
□	4.2 Students have problem-solving skills.
□	4.3 Students show leadership skills and team spirit.
□	4.4 Students are always improving themselves.
□	4.5 Students have good interpersonal skills, adapting and working under different conditions.

➤ **Quantitative Analysis, Communication and Information Technology**

Applicability	Expected Learning Outcomes
□	5.1 Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.
□	5.2 Students communicate effectively and select appropriate presentation methods.
□	5.3 Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.

Class	Topics
14 Jan.	<b>Introduction:</b> <i>Business Economics</i>
21 Jan.	3. "Management Century" by Walter Kiechel HBR November 2012 4. <i>Reinventing your business model</i> by Mark W. Johnson, Clayton M. Christensen, and Henning Kagermann, HBR December 2008 + <i>Business Model Canvas</i>
28 Jan.	3) "Adapt Your Business to the New Reality" by Michael G. Jacobides HBR September-October 2020 + <i>How to Create a Winning Post-Pandemic Business Model</i> by Jonathan Byrnes & John Wass HBR March 2021. (4) <i>SCB EIC Insight: Unlocking the secrets of the digital consumers</i> , June 2017
4 Feb.	2. "What Is Strategy?" HBR 1996 by Michael Porter 3. "The Five Competitive Forces That Shape Strategy" by Michael E. Porter HBR January 2008
11 Feb.	3. <i>When Growth Stalls</i> by Matthew S. Olson, Derek van Bever, and Seth Verry HBR March 2008 4. <i>Blue Ocean Strategy</i> , by W. Chan Kim and Renée Mauborgne, HBR October 2004.
18 Feb.	4. "Rediscovery Market Segmentation" by Daniel Yankelovich and David Meer, HBR February 2006 5. "Marketing Malpractice: The Cause & the Cure" by Clayton Christensen et al HBR December 2005.
25 Feb.	7. "Why the Lean Start-Up Changes Everything" by Steve Blank HBR, May 2013 8. "Pricing Policies for New Products" by Dean, Joel HBR November 1950.+ "Four Step of Demand Forecasting" by William Barnett HBR 1988
<b>---- Midterm Week ---</b>	
11 Mar.	- "The Good Better Best approach to Pricing". by Rafi Mohammed, HBR Sept-Oct 2018. - "How to stop consumer from fixating on Price?" by Marco Bertini and Luc Wathieu HBR May 2010
18 Mar.	9. "The Right Game: Use Game Theory to Shape Strategy" by Adam M. Brandenburger and Barry J. Nalebuff. HBR July-August 1995. 10. "Strategies to Fight Lost Cost Rivals" by Nirmalya Kumar HBR December 2006 + <i>Should You Launch a Fighter Brand?</i> By Ritson, Mark: HBR October 2009
25 Mar.	9. "Don't let your supply chain control your business" by Thomas Choi; Tom Linton HBR December 2011. 10. "Do you know your cost of capital? Probably not, if your company is like most" by Michael T. Jacobs and Anil Shivdasani. HBR July-August 2012
1 April	11. "From Economic Man to Behavioral Economics" by Justin Fox, May 2015. 12. "Economics of personnel and human resource management" by Morley Gunderson. <i>Human Resource Management Review</i> 11 (2001) 431-452
8 April	- "Innovation the Classic Traps" by Rosabeth Moss Kanter HBR November 2006 - "Creating Shared Value" by Michael E. Porter: HBR January-February 2011
22 April	- <i>How CEOs Manage Time</i> by Michael E. Porter and Nitin Nohria, HBR July-August 2018.

	- <i>How Will You Measure Your Life?</i> by Clayton M. Christensen + <i>Managing Oneself</i> by Peter F. Drucker
29 April	<i>Business Plan Presentation Group 1-2-3-4</i>
7 May	<i>Business Plan Presentation Group 5-6-7-8</i>
<b>---- Final Exam ----</b>	



## **Course Outline**

### **EE489 SEMINAR IN INDUSTRIAL ECONOMICS**

**Semester 2/2025**

<b>Number of Credit:</b>	3 credits
<b>Prerequisite:</b>	Having completed at least two 400-level (or the above level) courses in field of Industrial Economics
<b>Course Description:</b>	Seminar and research on topics in Industrial Economics under the supervision of the lecturer.

## Expected Learning Outcomes

### 1. Morality and Ethics **EE489**

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	Class participation/presentation and report
○	2. Students prioritize social and public benefits over personal ones.	Class participation/presentation and report
●	3. Students are punctual and comply with the code of conduct of the institution and society at large.	Class participation/presentation and report
●	4. Students are responsible and accountable to society, the nation, and the subject of economics.	Class participation/presentation and report
○	5. Students realize the cultural and environmental value of a sustainable society.	Class participation/presentation and report

### 2. Knowledge

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students know and understand modern economics principles and theories, and are up to date with new developments.	Class participation/presentation and report
●	2. Students know and understand Thai and global economic structure and the importance of major international economic events.	Class participation/presentation and report
●	3. Students know and understand the instruments of economic analysis.	Class participation/presentation and report
●	4. Students know and understand applied fields in economics, including monetary, public, international, business, natural resource, and environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	Class participation/presentation and report
○	5. Students are informed about related fields including sociology, business administration, education, law policy, and science.	Class participation/presentation and report

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students have developed individual critical thinking.	Class participation/presentation and report
●	2. Students are sufficiently trained in research skills.	Class participation/presentation and report
●	3. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand the causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	Class participation/presentation and report

### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students are responsible for assigned tasks and work in groups effectively.	Class participation/presentation and report
●	2. Students have problem-solving skills.	Class participation/presentation and report
●	3. Students show leadership skills and team spirit.	Class participation/presentation and report
●	4. Students are always improving themselves.	Class participation/presentation and report
●	5. Students have good interpersonal skills, adapt, and work under different conditions.	Class participation/presentation and report

### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.	Class participation/presentation and report
●	2. Students communicate effectively and select appropriate presentation methods.	Class participation/presentation and report

●	3. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	Class participation/presentation and report
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Remark: ● Primary expected outcome ○ Secondary expected

**Main Text:** There is no specific textbook for this course. However, I will post journal papers and some good readings on "how to write" on Google Classroom.

**Grading Criteria:**

1. Group assignments	15%
2. Paper summary	20%
3. Class participation and comments	15%
4. Final paper (presentation)	10%
5. Final paper (report)	40%

**About the assignments:**

- 1. Group assignments** – Each student is expected to lead at least 2 paper discussions.
- 2. Paper summary** – Students are required to submit a 1-page summary of each paper that will be discussed in class. The summaries are due on the Sunday before class.
- 3. Final research report (your seminar paper)** - The paper should be between 15-20 pages long (double spaced), **excluding** graphs, tables and figure bibliography and appendices. The paper should be well-organized in different parts. For example, 1) introduction 2) literature review 3) theoretical framework and methodology and 4) findings 5) conclusion. We will discuss about each part in more details in class.

**Tentative Class Schedule (Tentative):**

Week	Agenda	Assignment/Reading
1	Introduction - Review of Course and Research Resources. Identification of Topics.	Read the suggested readings and start thinking about your topic.
2	Individual Meetings to identify research topics, relevant literature	
3	Paper discussion (oligopoly) Then, individual group meeting on topic & methodology	Borenstein (1989)
4	Lecture 1 - writing. and individual meeting	Pimchanok (2018)

Week	Agenda	Assignment/Reading
5	Paper discussion (Price Dispersion)	Sorensen (2000)  Suphattra (2018)
6	Paper discussion (Price Discrimination)  Lecture 2 - writing	Graddy (1995)  Nevo and Wolfram (2002)
7	Workshop1 – Topic/Litature Review/Methodology	Yes 1) A rough draft of your introduction, literature review, methodology (* At least 5 pages long in total - 1.5 page intro,1.5 pages literature review, 1 page methodology)  2) 5-minute Powerpoint presentation
8	Midterm Week, No Class.	Work on your paper
9	Paper discussion (Network Effects and Entry Deterrence)  Meetings & Improve your papers	Ohashi (2003)  Goolsbee and Syverson (2008)
10	Paper discussion (Loss-leader competiton)  Lecture 3 - writing	Chevalier et al.(2003)
11	Paper discussion (Platform Competition)  Meetings & Improve your papers	Aguiar (2021)
12	Online individual meetings (optional)  * Public holiday (no class)	
13	Submit Online Presentation of your resarch Progress	Max. 10 minites long. 1) Presentaion VDO on Research question & Results ONLY 2) Presentation file (PPT or PDF)

Week	Agenda	Assignment/Reading
14	Each student will be assigned to watch 2 presentations. Then, give them comments in order to improve their work.	Comments on 2 papers. About 1 page for each paper.
15	online meetings	
16	Submit an Online Presentation of your paper	Max. 15 minutes

## Course Outline

### EE200 DATA SCIENCE FOR ECONOMIC ANALYSIS

#### Semester 2/2025

<b>Number of credits:</b>	3 credits
<b>Prerequisite:</b>	2nd year student or above. <i>(have taken at least 34 credits)</i>

#### Course description

Learning to work with data. Topics include (1) data sampling and cleaning (2) data storage and management (3) exploratory data analysis (4) prediction based on statistical tools such as regression, classification and clustering (5) communication of results through visualization and summary statistics. Students learn through real--world examples using programs such as advanced MS Excel, Python or R..

#### Course objective:

In this course, students will learn to conduct data analysis and project on their topic of interest. Since this course focuses on economic issues, your topic and group project should be related to either microeconomics or macroeconomics. What the course will do is to stimulate an active-learning environment. Unlike most of the other classes you have attended, there won't be that many lectures. My role in this class will be a coach and conductor, rather than a lecturer.

This course divides into two significant parts. In the first part, I hope to introduce you to essential elements of a proper idea about the data and data science. To do this, we will discuss how to come up with meaningful linkages between business, economics, and data. We will then discuss different components of standard data (your team paper). This part includes an introduction, literature review, theoretical framework, data acquisition, data management, prediction, and visualization of findings. You will be assigned to read and practice on data science projects as well as past seminar papers. The students will work on the suggested data and coding project.

In the second part, you will gradually take more roles in class. Each of you and your time will take a turn to present your topic, related literature, theoretical framework, methodology, and findings. Other students will pay close attention to your presentation. They will then come up with constructive comments and suggestions to improve your data science project. Occasionally, we will turn the class into individual meetings and team meetings. The course is where you discuss specific questions regarding your data science project and data skill with me.

## **Textbooks:**

There is no textbook for this course. However, I will post some useful articles on Google Classroom. There is also a list of readings that will be in Google classroom

## **Suggested readings by topics will be available after knowing you guys:**

### **1. Data Science: business, computer, and statistics and mathematics**

Data Literacy, Fact, and Truth.

Talk to me.

Design Thinking:

OKRs:

Designing Your Life:

The Book of Why:

3 Dimensions of Data Science, Statistics, and Econometrics.

<https://clevertap.com/blog/data-science/>

<https://www.vox.com/the-highlight/2019/5/14/18520783/harvard-economics-chetty>

Data Science (MIT Press Essential Knowledge series)

Data for the People: How to Make Our Post-Privacy Economy Work for You

by Andreas Weigend

Everybody Lies: Big Data, New Data, and What the Internet Can Tell Us About Who We Really Are

by Seth Stephens-Davidowitz

<https://datarockie.com/free-data-science-books/>

Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy

<https://www.businessinsider.com/netflix-facebook-cambridge-analytica-documentary-trailer-great-hack-2019-7>

### **2. Data Sampling and Cleaning**

<https://towardsdatascience.com/sampling-techniques-a4e34111d808>

[http://siteresources.worldbank.org/INTPOVRES/Resources/477227-1142020443961/2311843-1142870725726/2337154-1328041661816/8405489-1342716080957/12-StataforSampling2012\(KristenHimelein\).pdf](http://siteresources.worldbank.org/INTPOVRES/Resources/477227-1142020443961/2311843-1142870725726/2337154-1328041661816/8405489-1342716080957/12-StataforSampling2012(KristenHimelein).pdf)

<https://www.tableau.com/learn/whitepapers/data-prep-best-practices>

### **3. Data Storage and Management**

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.661.538&rep=rep1&type=pdf>

<https://www.bmc.com/blogs/data-lake-vs-data-warehouse-vs-database-whats-the-difference/>

### **4. Exploratory Data Analysis: Describe or Explain**

- Tabulation
- Excel
- Pivot
- Power BI
- Stata®
- R
- Python
- Orange

Book of Why

Causal Inference in Statistics

Angrist, Joshua D., and Jörn-Steffen Pischke. Mastering 'Metrics: The Path from Cause to Effect.

Princeton: Princeton University Press, 2015.

## 5. Prediction

- Machine Learning basic form.  
<https://bruegel.org/2018/11/machine-learning-and-economics/>
  - Criteria for prediction
  - Is it about causation?  
[http://www.equality-of-opportunity.org/bigdatacourse\\_stanford/](http://www.equality-of-opportunity.org/bigdatacourse_stanford/)
- Mullainathan, Sendhil, and Jan Spiess. 2017. "Machine Learning: An Applied Econometric Approach." *Journal of Economic Perspectives* 31 (2): 87-106.
- Stock, James H. and Mark W. Watson. *Introduction to Econometrics*. 4th Edition. Boston: Pearson, 2018. Note: earlier editions and all international editions printed in English are acceptable.

## 6. Communication and Visualization

- Storytelling with data
- Show and Tell
- Draw to Win
- Dashboard White Paper from Tableau
- Ted Talk by Han Rosling
- Ted Talk by Simon Sinek

### Other teaching materials:

If there is any PowerPoint presentation, the file(s) will be on Google Classroom.

### Evaluation:

1. Group Review of Literature AKA book review	10%
2. Group Presentations on software and coding comparison on Gartner	10%
3. Group presentations of project and coding requirement	10%
4. Group work on data visualization or dashboard:	20%
5. Group work on Python or R replication	10%
6. Final data science project and Communication	40%

**Data Science Projects:** A vital element of the course will be five small data projects, and final data science project, which will give students hands-on experience in working with data. We recommend and will support using the statistical software program like Stata® and Excel® for these projects, but students are welcome to use other applications (e.g., Power BI, R, Python, Tableau, RapidMiner, Alteryx), provided that their code and workflow are clear. The group projects are designed to be more substantial than traditional problem sets and will include significant coding, reading, and writing elements that will give students a sense of how data scientists work.

**Collaboration Policy:** Discussion and the exchange of ideas and works are essential to data science work. You and your teams are encouraged to consult and discuss with your classmates on the data projects and to share resources and codes. However, you should ensure that any work you submit for evaluation is the result of your work and that it reflects your integrity. You should also understand and practice the standard citation practices, and please cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your work (e.g., feedback on drafts, help with code, or programming), you must also acknowledge and give credit to this assistance.

### Your final Data Science Project

The project should be between 20-25 pages long presentation, including graphs, tables, dashboards, and figures (excluding bibliography and appendices). The paper should be composed of 5 main parts: 1) introduction 2) literature review 3) theoretical framework and methodology, and 4) findings 5) conclusion. We will discuss each section in more detail in class.

**(This schedule is subject to change. Please see Google Classroom for changes to dates, etc.)**

Class	Topics
	Introduction - Review of Course and Data Science Resource. Identification of your project and install your tools. Conduct Group Meetings to identify your topics, relevant literature, and Data Science Tool.
	Introduction - Review of Course and Data Science Resource. Identification of your project and install your tools. Conduct Group Meetings to identify your topics, relevant literature, and Data Science Tool.
	<i>Book or Paper Review presentation</i>
	<i>Workshop on Excel or PowerBI</i>
	<i>Group presentation of Dashboard.</i>
	<i>Workshop on Tableau or Power BI</i>
	<i>Midterm Week and Review of Python or R</i>
<b>---- Midterm Exam: Submission of Data Science Project Interim Report</b>	
	<i>Workshop - R or Python</i>
	<i>Workshop - R or Python</i>
	<i>Workshop - R or Python</i>
	<i>Workshop - R or Python</i>
	<i>Machine Learning on Python</i>
	<i>Orange for Machine Learning</i>
	<i>Orange for Machine Learning</i>
	<i>Presentation of Machine Learning</i>



## **Course Outline**

### **EE405 NEW POLITICAL ECONOMY**

**Semester 2/2025**

**Number of Credit:** 3 credits

**Prerequisite:** EE311 and EE312

#### **Course Description:**

Political process as a platform used to formulate and implement economic policies will be extensively discussed. Issues cover political decision making, political institutions, Election, Electoral Rules, redistributive politics, comparative politics, dynamic politics, incentives and behaviors of various agents, i.e., voters, politicians, special interested groups in a political regime. Moreover, Institutional structure of political institutions and its implication on macroeconomic policies will be examined. All issues above have much things to do with institutional design of political structure and incentive mechanism facilitating formation and implementation of good economic policies.



## **Course Outline**

### **EE433 ASSET PRICING THEORY**

**Semester 2/2025**

**Number of Credit:** 3 credits

**Prerequisite:** EE311 and EE320 (or EE421)

#### **Course Description:**

Study concepts and frameworks of asset pricing theory in the intermediate level; the theory of choice under uncertainty; classical asset pricing theory in the discrete time such as the Capital Asset Pricing Model (CAPM), The Arbitrage Pricing Theory (APT), and The Consumption Capital Asset Pricing Model (C- CAPM); Empirical puzzles in asset pricing/returns and proposed resolutions in the literature.



## Course Outline

### EE449 Seminar in Public Economics

Semester 2/2025

**Number of Credit:** 3 credits

**Course Description:** The course will build upon previous work done in political economy, for students to produce a directed research paper on the topic.

**Prerequisites:** EE441 & EE442

### Course Objectives

1. To practice research-related skills including observation, thinking, defining the problem(s) and research question(s), analysis, reading, problem-solving by using relevant conceptual frameworks (from what students have learnt in 4xx and 40x courses), discussion, synthesis and formulation of the answer to the problem/research question, writing and presentation, and comments and critique.
2. To familiarise students to research methodologies in political economy and related fields.
3. To widening perspectives of students on relevant fields of economics through the process of research for possible frontier expansion in the future. Moreover, those skills accumulated throughout the processes could be easily improvised to apply to real-life works.

## **Class Etiquettes**

To prepare the students for the real-world working environment — presumably working as economists participating in research and conferences, the following etiquettes shall be strictly obeyed:

Time-keeping and Punctuality: students shall be punctual and must arrive within 10 minutes. Time-keeping is crucial for seminar; taking too long to complete certain tasks means lesser time for others. All presentation shall be no longer than 12 minutes sharp unless indicate otherwise.

Participation: academic advancement relies on contributive and constructive exchange of ideas; participation is essential. All students must participate promptly, either voluntarily or compulsorily. Class participation is compulsory; all students must be in all classes in order to be assessed. Absence of medical reasons is not acceptable unless bed-ridden accompanied by proper documents.

Nuisance: due to the nature of the course, nuisance shall be kept at minimum. Mobile phones and other communication devices shall not be used at all time if it is not for the matter relevant to the study; food and drink are prohibited; entrance to and exit from the room are discouraged except in life-threatening circumstances; conversations not related with the materials discussed are discouraged.

Failure to comply with these will result in the deduction of 10 points for everyone without any notification and, consequently, the grade will be continuously decreased.

## **Assessments**

Since this course is designed for students to integrate their knowledge in the field through research, there is no examination. Assessments are based on the students' ability to conduct research independently under supervision and guidance as well as necessary prerequisites students may need. Assignments would be given throughout the course. All assignments would be marked.

Each student is expected to deliver one independent term paper (the title/topic is subject to the permission from the lecturer; the length of not exceeding 30 A4 pages inclusive) and present it in front of the class (12 mins). Students are also required to submit written comments for friends' proposal and final paper. Other assignments are works that students need to deliver along the path to the finishing of the term paper.

## Grading Criteria

<b>Individual Term Paper</b>	<b>60</b>	<b>percent</b>
Writing	50	percent
Presentation	10	percent
<b>Group Discussion (assignments &amp; participation)</b>	<b>10</b>	<b>percent</b>
<b>Research Proposal</b>	<b>20</b>	<b>percent</b>
<b>Others (Research Outline, Preliminary Results)</b>	<b>10</b>	<b>percent</b>

## Plagiarism Policy

·No student will copy another person's work, partially, substantially, or fully, without giving proper reference and citation.

·Any writing found to be plagiarised is subject to severe penalties (at least failure of the course) without further notice.

·It is more important for the writing to reflect students' ability to analyse than for it to be grammatically flawless. A clear and well-organised writing will better express student's idea.

Failure to comply with this policy will result in no assessment of any kind.

## Organisation of the Classes

Because of the nature of the course, lectures are not essential. Lecturer is now a supervisor and a guide. Therefore, students' self-discipline and independence are utmost important. All deadlines are not negotiable. For the first half of the term (6 sessions), before the midterm examination, students would be trained to come up with individual independent topics. In the second half, students would be more engaged to their topics — despite being independent, their progress must be reported and shared on a regular basis.

**Please use USC research guide** "Organizing Your Social Sciences Research Paper" to gain most benefits. Use the link here: <https://libguides.usc.edu/writingguide>

## Suggested Readings.

### Democracy

- Becker, Gary S. 1983. "A Theory of Competition Among Pressure Groups for Political Influence." *The Quarterly Journal of Economics*. 98(3): 371-400.
- Besley, Timothy. 2006. *Principled Agents?: The Political Economy of Good*

Government. Oxford, UK: Oxford University Press.

- Besley, Timothy and Stephen Coate. 1997. "An Economic Model of Representative Democracy." *The Quarterly Journal of Economics*. 112 (1): 85-114.

- De Figueiredo Jr., Rui J. P. 2002. "Electoral Competition, Political Uncertainty, and Policy Insulation." *The American Political Science Review*. 96(2): 321–33.
- Osborne, Martin J., and Al Slivinski. 1996. "A Model of Political Competition with Citizen-Candidates." *The Quarterly Journal of Economics*. 111(February): 65–96.
- Boix, Carles. 2003. *Democracy and Redistribution*. New York: Cambridge University Press.
- Acemoglu, Daron, and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge, U.K.: Cambridge University Press.
- Acemoglu, Daron, and James A. Robinson. 2008. "Persistence of Power, Elites, and Institutions." *The American Economic Review*. 98(1): 267–93.
- Lipset, Seymour Martin. 1959. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review*. 53(1): 69–105.
- Lizzeri, Alessandro, and Nicola Persico. 2004. "Why Did the Elites Extend the Suffrage? Democracy and the Scope of Government with an Application to Britain's 'Age of Reform.'" *The Quarterly Journal of Economics* 119(May): 707–65.
- Pitidol Thorn (2014). *Communitarianism and the Expansion of Freedom, Book for V-Reform*. Thai Health Foundaion. (in Thai: ธร ปีติดล (๒๕๕๗) *แนวคิดเรื่องชุมชนนิยมกับการสร้างเสริมเสรีภาพ*. ชุดหนังสือสำรวจองค์ความรู้เพื่อการปฏิรูปประเทศไทย มูลนิธิสาธารณสุขแห่งชาติ)

## Inequality

- Austen-Smith, David, and Michael Wallerstein. 2006. "Redistribution and Affirmative Action." *Journal of Public Economics* 90(10-11): 1789–1823.
- Cameron, David R. 1978. "The Expansion of the Public Economy: A Comparative Analysis." *The American Political Science Review* 72(4): 1243–61.
- Chattopadhyay, Raghavendra, and Esther Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* 72(5): 1409–43.
- Goldin, Claudia. 2014. "A Great Gender Convergence: Its Last Chapter," *American Economic Review*, 104(4): 1091-1119.
- Austen-Smith, David, and Michael Wallerstein. 2006. "Redistribution and Affirmative Action." *Journal of Public Economics* 90(10-11): 1789–1823.
- Cameron, David R. 1978. "The Expansion of the Public Economy: A Comparative Analysis." *The American Political Science Review* 72(4): 1243–61.

- Debs, Alexandre and Gretchen Helmke. 2010. "Inequality under Democracy: Explaining the Left Decade in Latin America." *Quarterly Journal of Political Science*. 5(3): 209-241.
- Persson, Torsten, and Guido Tabellini. 1994. "Is Inequality Harmful for Growth?" *The American Economic Review*. 84(3): 600–621.
- Piketty, Thomas. 1995. "Social Mobility and Redistributive Politics." *The Quarterly Journal of Economics* 110(3): 551–84.
- Piketty, Thomas, and Emmanuel Saez. 2007. "How Progressive Is the U.S. Federal Tax System? A Historical and International Perspective." *Journal of Economic Perspectives* 21(1): 3–24.
- Pitidol, T. (2018). Changing Thailand's Future with Tax Reform. *Thammasat Review of Economic and Social Policy*, 4(1), 26–54. <https://doi.org/10.14456/tresp.2018.2>

## Welfare

- Fox Piven, Frances and Richard A. Cloward. 1971. *Regulating the Poor: The Functions of Public Welfare*. New York: Vintage Books.
- Moene, Karl Ove, and Michael Wallerstein. 2001. "Inequality, Social Insurance, Redistribution." *The American Political Science Review* 95(4): 859–74.
- Persson, Torsten, Roland, and Guido Tabellini. 2007. "Electoral Rules and Government Spending in Parliamentary Democracy." *Quarterly Journal of Political Science*. 2(2): 155-188.
- Rodrik, Dani. 1998. "Why Do More Open Economies Have Bigger Governments?" *Journal of Political Economy* 106(5): 997–1032.
- Scheve, Kenneth and David Stasavage. 2010. "The Conscripted of Wealth: Mass Warfare and the Demand for Progressive Taxation." *International Organization* 64(4): 529–61.
- Skocpol, Theda. 1992. *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States*. Cambridge, MA: Harvard University Press.
- Swenson, Peter A. 2002. *Capitalists Against Markets: The Making of Labor Markets and Welfare States in the United States and Sweden*. New York, N.Y.: Oxford University Press.
- Wallerstein, Michael. 1999. "Institutions and Pay Inequality in Advanced Industrial Societies." *American Journal of Political Science* 43(3): 649–80.
- Pitidol Thorn (2021). *The History of Thailand's Welfare System: A Comparative Study of Factors and Paths of Welfare State Development*. Faculty of Economics, Thammasat

University (in Thai: ธีร ปิติติล (๒๕๖๔) *ประวัติศาสตร์ระบบสวัสดิการในประเทศไทย: การศึกษาเปรียบเทียบปัจจัยและเส้นทางการพัฒนาการของระบบสวัสดิการไทยกับสากล* คณะเศรษฐศาสตร์ มหาวิทยาลัยธรรมศาสตร์)

## Corruption

- Bardhan, Pranab. 1997. "Corruption and Development: A Review of Issues." *Journal of Economic Literature*. 35(September): 1320–46.
- Dunning, Thad. 2008. *Crude Democracy*. Cambridge, UK: Cambridge University Press.
- Ferraz, Claudio, and Frederico Finan. 2008. "Exposing Corrupt Politicians: The Effects of Brazil's Publicly Released Audits on Electoral Outcomes." *The Quarterly Journal of Economics*. 123(2): 703–45.
- Rose-Ackerman, Susan. 1999. *Corruption and Government: Causes, Consequences, and Reform*. Cambridge, UK: Cambridge University Press.
- Shleifer, Andrei, and Robert W. Vishny. 1993. "Corruption." *The Quarterly Journal of Economics*. 108(3): 599–617.
- Campos Edgardo J., Donald Lien, and Sanjay Pradhan (1999). "The Impact of Corruption on Investment: Predictability Matters", *World Development*, Volume 27, Issue 6, June 1999, pp. 1059–1067
- Emerson, Patrick M. (2006). "Corruption, competition and democracy", *Journal of Development Economics*, Vol. 81, pp. 193 – 212.
- Gupta, Sanjeev, Luiz de Mello, and Raju Sharan (2000). "Corruption and Military Spending", *IMF Working Paper 00/23*, Washington DC: IMF
- Jain, A. K. (2001). "Corruption: A Review". *Journal of Economic Surveys*, 15: 71–121.
- Javorcik, Beata S. & Wei, Shang-Jin, (2009). "Corruption and cross-border investment in emerging markets: Firm-level evidence," *Journal of International Money and Finance*, Elsevier, vol. 28(4), pages 605-624
- Lambsdorff, J.G. (2007) .*The institutional economics of corruption and reform*, Cambridge: Cambridge University Press
- Mauro, Paolo (1998). "Corruption and the Composition of Government Expenditure", *Journal of Public Economics*, Vol. 69, pp. 263-279.
- Murphy, Kevin M., Andrei Shleifer, and Robert W. Vishny (1991). "The Allocation of Talent: Implications for Growth", *Quarterly Journal of Economics*, Volume 106:2, pp. 503-30
- Tanzi, Vito and Davoodi, Hamid R. (2000). "Corruption, Growth, and Public Finances". *IMF Working Paper*, Vol. , pp. 1-27, 2000

## **Institutions (and Economic History)**

- Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge, UK: Cambridge University Press.
- Olson, Mancur. 1965. *The Logic of Collective Action*. Cambridge, MA: Harvard University Press.
- North, Douglass C., and Barry R. Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England." *The Journal of Economic History*. 49(04): 803–32.
- Przeworski, Adam, Mike Alvarez, José A. Cheihub, and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well Being in the World, 1950-1990*. Cambridge, UK: Cambridge University Press.
- North, Douglass C., "Institutions," *The Journal of Economic Perspectives*, 5:1 (Winter 1991), pp. 97-112.
- North, Douglass C., "New Institutional Economics and Development." 1993 working paper (PDF file).
- North, Douglass C., "Economic Performance Through Time," *The American Economic Review*, 84 (June 1994), pp. 359-368.
- North, Douglass C., "Five Propositions about Institutional Change," in *Explaining Social Institutions*, Jack Knight and Itai Sened, eds., University of Michigan Press, 1995, pp. 15-26.
- North, Douglass C., "Understanding Economic Change," in *Transforming Post-Communist Political Economies*, Joan M. Nelson, Charles Tilly and Lee Walker, eds., Washington D. C.: National Academy Press, 1997, pp. 13-18.
- Allen, Douglas W., *The Institutional Revolution: Measurement and the Economic Emergence of the Modern World*, Chicago: University of Chicago Press, 2011.
- Acemoglu, Daron, Simon Johnson and James Robinson, "The Colonial Origins of Comparative Development: An Empirical Investigation," *American Economic Review* 91: 1369-1401, 2001.
- Rodrik, Dani, Arvind Subramanian, and Francesco Trebbi. "Institutions Rule: The Primacy of Institutions Over Geography and Integration in Economic Development," *Journal of Economic Growth* 9 (2): 131-165, 2004.
- Eggertsson, Thrainn. "No Experiments, Monumental Disasters: Why It Took a Thousand Years To Develop a Specialized Fishing Industry in Iceland," *Journal of Economic Behavior and Organization* 30:1, pp. 1-23 ,1996.

- Engerman, Stanley and Kenneth Sokoloff, "Factor Endowments, Institutions, and Differential Paths of Growth Among New World Economies: A View from Economic Historians of the United States," in *How Latin America Fell Behind: Essays on the Economic Histories of Brazil and Mexico, 1800-1914*, edited by Stephen Haber, Stanford University Press, pp. 260-304, 1997.
- Banerjee, Abhijit and Lakshmi Iyer, "History, Institutions and Economic Performance: The Legacy of Colonial Land Tenure Systems in India," *American Economic Review* 95 (4): 1190-1213, 2005.
- Nunn, Nathan, "The Long-Term Effects of Africa's Slave Trades," *Quarterly Journal of Economics* 123 (1): 139-176, 2008.

## Expected Learning Outcomes

### 1. Morality and Ethics **EE409 & EE449**

Applicability	Expected Learning Outcomes	Evaluation Method
●	6. Students demonstrate integrity.	Assignments and Class Participation
○	7. Students prioritize social and public benefits over personal ones.	
●	8. Students are punctual and comply with the code of conduct of the institution and society at large.	Assignments and Class Participation
●	9. Students are responsible and accountable to society, the nation, and the subject of economics.	Assignments and Class Participation
○	10. Students realize the cultural and environmental value of a sustainable society.	

### 2. Knowledge

Applicability	Expected Learning Outcomes	
●	6. Students know and understand modern economics principles and theories, and are up to date with new developments.	Research Proposal and Final Paper
●	7. Students know and understand Thai and global economic structure and the importance of major international economic events.	Research Proposal and Final Paper
●	8. Students know and understand the instruments of economic analysis.	Research Proposal and Final Paper
●	9. Students know and understand applied fields in economics, including monetary, public, international, business, natural resource, and	Research Proposal and Final Paper

	environmental, industrial, agricultural, cooperative, political, developmental, and entrepreneurial economics as well as agribusiness.	
○	10. Students are informed about related fields including sociology, business administration, education, law policy, and science.	

### 3. Intellectual Development

Applicability	Expected Learning Outcomes	
●	4. Students have developed individual critical thinking.	Research Proposal and Final Paper
●	5. Students are sufficiently trained in research skills.	Research Proposal and Final Paper
●	6. Students demonstrate an ability to analyze and synthesize data, as well as appropriately integrate economics concepts to understand the causes of current economic problems in Thailand. Based on analysis and synthesis, students demonstrate an ability to propose policy guidelines to resolve problems.	Research Proposal and Final Paper

### 4. Interpersonal Skills and Responsibilities

Applicability	Expected Learning Outcomes	
●	6. Students are responsible for assigned tasks and work in groups effectively.	Assignments and Class Participation
●	7. Students have problem-solving skills.	Assignments and Class Participation
●	8. Students show leadership skills and team spirit.	Assignments and Class Participation
●	9. Students are always improving themselves.	Assignments and Class Participation
●	10. Students have good interpersonal skills, adapt, and work under different conditions.	Assignments and Class Participation

### 5. Quantitative Analysis, communication, and information technology

Applicability	Expected Learning Outcomes	
●	4. Students select and apply appropriate statistical and mathematical methods for data processing, interpretation, conclusions, and recommendations to resolve problems.	Research Proposal and Final Paper

●	5. Students communicate effectively and select appropriate presentation methods.	Research Proposal and Final Paper Presentations
●	6. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	Research Proposal and Final Paper

Remark: ● Primary expected outcome ○ Secondary expected

### Tentative Class Schedule:

Week	Date	Agenda	Assignment
1		Introduction - Review of Course and Research Resources. Identification of Topics. Individual Meetings to identify research topics, relevant literature Selection of reading materials for future classes	Read the suggested readings and start thinking about your topic.
2			
3		Outlining the steps for research and group comment on past papers	Yes – Powerpoint presentation
4		Reviewing research question	Yes – Group Discussion
5		Literature review – individual consultation	Yes – Group Discussion
6		Research methods – individual consultation	Yes – Group Discussion
7		Workshop- How to write a good research paper	
8		Midterm Week, No Class.	
9		Presenting a proposal	Yes - Powerpoint presentation And a proposal paper
10		Consultation on progress	Yes – Group Discussion
11		Consultation on progress	Yes – Group Discussion
12		Consultation on progress	Yes – Group Discussion
13		Presenting preliminary results	Yes – Powerpoint Presentation
14		TBA (maybe Guest Lecturer/consultation)	
15		Final check	Yes – Group Discussion
16		Final Presentation	Submit your draft final
		Submit Your Final Paper	



## **Course Outline**

### **EE475 NATURAL RESOURCE ECONOMICS**

**Semester 2/2025**

**Number of Credit:** 3 credits

**Prerequisite:** EE311

#### **Course Description:**

Economic theories and tools used for natural resource allocation. Concepts of scarcity and economic rent of natural resources. Allocation of natural resource among current users as well as intertemporal allocation. Market failure due to deficiencies in the property rights system. Government policies and tools for natural resource management and their impacts.



## Course Outline

### EE479 SEMINAR IN NATURAL RESOURCES AND ENVIRONMENTAL ECONOMICS

Semester 2/2025

**Number of Credit:** 3 credits

**Prerequisite:** **Curriculum 2561:** *Having completed at least two 400-level (or the above level) courses in Natural Resource Economics, and Environmental Economics*

**Curriculum 2566:** *Having completed at least two courses from EE376 or EE475 or EE476 or EE477*

#### **Course Description:**

Economic theories and tools used for natural resource allocation. Concepts of scarcity and economic rent of natural resources. Allocation of natural resource among current users as well as intertemporal allocation. Market failure due to deficiencies in the property rights system. Government policies and tools for natural resource management and their impacts.