

**Course Outline**

**EE409 Seminar in Political Economics and Economic History**

Semester 2/2021-2 (January 10 – May 7, 2022)

**Number of credits:** 3 credits (3-0-6)  
**Lecture Time:** Monday, 9.00 – 12.00 hours  
**Lecture Venue:** Room: TBA , Faculty of Economics  
**Enrollment key #BE Moodle:** 0279 (<http://bemoodle.econ.tu.ac.th/>)

**1) Online Learning Management System: google classroom**

Invitation Link: <https://classroom.google.com/c/NDUwNzIwMjQyNzE5?cjc=kvflp2b>

Passcode: kvflp2b

**2) Online Meeting Platform: Zoom**

Meeting ID: 921 9153 8622

Passcode: 815312

**Instructor:** Asst. Prof. Dr. Thorn Pitidol  
Faculty of Economics, Thammasat University  
Email: thorn@econ.tu.ac.th; Office hours: by appointment  
Line Open Chat for Class:



**Prerequisites** Completion of at least two 400 level or higher courses in the Political Economics and Economic History field.

### **Course Description**

Seminar and research on specific topics in political economy and economic history under supervision and guidance of the lecturer.

### **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.

<b>Individual Term Paper</b>	<b>50</b>	<b>percent</b>
Writing	40	percent
Presentation	10	percent
<b>Group Discussion (assignments &amp; participation)</b>	<b>30</b>	<b>percent</b>
<b>Research Proposal</b>	<b>15</b>	<b>percent</b>
<b>Others (Research Outline, Preliminary Results)</b>	<b>5</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.
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- 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**

Applicability	Learning Goals
●	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	Learning Goals
●	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	Learning Goals
●	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	Learning Goals
●	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	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.

## Teaching Plan and Class Schedule

Week	Date	Agenda	Assignment
1	10-Jan-22	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	17-Jan-22		
3	24-Jan-22	Outlining the steps for research and group comment on past papers	Yes – Powerpoint presentation
4	31-Jan-22	Reviewing research question	Yes – Group Discussion
5	7-Feb-22	Literature review – individual consultation	Yes – Group Discussion
6	14-Feb-22	Research methods – individual consultation	Yes – Group Discussion
7	21-Feb-22	Workshop- How to write a good research paper	
8	28-Feb-22	Midterm Week, No Class.	
9	7-Mar-22	Presenting a proposal	Yes - Powerpoint presentation And a proposal paper
10	14-Mar-22	Consultation on progress	Yes – Group Discussion
11	21-Mar-22	Consultation on progress	Yes – Group Discussion
12	28-Mar-22	Presenting preliminary results	Yes – Powerpoint Presentation
13	4-Apr-22	Finalizing paper	
14	18-Apr-22	TBA (maybe Guest Lecturer/consultation)	
15	25-Apr-22	Final Presentation	Submit your draft final
	12-May-22	Submit Your Final Paper	

## ACADEMIC CALENDAR & HOLIDAY SEMESTER 2/2021

Semester 2/2021 (January 10 – May 7, 2022)	
Classes Begin	January 10, 2022
Add-drop period	January 17 - 20, 2022 <i>(from 9.00 AM of January 17 to 10.30 PM of January 20)</i>
Tuition Fee Payment Period	7 December, 2021 - January 23, 2022 <i>(9 AM - 10.30 PM)</i>
<i>Makha Bucha Day*</i>	<i>February 16, 2022</i>
Mid-term Examination Period	February 28 - March 5, 2022
Withdrawal period with "W" on record	March 14 - April 25, 2022 <i>(from 9.00 AM of March 14 to 10.30 PM of April 25)</i>
<i>Chakri Memorial Day*</i>	<i>April 6, 2022</i>
<i>Songkran Festival Day*</i>	<i>April 11 - 17, 2022</i>
<i>Coronation Day*</i>	<i>May 4, 2022</i>
Last day of class for Semester 2/2021	May 7, 2022
Final exam period	May 9 - 12, 17 - 25, 2022
<i>Royal Ploughing Ceremony Day*</i>	<i>May 13, 2022</i>
<i>Visakha Bucha Day*</i>	<i>May 15, 2022</i>
<i>Substitution for Visakha Bucha Day*</i>	<i>May 16, 2022</i>

Remark \* Holiday, No classes during this period