



Course Outline

EE365/EE364 Economics of Local Development (Sec.046401)

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

Lecture Time: Monday, 09.00-12.00 hours

Lecture Venue: Econ 202

Teaching Materials Platform: MS Team (Link: [General | 2025-2 EE364 \(046401\) | Microsoft Teams](#))

Instructor:

Name: Asst. Prof. Chol Bunnag

Office Hours: Monday and Thursday (13.00 – 17.00 hrs.)

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Number of Credit: 3 Credits (3-0-6)

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

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 such as incorporating with social entrepreneurs.

Course Objectives:

1. To enable students to recognize and understand global and domestic changes and experiences in local development, with a specific focus on rural development, and to effectively apply this knowledge.
2. To equip students with specialized economic analytical frameworks for local development, particularly in the contexts of rural and local economic development.

3. To enable students to apply these analytical frameworks to examine relevant economic phenomena by integrating interdisciplinary knowledge—specifically from political science, sociology, and development studies—to understand issues and provide systematic recommendations and solutions.
4. To provide students with a concrete understanding of local development in practice, covering the linkages between national and provincial policies; governance and development management models at central, regional, and local levels; the roles of various stakeholders; and emerging trends and contemporary case studies.
5. To provide students with opportunities to practice functional listening, speaking, reading, and writing skills, while effectively utilizing educational technology to enhance learning efficiency and communication.

Learning Management and Evaluation

CLO	Learning Management	Evaluation
CLO1: Remember and understand concepts, theories, and frameworks in economics in the context of local and agricultural development. (K1)	<ul style="list-style-type: none"> • Lecture • Problem-based Learning 	<ul style="list-style-type: none"> • Exams
CLO2: Apply relevant economic theories in the context of local and agricultural development and integrate with other social sciences disciplines (K2, K3)	<ul style="list-style-type: none"> • Problem-based Learning 	<ul style="list-style-type: none"> • Exams • Assigned PBL tasks.
CLO3: Point out relevant economic theories and analyze the scenario(s) provided effectively and provide practical suggestions for relevant economic and social issues (K2)	<ul style="list-style-type: none"> • Problem-based Learning 	<ul style="list-style-type: none"> • Exams • Assigned PBL tasks.
CLO4: Acquiring intellectual skill and ability to think systematically to identify research topics, perform research, process data, and evaluate findings. (S1)	<ul style="list-style-type: none"> • Problem-based Learning 	<ul style="list-style-type: none"> • Observation of PBL participation. • Assigned PBL tasks.
CLO5: Acquire analytical and communication skills and ability to interpret data from different sources, analyze and integrate knowledge to propose appropriate problem-solving guidelines for economic and social issues (S2).	<ul style="list-style-type: none"> • Problem-based Learning 	<ul style="list-style-type: none"> • Observation of PBL participation. • Assigned PBL tasks.
CLO6: Acknowledge moral values and exhibit ethical traits, including decency, selflessness, and integrity (E1)	<ul style="list-style-type: none"> • Problem-based Learning 	<ul style="list-style-type: none"> • Observation of PBL participation.
CLO7: Showing self-discipline, social responsibility, and good citizenship. (E2)	<ul style="list-style-type: none"> • Lecture • Problem-based Learning 	<ul style="list-style-type: none"> • Observation of PBL participation.
CLO8: Respect rights, opinions, values, and dignity of others. Obey organizational and societal rules and regulations. (E3)	<ul style="list-style-type: none"> • Problem-based Learning 	<ul style="list-style-type: none"> • Observation of PBL participation.
CLO9: Ability to effectively complete assigned tasks and responsibilities. (C1)	<ul style="list-style-type: none"> • Problem-based Learning 	<ul style="list-style-type: none"> • Assigned PBL tasks.
CLO10: Ability to initiate problem analysis independently and/or in teamwork. (C2)	<ul style="list-style-type: none"> • Problem-based Learning 	<ul style="list-style-type: none"> • Assigned PBL tasks.

CLO	Learning Management	Evaluation
CLO11: Acquire leadership and collaborative skills and respect different viewpoints. (C3)	<ul style="list-style-type: none"> Problem-based Learning 	<ul style="list-style-type: none"> Assigned PBL tasks. Observation of PBL participation.

Learning Assessment Plan

Methods of Learning Assessment	Assessment Week	Proportion of Assessment	Relevant CLOs
<ul style="list-style-type: none"> Midterm Exam Final Exam 	Feb 23 May 5	30% 40%	CLO1, CLO2
<ul style="list-style-type: none"> Assigned PBL tasks. 	Feb 2,16 Mar 9, 30 Apr 27	30% (5 PBLs, each for 6%)	CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8, CLO9, CLO10, CLO11

Recommended Texts & Materials

Eicher, Carl K. and Staatz, John M. (edited). (1998). *“International agricultural development, Third Edition”*. Baltimore (Md.) : Johns Hopkins university press, 1998. [ES]

Green Leigh, Nancey, and Edward J. Blakely (2017). *“Planning Local Economic Development: Theory and Practice, Sixth Edition”*. Thousand Oaks, CA: Sage. [GLB]

Scoones, Ian. 1998. “Sustainable Rural Livelihoods: A Framework for Analysis.” *IDS Working Paper 72*. <https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/3390>. [S]

Taylor, J. Edward, and Irma Adelman. 2003. “Agricultural Household Models: Genesis, Evolution, and Extensions.” *Review of Economics of the Household* 1 (1/2): 33–58. [TA]

Ostrom, E. (2002) Type of good and collective action, Workshop in Political Theory and Policy Analysis, Indiana University. [O1]

Ostrom, E. (2011) Background on the Institutional Analysis and Development Framework, *The Policy Studies Journal*, 39(1): 7-27 [O2]

Suggested Readings:

อรรถจักร สัตยานุรักษ์ (2559). ลืมตาอ้าปาก จาก “ชาวนา” สู่ “ผู้ประกอบการ”. กรุงเทพฯ: มติชน. 160 หน้า

Grading Criteria:

Grades	A	B+	B	C+	C	D+	D	F
Scores	> 90 (or no more than 15% of the class)	85	80	70	60	55	50	< 50

Tentative Class Schedule:

Date	Topics	Remarks
Jan 5	Basic concepts - Introduction - Development Concepts* - Dynamic of Rural Development*	
Jan 12		
Jan 19		

Date	Topics	Remarks
	<ul style="list-style-type: none"> - Interplay between rural and urban development* - Sustainable Livelihood Framework and Sustainable Development in Local Development* Introduction to Problem-Based Learning	
Jan 26	PBL 1: Agriculture	
Feb 2	<u>Key concepts & theories</u> <ul style="list-style-type: none"> - Agricultural Household Model - Agricultural Technology - Sustainable Agriculture 	
Feb 9	PBL 2: Financial Resource	
Feb 16	<u>Key concepts and theories</u> <ul style="list-style-type: none"> - Financial Market in Rural Areas - Micro Credit 	
Feb 23	Midterm	
Mar 2	PBL 3: Natural Resources	
Mar 9	<u>Key concepts & theories</u> <ul style="list-style-type: none"> - Collective Action* - Community-Based Natural Resource Management* - Land Economics 	
Mar 16	---Speaker---	Two sections combined
Mar 23	PBL 4: Human Capital	
Mar 30	<u>Key concepts & theories</u> <ul style="list-style-type: none"> - Inequality in Education - Inequality in Health 	
Apr 6	Chakri PBL 5: Environmental Justice – Week 1 (Online) <u>Key concepts & theories</u> <ul style="list-style-type: none"> - Climate Change and Climate Adaptation - Environmental Justice - Polluter Pay Principle - Payment for Ecosystem Service 	
Apr 20	---Speaker---	Two sections combined
Apr 27	PBL 5: Environmental Justice – Week 2 (Continued)	

*Tentatively shared topics between sections