



Course Outline

EE365 ECONOMICS OF LOCAL DEVELOPMENT

Semester 2/2024

Class Time and Logistic

Class day: Monday

Class time: 09.00 – 12.00 hrs.

Venue: Room 303 Faculty of Economics, Thammasat University

Teaching Materials Platform: [2024-2 EE365 \(046401\) | General | Microsoft Teams](#)

Instructor:

Name: Assistant Professor Chol Bunnag

Office Hours: 16.00 – 17.00 hrs on Wednesday and Thursday

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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.

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	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 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	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 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	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 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

Learning Approach:

This course adopts an Active Learning approach to teaching and learning, as follows:

- Lectures will be recorded as videos, allowing students to learn at their convenience.
- Class time will focus on answering questions to assess whether students have watched the videos and addressing in-depth questions about unclear content.
- Assessment will primarily be based on learning activities (60%) and to a lesser extent on examinations (40%).

As the instructor expects students to watch the videos on their own time, class sessions will be approximately 2 hours per session (10:00 AM – 12:00 PM). However, students are welcome to attend during the scheduled time, and the instructor will also be present during these hours to consult and discuss with students.

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.

The Course Policy on Generative AI :

The use of Generative AI in this course should be as a **co-pilot**, meaning it serves only as an assistant. Students must act as the **pilot** or the primary driver of the learning process and take full responsibility for producing outputs in group activities and related reports. To use Generative AI as a co-pilot, imagine it as another person assisting in the process, but not someone who “does the work” in a way that deprives students of the intended learning experience.

Prohibited Uses of Generative AI:

- Writing reports or assignments that contribute to graded assessments.
- Reading primary texts required for the course (e.g., **Atchaka Sattayanurak (2016). *Open Eyes, Open Mouth: From “Peasants” to “Entrepreneurs”*. Bangkok: Matichon. 160 pages**).
- Generating references or citations (as Generative AI often produces non-existent references).

Permitted Uses of Generative AI:

- **Brainstorming ideas:** Students are encouraged to gather ideas from multiple Generative AI sources and/or iterations to aid decision-making, using classroom knowledge as a tool to evaluate AI-generated suggestions.
- **Summarizing key information** from sources used in reports (students must double-check the accuracy of the summaries).
- **Checking for errors** and verifying the correctness of written content.
- **Creating visual aids** (please specify that the visuals were generated by AI).

Recommended Textbooks & 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 :

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

Grading Criteria :

-	In-class group assignments	30 %	
-	Group Project	20%	
-	Field trip reflection (required)	10 %	(Tentative date: 22-23 March 2025)
-	Midterm exam	20 %	(10 March 2025)
-	Final exam	20 %	(19 May 2025)

Tentative Class Schedule :

Week	Date	Topics
1	20 January 2025	1. Course Introduction
2	27 January 2025	2. Dynamics of Rural Development: Global Experiences [ES] • 1950–1960s: Economic Growth and Modernization Era • 1970s: Growth with Equity

Week	Date	Topics
		• 1980–1990s: Macroeconomic and Policy Reform, and Institutional Restructuring • 1990–2020s: Sustainable Development and the New Rural Development Paradigm
3	3 February 2025	In-class group assignment 1 (10%)
4	10 February 2025	3. Theories on agricultural and rural development • Sustainable Livelihood Framework [S] • Basic agricultural economics theories • Collective action, public goods and common-pool resource management [O1 & O2] • Agricultural Household Model [TA]
5	17 February 2025	
6	24 February 2025	
7	3 March 2025	In-class group assignment 2 (10%)
8	10 March 2025	Midterm Exam (09.00 – 10.30 hrs)
9	17 March 2025	Different approaches to regional development ○ Neo-classical approach ○ Keynesian approach ○ Marxist and radical political economy approaches ○ Stage, cycle, wave theories and the Transition theories ○ Evolutionary Approach ○ Innovation, knowledge, learning and creativity approach ○ New economic geography & Urban Economics ○ Competitive advantage and clusters ○ Sustainability and post-developmentalism Preparation for In-class group assignment 3
10	24 March 2025	Tentative Field Trip on 22 and 23 March 2025 Consultation session for the in-class group assignment 3 and Group Project
11	31 March 2025	In-class group assignment 3
12	7 April 2025	No class (Substitution for Chakri Memorial Day)
13	14 April 2025	Songkran Week
14	21 April 2025	Group project presentation 1

Week	Date	Topics
15	28 April 2025	Group project presentation 2
16	5 May 2025	No class (Substitution for Coronation Day)
17	12 May 2025	No class (Substitution for Visakha Bucha Day)
18	19 May 2025	Final Exam