



Course Outline

EE465 Sustainable Development

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

Lecture Time: Thursday, 09.00-12.00 hours

Lecture Venue: Econ 207

Teaching Materials Platform: MS Team (Link: [General | 2025-2 EE465 \(046401\) | 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: 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.

Course Objectives:

1. To enable students to understand, explain, and apply definitions and principles related to sustainable development in distinguishing between sustainable and unsustainable policies and practices.
2. To provide students with knowledge and understanding of key issues in sustainable development, as well as the details of the Sustainable Development Goals (SDGs) and relevant driving mechanisms.

3. To equip students with the ability to understand, explain, apply, and analyze sustainable development issues from the perspective of basic economic frameworks and concepts.
4. To understand the limitations of mainstream economics and explore alternative economic concepts and measures, including transitioning various economic sectors toward sustainability.
5. To develop students' academic skills, particularly in writing, presenting, analyzing, synthesizing, and systematic thinking.

Learning Management and Evaluation

CLO	Learning Management	Evaluation
CLO1: Remember and understand concepts, theories, and frameworks in economics in the context of sustainable development. (K1)	- Lecture - Problem-based Learning	Exams
CLO2: Apply relevant economic theories in the context of sustainable development and integrate with other social sciences disciplines (K2, K3)	Problem-based Learning	- 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)	Problem-based Learning	- 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)	Problem-based Learning	- 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).	Problem-based Learning	- Observation of PBL participation. - Assigned PBL tasks.
CLO6: Acknowledge moral values and exhibit ethical traits, including decency, selflessness, and integrity (E1)	Problem-based Learning	Observation of PBL participation.
CLO7: Showing self-discipline, social responsibility, and good citizenship. (E2)	- Lecture - Problem-based Learning	Observation of PBL participation.
CLO8: Respect rights, opinions, values, and dignity of others. Obey organizational and societal rules and regulations. (E3)	Problem-based Learning	Observation of PBL participation.
CLO9: Ability to effectively complete assigned tasks and responsibilities. (C1)	Problem-based Learning	Assigned PBL tasks.
CLO10: Ability to initiate problem analysis independently and/or in teamwork. (C2)	Problem-based Learning	Assigned PBL tasks.
CLO11: Acquire leadership and collaborative skills and respect different viewpoints. (C3)	Problem-based Learning	- Assigned PBL tasks. - Observation of PBL participation.

Learning Assessment Plan

Methods of Learning Assessment	Assessment Week	Proportion of Assessment	Relevant CLOs
- Midterm Exam - Final Exam	Feb 26 May 15	30% 40%	CLO1, CLO2
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

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:

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 8	Section 1: Key Concepts - Development, - Sustainable Development, - Millennium Development Goals, and - Sustainable Development Goals.	
Jan 15	Section 2: Economic theories and concepts in Sustainable Development - Human Development and Human Security - Planetary Boundaries - Poverty & Inequality - Food Systems, Education and Health - Resilient Cities - Externalities, Polluter Pay Principle (PPP) and Payment for Ecosystem Service (PES) - Economics of Waste and Recycling - Economics for the Efficient Use of Resources - Economics of Public Goods and the Commons	
Jan 22		
Jan 29		
Feb 5		
Feb 12		
Feb 19		
Feb 26	Midterm	
Mar 5	Section 3: Explore alternative economic approaches - Doughnut Economics, - Sufficiency Economy Philosophy - Gross National Happiness - Green Economy, Green and Inclusive Growth	
Mar 12		
Mar 19		
Mar 26	Section 4: Sustainable Development in Practice - ESG & the Triple Bottom Line - Sustainability-related Trade Regulations - Development Finance - Research in Sustainable Development	
Apr 2		
Apr 9		
Apr 23	Section 5: Sector-specific Sustainability Practice - Group Presentations.	
Apr 30		