



Course Outline

EE463 Globalization and International Development

Semester 1/2024

Lecture Time: Thursday, 09.00-12.00 hours

Lecture Venue: Conference Room, 5th fl.

Teaching Materials Platform: Google Classroom: [4i7n22o](#)

Instructor:

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Office Hours: Thursday, 13.30-14.30, Room: 453

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

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

Course Description:

Concept and development of globalization in the context of after the World War II. Formation of the New International Economic Order (NIEO). Global organizations. Multinational corporations. International cooperation. Political economy of dependency. Debates on contribution and impacts of globalization on the local economy. Contemporary transnational development issues. Roles of international development organizations e.g. the United Nations, World Bank, International Monetary Fund (IMF), etc., in bridging the global north and the global south or within the south countries through the official development assistance (ODA), development loan, or development projects. Analysis of patterns, factors of success and failures of past international development projects. Basic techniques for development project evaluation.

Course Objectives:

The primary objective is to stimulate students' utilization of economic theories in comprehending the behavioral patterns and decision-making procedures inherent to nations, both at domestic and international levels, alongside diverse interest groups and international organizations. Additionally, the intent is to furnish students with a foundational understanding of the impacts stemming from interactions among nations, interest groups, and international organizations, using basic statistical and econometric tools for analytical assessment.

Course Requirements (3-0-6):

Three hours of weekly lectures conducted in the classroom comprise *only a part of the 'knowledge'*. A portion of the class duration is designated for *collaborative discussions among students*, guided by the principle that achieving a comprehensive apprehension of knowledge is a result of *active involvement in systematic reading, contemplation, and articulation*.

In addition to the classroom attendance, students are *expected to devote a minimum of six hours per week for independent study*. This entails engaging in academic activities detailed below, reading academic papers, staying updated with global and economic developments through diverse media outlets, and participating in public seminars—frequently held either on campus or accessible via the internet. Such endeavors underscore students' responsibility for self-guided learning.

Grading Criteria:

Midterm Exam (<i>Thursday, October 3, 2024 09.00-11.00 hrs.</i>)	30 %
Final exam (<i>Friday, December 6, 2024 09.00-12.00 hrs.</i>)	40 %
Academic activities	20 %
Participation and classroom activities	10 %
Total	100 %

Academic Activities (20%):

Students are *encouraged to submit all assignments*. *Late submissions* will receive a maximum score of no more than 70% of the full score, and the maximum score will decrease according to the period of late submission at a rate of 10% per day. If the instructor identifies *plagiarism* from external sources without proper referencing or if the work is copied from classmates or other verified sources, the score for that particular activity will be assigned a score of zero, unequivocally. A guideline for using generative AI will be discussed in detail in the first session.

Activity 1: What's in the News (10%, Solo work)

Write a short essay discussing news related to globalization and international development. More details will be provided in the first lecture.

Activity 2: Round Table (10%, Solo work)

Read an academic paper related to globalization and international development and then discuss it in the classroom. More details will be provided in the first lecture.

Materials:

CORE Econ, The Economy, <https://www.core-econ.org/project/core-the-economy/>
[CORE]

Todaro, M., & Smith, S. C. (2012). Economic Development, 11th edition.
[TS]

Tentative Class Schedule and Suggested Readings:

<i>Topic and suggested papers</i>	<i>Date</i>
<u>1. Introduction to international development: The coalition of economic theories, econometric, and empirical data</u> - TS Part I: Chp3-4	15 Aug
<u>2. Colonization, globalization, and, basically, how we got here</u> - CORE, UNIT 18: THE NATION AND THE WORLD ECONOMY - Acemoglu, D., Johnson, S., & Robinson, J. A. (2001). The colonial origins of comparative development: An empirical investigation. <i>American economic review</i> , 91(5), 1369-1401. - Reinhart, C. M., & Trebesch, C. (2016). The international monetary fund: 70 years of reinvention. <i>Journal of Economic Perspectives</i> , 30(1), 3-28. - Alvaredo, F., Chancel, L., Piketty, T., Saez, E., & Zucman, G. (2017). Global inequality dynamics: New findings from WID. world. <i>American Economic Review</i> , 107(5), 404-409. - Rodrik, D. (2021). Why does globalization fuel populism? Economics, culture, and the rise of right-wing populism. <i>Annual Review of Economics</i> , 13, 133-170.	22 Aug
<u>3. Foreign aid</u> - TS Part III Chp.14 - Aidt, T. S., Albornoz, F., & Hauk, E. (2021). Foreign influence and domestic policy. <i>Journal of Economic Literature</i> , 59(2), 426-487. - Kuziemko, I., & Werker, E. (2006). How much is a seat on the Security Council worth? Foreign aid and bribery at the United Nations. <i>Journal of political economy</i> , 114(5), 905-930. - Crost, B., Felter, J., & Johnston, P. (2014). Aid under fire: Development projects and civil conflict. <i>American Economic Review</i> , 104(6), 1833-1856.	29 Aug
<u>4. International trade and FDI</u> - TS Part III Chp.12 - CORE, UNIT 18: THE NATION AND THE WORLD ECONOMY - Milner, H. V. (1999). The political economy of international trade. <i>Annual review of political science</i> , 2(1), 91-114. - Berger, D., Easterly, W., Nunn, N., & Satyanath, S. (2013). Commercial imperialism? Political influence and trade during the Cold War. <i>American Economic Review</i> , 103(2), 863-896. - Banerjee, Abhijit V. and Esther Duflo. 2019. Good Economics for Hard Times. "The Pains from Trade".	5 Sep
<u>5. Immigration</u> - CORE, UNIT 18: THE NATION AND THE WORLD ECONOMY - Card, D. (1990). The impact of the Mariel boatlift on the Miami labor market. <i>Industrial and Labor Relations Review</i> , 43(2), 245-257. - Baker, S. R. (2015). Effects of immigrant legalization on crime. <i>American Economic Review</i> , 105(5), 210-213. - Djourelova, M. (2023). Persuasion through Slanted Language: Evidence from the Media Coverage of Immigration. <i>American Economic Review</i> , 113(3), 800-835.	12 Sep
<u>6. Resource curse</u> - Colgan, J. D. (2010). Oil and revolutionary governments: Fuel for international conflict. <i>International organization</i> , 64(4), 661-694. - Dube, O., & Vargas, J. F. (2013). Commodity price shocks and civil conflict: Evidence from Colombia. <i>Review of Economic studies</i> , 80(4), 1384-1421. - Berman, N., Couttenier, M., Rohner, D., & Thoenig, M. (2017). This mine is mine! How minerals fuel conflicts in Africa. <i>American Economic Review</i> , 107(6), 1564-1610.	19 Sep
<u>Activity 1: What's in the News</u>	26 Sep

Topic and suggested papers	Date
Midterm exam, 3 Oct	
<u>7. Conflict and wars</u> Ray, D., & Esteban, J. (2017). Conflict and development. <i>Annual Review of Economics</i> , 9(1), 263-293. Besley, T., & Persson, T. (2011). The logic of political violence. <i>The quarterly journal of economics</i> , 126(3), 1411-1445. - Movie: All Quiet on the Western Front (2022) - Movie: Hotel Rwanda (2004)	10 Oct
<u>8. Climate change</u> - CORE Unit 20: ECONOMICS OF THE ENVIRONMENT - Nordhaus, W. (2019). Climate change: The ultimate challenge for economics. <i>American Economic Review</i> , 109(6), 1991-2014. - Tol, R. S. J. (2009). The economic effects of climate change. <i>Journal of economic perspectives</i> , 23(2), 29-51.	17 Oct
<u>9. Sovereign debt crises</u> - TS Part III Chp.13 and 15 - CORE: UNIT 14: UNEMPLOYMENT AND FISCAL POLICY - Lane, P. R. (2012). The European sovereign debt crisis. <i>Journal of economic perspectives</i> , 26(3), 49-68. - Acemoglu, D., Johnson, S., Robinson, J., & Thaicharoen, Y. (2003). Institutional causes, macroeconomic symptoms: volatility, crises and growth. <i>Journal of monetary economics</i> , 50(1), 49-123.	24 Oct
<u>10. The pandemic</u> - Antràs, P., Redding, S. J., & Rossi-Hansberg, E. (2023). Globalization and pandemics. <i>American Economic Review</i> , 113(4), 939-981. - Blundell, R., Costa Dias, M., Cribb, J., Joyce, R., Waters, T., Wernham, T., & Xu, X. (2022). Inequality and the COVID-19 Crisis in the United Kingdom. <i>Annual Review of Economics</i> , 14, 607-636.	31 Oct
<u>11. China</u> - Cheng, H., Jia, R., Li, D., & Li, H. (2019). The rise of robots in China. <i>Journal of Economic Perspectives</i> , 33(2), 71-88. - Dreher, A., Fuchs, A., Hodler, R., Parks, B. C., Raschky, P. A., & Tierney, M. J. (2019). African leaders and the geography of China's foreign assistance. <i>Journal of Development Economics</i> , 140, 44-71. - Fajgelbaum, P. D., & Khandelwal, A. K. (2022). The economic impacts of the US–China trade war. <i>Annual Review of Economics</i> , 14, 205-228. - Bai, Y., Jia, R., & Yang, J. (2023). Web of power: How elite networks shaped war and politics in China. <i>The Quarterly Journal of Economics</i> , 138(2), 1067-1108.	7 Nov
<u>12. AI</u> Acemoglu, D., & Restrepo, P. (2020). The wrong kind of AI? Artificial intelligence and the future of labour demand. <i>Cambridge Journal of Regions, Economy and Society</i> , 13(1), 25-35. Acemoglu, D., Autor, D., Hazell, J., & Restrepo, P. (2022). Artificial intelligence and jobs: Evidence from online vacancies. <i>Journal of Labor Economics</i> , 40(S1), S293-S340. - Movie: Ex Machina (2014)	14 Nov
Activity 2: Round Table	21 Nov
Class Summary	28 Nov
Final exam, 6 Dec	

Expected Learning Outcomes

1. Morality and Ethics EE463

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students demonstrate integrity.	Details in two academic activities and homework
●	2. Students prioritize social and public benefits over personal ones.	All group assignments
●	3. Students are punctual and comply with the code of conduct of the institution and society at large.	Details in two academic activities and homework
●	4. Students are responsible and accountable to society, the nation, and the subject of economics.	All evaluation items
○	5. Students realize the cultural and environmental value of a sustainable society.	Topic 7

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.	Discussions in the class, two exams and all assignments
●	2. Students know and understand Thai and global economic structure and the importance of major international economic events.	Discussions in the class, two exams and all assignments
○	3. Students know and understand the instruments of economic analysis.	Discussion in Topic 1 and all suggested papers
●	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.	Discussion in the class, two exams and all assignments
○	5. Students are informed about related fields including sociology, business administration, education, law policy, and science.	Topics 1, 6, and 7

3. Intellectual Development

Applicability	Expected Learning Outcomes	Evaluation Method
●	1. Students have developed individual critical thinking.	Two academic activities
●	2. Students are sufficiently trained in research skills.	Two academic activities and homework
●	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	Two academic activities and homework

	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	Evaluation Method
●	1. Students are responsible for assigned tasks and work in groups effectively.	Two academic activities and homework
●	2. Students have problem-solving skills.	Two exams, two academic activities and homework
○	3. Students show leadership skills and team spirit.	Two academic activities and homework
●	4. Students are always improving themselves.	Academic Activity 2
○	5. Students have good interpersonal skills, adapt, and work under different conditions.	Discussions in the class, two academic activities and homework

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.	Topic 1 and Academic Activity 2
○	2. Students communicate effectively and select appropriate presentation methods.	Discussions in the class and Academic Activity 2
○	3. Students use information and communication technologies appropriately to gather data as well as process, interpret, and present results.	Discussions in the class and all assignments

Remark: ● Primary expected outcome ○ Secondary expected