



## Course Outline

EE365/364 Economics of Local Development (Sec.046402)

Semester 2/2025

### Class Time and Logistic

**Class day:** Monday

**Class time:** 9:00 – 12:00

**Room:** 206

**Teaching Materials Platform:** MS Team 2025-2 EE364 (046402)

**Instructor:** Assistant Professor Dr. Chayanee Chawanote

**Office Hours:** Monday 13.00 – 15.00 or by appointment

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**Number of Credit:** 3 credits (3-0-6)

**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.

## Recommended Textbooks & Materials :

In this course, we use both textbooks and papers as our reading materials.

### Main readings :

Todaro, Michael P., and Smith, Stephen C. (2012). Economic Development, 11<sup>th</sup> Edition. [Chapter 1, 3, 10, 11]

Otsuka, K., and Fan, S., eds. (2021) Agricultural development: New perspectives in a changing world. Washington, DC: International Food Policy Research Institute. <https://www.ifpri.org/publication/agricultural-development-new-perspectives-changing-world>  
[Chapter 1, 9, 11, 15, 19]

### Suggested Readings :

- Theory of Change

Stein, D. & Valters, C. (2012) Understanding Theory of Change in International Development, JSRP – LSE.

Marjan van Es (Hivos), Irene Guijt & Isabel Vogel. (2015). Theory of Change Thinking in Practice. Hivos ToC Guidelines

Brest, P. (2010) The Power of Theories of Change. Stanford Social Innovation Review.

Harries, E., Hodgson, L., & Nobel, J. (2014) Creating Your Theory of Change. NPC's practical guide

- Rural developments: agriculture & community aspects

DFID. (1999) Sustainable livelihoods guidance sheets.

Timmer, P. (2009) A world without agriculture: the structural transformation in historical perspective. The AEI Press, Washington, D.C.

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

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

Roetter, et al. (2007) Science for Agriculture and Rural Development in Low-income Countries. Springer, The Netherlands.

Leigh N.G., & Blakely, E.J., (2013). Planning Local Economic Development: Theory and Practice. 5<sup>th</sup> edition. SAGE publications. [Chapter 7, 13, 14]

\*\* The reading list will be updated during the semester. Students should check on MS Team before the class each week. If there is additional reading, it will also be posted on MS Team. Students are responsible to review the topic ahead of the class for more effective learning.

\*\* There will be my lecture notes updated before class. Use my lecture notes as a class reference, and read required class materials.

### 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.
- Generating references or citations (as Generative AI often produces non-existent references).

#### Permitted Uses of Generative AI:

- **Brainstorming ideas:** Students are allowed 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.)
- **Creating visual aids** (please specify that the visuals were generated by AI).

### Grading Criteria:

- Participations & assignments	10 %
- Case studies (group)	10 %
- Midterm exam	20 %
- Term project (group)	30 %
- Final exam	30 %

### Expected Learning Outcomes :

CLOs	PLOs	Class activities	Assessments
<b>CLO1:</b> 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.	K1, K2, K3, K4	- Lectures - Case studies - Class discussions	- Written exam (50%) - Participations & Assignments (10%) - Case studies (10%)
<b>CLO2:</b> Improving writing skills in summarizing	K1, K2, K3 S2	- Assignments & class discussions	- Written exam (50%)

comprehensive topics and explaining issues in economics of local development, including policy implementation suggestions	E1, E2, E3	- Term project development	- Participations & Assignments (10%) - Term project report (20%) - No copy-paste from your friends & AI in assignments & project - Provide correct references
<b>CLO3:</b> Analyzing and using the data to support evidence and tell stories from the data, as well as writing & presenting project planning and project assessment	K1 S1, S2 E1, E2, E3		- Written exam (50%) - Participations & Assignments (10%) - Term project (30%)
<b>CLO4:</b> Presenting and communicating ideas or innovations with framework background on economics of local development with a well story telling	K1, K2, K3, K4 S1, S2, S3	- Learn from case studies and then develop own project ideas/innovations	- Case studies (10%) - Term project presentation (10%)
<b>CLO5:</b> Evaluate the ethical considerations of economic decisions and policy designs, as well as academic integrity and professional codes of conduct	K3 S1 E1, E2, E3	- Case studies on development programs	- Case studies (10%) - Term project (30%) - Participations & Assignments (10%) - No copy-paste from your friends & AI in assignments & project - Provide correct references
<b>CLO6:</b> Enjoy lifelong learning, demonstrate creativity, accept different opinions, be able to plan research systematically, and show self-improvement	K4 C1, C2, C4	- Guest speaker from field experience - Develop term project	- Participations & Assignments (10%) - Case studies (10%) - Term project (30%)

Tentative Class Schedule :

Date	Topics
Jan 5 & Jan 12	<b>Class introduction</b> <b>1. Development concepts</b> - What do we mean by development? - Classic theories of economic development - Dynamic of economic development
Jan 12 & Jan 19 (*online class on Jan 19)	<b>2. Rural development</b> - Agricultural transformation & modernization - Interplay between rural and urban areas - Transformation of rural economy in Thailand
Jan 26 & Feb 2	<b>3. Economic &amp; social theories regarding community development</b> - Economic models of development & environmental issues: tragedy of commons, prisoner's dilemma, public good - Collective action - Sustainable livelihoods framework: 5 capitals in rural livelihoods (human, social, natural, physical, and financial capitals) & livelihood interactions - Interplay between farm & non-farm activities
Feb 2 (& Feb 16)	<b>4. Development programs &amp; policies</b> - Development planning - Theory of change (TOC) - Project appraisal & social cost-benefit analysis - Basic impact evaluation & assessment
Feb 9	- Behavioral aspects in development programs - Case study of development programs - Watch clip "Ricult Thailand" and lesson learned
Feb 16	- Group activity for a case study (together in class) - Plan for group project
<b>Feb 23</b>	<b>Midterm Exam : 9.00 – 11.00</b>
Mar 2	<b>5. Roles of actors and collaborations in local development</b> - Roles of market, state, and civil society - Roles of institutions - Roles of NGOs & social entrepreneurs - Capacities & limitations of local communities
Mar 9	<b>Case study presentations</b>
Mar 16	Guest speaker #1 & class activity <b>: Factors related to local development from the field</b>
Mar 23	<b>Project progress presentation</b>

Mar 30	<b>6. Social entrepreneur for local development</b> - Social business model
Apr 6 (Chakri) - Online class	<b>7. Sustainable development in local development</b> - Concepts & indicators - SDG Transformation - New rural development paradigm (NRDP) - Challenges under disruptive world
Apr 13-18	Songkran week – no class
Apr 20	Guest speaker #2 & class activity
Apr 27	<b>Final project presentation</b>

**Important dates:**

Add-drop period:	January 5 – 18, 2026
Midterm exam:	February 23, 2026: 9.00 – 11.00
Withdrawal “W”:	January 19 – March 15, 2026
Final exam:	May 5, 2026: 09.00 – 12.00
Final report submission:	May 20, 2026: 23.30