International Development: Critical Perspectives on Theory and Practice
Entrepreneurship and Alternative Economies Track

COURSE DESIGNATOR MSID 4001
NUMBER OF CREDITS 4 credits
LANGUAGE OF INSTRUCTION English
CONTACT HOURS 60 hours total (20 Common Topics, 20 Track)

COURSE DESCRIPTION
The entrepreneurship and alternative economies track is a part of the MSID 4001 course. In Thailand, grassroots economic development has been being implemented by the government and non-governmental organizations because household economic security is one of the most important development strategies. The practices of such micro economies are done within social, cultural, economic, and political contexts. In Thailand, grassroots economic institutions can be seen in the form of savings groups, community enterprises, community funds, and community currency systems. These economic institutions are formulated and practiced in relation to wider economic development and their challenges. Case studies are used to explore micro-economic development and challenges.

INSTRUCTOR
Mr. Adisorn Sunthararuk

COURSE OBJECTIVES
The specific objectives of the course are to enable students to:
• Understand the nature and characteristics of microcredit and micro-business in Thailand.
• Analyze the relationship between alternative economies and social development.
• Analyze the policy and action challenges of alternative economies.

METHODOLOGY
This course is conducted through weekly class lectures, class discussions, and field excursions. The guest lecturers (development practitioners) will be invited to share experiences with students. At the end of the course, students will submit a term paper and participate for final examination.

COURSE PREREQUISITES
None.

READING MATERIALS

Coleman, Brett E. (2006) “Microfinance in Northeast Thailand: Who benefits and how much?”, in, World Development, Vol.34(9), pp. 1612-1638 “People’s Bank will need to offer more than money. (microcredit must be supported by education, training)” (Brief Article) Bangkok
Post, April 17, 2001, p. BKPO16185424.


GRADING

GRADING CRITERIA FOR GRADING AND GRADING STANDARDS

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<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>C+</td>
<td>80-82</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>73-76</td>
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<tr>
<td>D+</td>
<td>70-72</td>
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<td>D</td>
<td>67-69</td>
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<tr>
<td>F</td>
<td>60-66</td>
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<tr>
<td>F</td>
<td>0-59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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Summary of how grades are weighted:

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<th>Category</th>
<th>Weight</th>
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<tr>
<td>Class attendance and participation</td>
<td>5%</td>
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<tr>
<td>Focus papers (3)</td>
<td>15%</td>
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<tr>
<td>Final paper draft</td>
<td>5%</td>
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<tr>
<td>Final paper</td>
<td>5%</td>
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<tr>
<td>Overall grade</td>
<td>55%</td>
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45% of the grade will be determined by assessments done in the Common Topics section of this course.
Assessment Descriptions:
Class attendance and participation: Students actively participate in class by doing the readings before class, asking questions, contributing to discussions and participating in small group projects and presentations. Moreover, in order to measure frequency of participation, number and quality of completed assignments such as reading summary, field trip report will be used.

Focus papers (3):
Focus paper for Entrepreneurship and Alternative Economies Track is prepared to assist students on writing what they will learn from reading granted articles, filed trips. The paper will be written concerning with community enterprise, micro-finance, and social enterprise. Furthermore, frequency, quality and quantity of submitted assignments will be utilized as significant indicators to afford score in this track.

Final paper draft:
After Entrepreneurship and Alternative Economies Track classroom have been completed, they will learn existent situations of development in Thailand through internship. Therefore, to support their learning, each students have to create a case studies from experiences that they will discover from field study. Students must submit outline of their case studies on the week 10 th. If they have correctly completed discussion with instructor, they will submit draft of their writing paper to instructor before the last week. Hence, they will have the other one week to correct writing their final papers. Score will be given to students after submitted the draft paper 5%.

Final paper:
The case studies in the paper should be based on internship/research experiences. This assignment is prepared to encourages students for learning how to analyze phenomenas that they will meet from the internship experience. To complete their case studies, students must show their analysis correctly by using development theories and concepts to analyze case studies. In order to operate score, 10% will be given after students submitted draft paper, then 30% will be given completely after they have done the paper and submitted at the end of semester.

CLASS SCHEDULE

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<th>WEEK 1</th>
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<td>Common Topics</td>
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<th>WEEK 2</th>
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<td>Common Topics</td>
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<th>WEEK 3</th>
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<td>Common Topics</td>
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<th>WEEK 4</th>
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| • Track-course introduction.  
• Principle of community economics.  
• An overview of economics and micro business in Thailand.
• Cultural diversity and economic development of northern Thailand.
• Term paper assignment discussion on sacred power, merit, and social justice: a case study of hill tribe group in Chiang Mai.  |        |

| WEEK 5     |          |
• People-sector financial institutions:
  - Principle, form, obstacle, structure, mechanism, and direction for empowerment.
  - Institutional economic sectors for rural farmer development in Thailand.
• Thailand policies for alternative enterprise and economic development.
  - Cases study of debt management group: Gud Chum Group, Yasothon Province and Baan Tha Kwang, Salaphi District, Chiang Mai Province.
• Pro-poor and Thai rural economic system

Reading:
Tiranutti, V. “Pro-Poor Tourism:How Fair Trade Tours Can Contribute to Poverty Alleviationin the GMS Countries” ITD Monitor 9
Oversea Development Institute. (2008)“Pro-poor growth and development Linking economic growth and poverty reduction” Briefing Paper 33

WEEK 6

• Gender issues in micro-credit and micro-enterprise development.
• Buddhism economic and Dhammic Socialism
• The historical background, philosophy and methods of the sufficiency economy.
• The sufficiency economy as a political discourse and alternative development.

WEEK 7
• Marginalization, poverty and street entrepreneur of Thailand
• Small and Medium Scale Enterprises (SMEs)
• One Tambon One Product (OTOP)
• Social Enterprise (SE) and its' roles of Thailand development
• alternative economy and its' environmental and social impacts analysis

Reading:

Hewison, Kevin. (1999) "Localism in Thailand: a study of globalisation and its discontent" Centre for the Study of Globalisation and Regionalisation (CSGR), University of Warwick, CoventryCV4 7AL, United-Kingdom.

WEEK 8

• Discussion: contribution of micro-credit and micro business to development in Thailand.
• Discussion: topic of interest and outline of term paper.
• Field study: integrated community development and conservation, a case study of elephant conservation and tourism in Chiang Mai.
• Schematic design for field study

Reading:


WEEK 9

• Spring break.

WEEK 10 -15

• Internship or research.

WEEK 16

• Wrap up
• Submit final paper (December 10th)

ATTENDANCE POLICY
Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT
The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.