



# Development Studies1

Changes may occur.

## Introduction

Oslo and Akerhus University College of Applied Sciences (HIOA) offers a one semester full-time course (30 ECTS credits) in development studies in Hoi An on the east coast of Vietnam. The course, *Studying Development*, starts each semester in August and January respectively. The course is a joint venture between HIOA and Kulturstudier (Culture Studies), an independent Oslo-based organisation that offers international academic courses in the fields of culture and human development at study centres in Vietnam, India, Ghana, Argentina and Nicaragua. HIOA offers interdisciplinary courses in development issues and North-South relations, leading to a Bachelor's degree of 180 ECTS credits in Development Studies. Studying Development is equivalent to the first half year of this Bachelor study.

*Studying Development* is taught through an interdisciplinary social science/humanistic approach incorporating elements of history, geography, social anthropology, political science, economics and sociology. The course activities (lectures, seminars, assignments, examination) as well as the literature are all in English. The first part of the course is web-based. After this, the students leave for Hoi An, Vietnam, to attend the regular course based on classroom teaching. During the 10 weeks in Vietnam there are normally lectures, seminars and group work on all weekdays. Weekends are free.

## Target groups

*Studying Development* directs itself to:

- Students who wish to include development studies as a part of a bachelor's degree
- Professionals (teachers, nurses, journalists, engineers etc.) and others who seek further education in international and multicultural issues.

## Admission requirement

Applicants must qualify for university admission in Norway.

## Objectives

The overall objective for the course *Studying Development* is to give students an interdisciplinary understanding of global development with a focus on North-South relations and the South East Asian region. This holistic approach should provide a base for problem-based discussions, critical analysis and reflection.

The students should acquire knowledge of:

- Concepts of poverty and development.
- Globalisation, global history and global economy.
- Governance, people's participation and human rights.
- Culture, gender and religious issues.
- Knowledge, development and social change.

- Population, migration and rural-urban dimensions of poverty.
- Local action and international co-operation for poverty reduction.

## **Contents**

### **Introducing development studies**

This first part provides a set of readings that explore basic development concepts and introduce some of the theories and approaches within development. Students discuss three concepts in an introductory paper: development, poverty, and sustainable development, and consider how development is understood from a variety of perspectives. ***This part of the course is entirely web-based.***

### **Research design and field methodology**

Students will be given an introduction to research methodology. Covered by three lectures, qualitative and quantitative research methods, research design and evaluation of primary data will be presented. Field ethics will also be emphasized.

### **History, politics and economic development, globalisation and democracy**

The course covers development initiatives that take place at global, national and local levels, current trends in development and development theories, and draws on political and economic theories. Processes of globalization will be discussed, such as global patterns of resource distribution and their effect on both poverty levels and the environment in various parts of the world, questioning how power relations are reflected in these patterns. This will include discussion of the global economy, international trade, debt, and international institutions like the World Trade Organization (WTO), International Monetary Fund (IMF) and the World Bank. Policies and practices of national governments, and actions at a community level by NGOs and local organizations, will be considered in terms of their impact on poverty and environmental concerns, including attention to human rights and the control people have over their own lives.

### **Population, environment and livelihood**

The overall topic of this part of the course is material living conditions in developing countries, especially among the poor. Central issues are questions of environmental sustainability, food security and famine, health problems and health care, migration and demography. It includes consideration of the many ways in which poor people try to make a living.

### **Culture, gender and knowledge**

This part directs itself to the level of people's lives and the conditions for change. We study the impact of culture on development and the social context of people's interactions. The main concepts are identity, ethnicity, nationalism, religion and the influence of gender on social life and work relations. We also include the role of learning and knowledge for people to improve their life situation.

### **Regional focus: South East Asia / Vietnam**

Here we look at South East Asia in general, and Vietnam in particular, in order to exemplify the development topics and debates outlined in the previous parts of the course. You will be introduced to the position of South East Asia in the global system. The varied contemporary social, economic and political structures found in the region will be outlined and their cultural and historical origins explored. An examination of the nature and relative success of various South East Asian developments will also be presented.

## **Organisation and requirements**

As part of the course, students complete one compulsory assignment, one group examination and one home examination. The Study Guide of the course will give details about deadlines defined by HIOA.

# Assessment

## Course Work Requirements

The following course work requirement must be met before the examination may be sat:

- **Introductory assignment.** This is a paper of approx. 1800 words (+/- 10%)/ approx. 4-5 pages, where students are asked to discuss the concepts of development, poverty and sustainable development. At this stage, all communication between student and teachers is based on e-mail. The paper is to be submitted through e-mail before students go to Vietnam. It will be assessed within the following week and are evaluated as Passed/Not Passed.

Course work requirements must be met within fixed deadlines. Course work requirements must be met also by students with valid absence from classes documented by medical certificate. Students, who, due to illness or other valid and documented reasons, do not meet the course work requirements within the fixed deadlines, may be given a new deadline. A new deadline for meeting the course work requirements is in each individual case given by the teacher of the course in question.

Course work requirements are evaluated Accepted/Not Accepted. Students who meet the course work requirements within the fixed deadline, but get the evaluation Not Accepted, are entitled to maximum two new attempts to fulfil the course work requirements. A new deadline for meeting the course work requirements is in each individual case given by the teacher of the course in question.

## Examinations

### Group examination and individual home examination

At the beginning of their stay in Vietnam, the students form groups of 3-5 persons. The purposes of these groups are to work on current topics from the lectures and literature, and to complete the group examination. There will be a seminar on how to write papers, in which the seminar teacher will suggest topics of relevance. The seminar teacher is instrumental in forming the groups and supervising them during the writing process.

- **The group examination** is linked to the topics of the course as a whole. This is a paper on a topic of each group's own choosing, of approx. 10800 words (+/- 10%)/ approx. 25-30 pages, which the students write in groups during their stay in Vietnam. Here, they shall combine perspectives from the literature and lectures, preferably link up with empirical cases from the region of South East Asia, while drawing on literature that the group finds relevant. The paper shall be submitted within the given deadline. The group examination is given a mark (A-F) counting 40% of the final result. The group examination is marked by one internal and one external examiner.
- **Individual home examination**, i.e. an essay of approx. 4400 words (+/- 10%)/ approx. 10-12 pages, where students shall prove their analytical skills and understanding in the discussion of a given topic. The individual home examination is given a mark (A-F) counting 60% of the final result. The individual home examination is marked by one internal and one external examiner.

## Final Assessment

The students' academic performance is assessed on the basis of the group examination and the individual home examination (see above).

The student will be awarded a composite grade where the group examination counts 40% and the

individual home examination counts 60% of the final mark.

Grades are given according to a scale ranging from A (outstanding) to F (not approved).

The group paper and the individual home examination are assessed by one internal and one external examiner.

### Grading Scale

Grading scale will be according to the ECTS-grading scale, with A-E as pass grades and F as fail grade.

### Criteria for the different grades

Symbol	Name	General, qualitative description of grade
A	Outstanding	An outstanding performance. The assignment paper/performance documents outstanding subject knowledge and an outstanding degree of independence and ability in relating subject knowledge to the educational goals of the course
B	Very good	A very good performance, well above the average. The assignment paper/performance documents very good subject knowledge and a high degree of independence and ability in relating subject knowledge to the educational goals of the course
C	Good	An average performance. The assignment paper/performance documents a fair level of subject knowledge and some degree independence and ability in relating subject knowledge to the educational goals of the course.
D	Fairly good	A performance below average. The assignment paper/performance documents a level of subject knowledge with some deficiency, and shows a lesser degree of independence and ability in relating subject knowledge to the educational goals of the course
E	Adequate	A performance satisfying the minimum requirements. The assignment paper/performance documents low degree of subject knowledge, and shows a low level of independence and ability in relating subject knowledge to the educational goals of the course
F	Not approved	The assignment paper/performance does not satisfy minimum requirements

### New or postponed examination

Students who fail their group examination, or who pass but wish to improve their grade, may submit a revised version of their group paper or write an individual paper, 4.400 words +/- 10%, on a topic related to the curriculum. The deadline for such papers coincides with the deadline for general evaluation the following term. Likewise, those who either fail their individual home examination or wish to improve their grade may submit a new paper in connection with the ordinary examinations the following term. This also applies for students with valid absence.

Regulations for new or postponed examinations are available in *Regulations relating to studies and examinations at Oslo University College*. Students must register for a new or postponed examination. More detailed information about new or postponed examinations is available on the web site [www.hio.no](http://www.hio.no).

### Reading list

The reading list comprises approximately 1700 pages (compulsory), of which approximately 500 pages are related to Southeast Asia and Vietnam. In addition the students must read 300 pages of their own choice (must be approved by the teacher).

Titles in the list marked with \* are from books that the students must buy. (All other titles will be available in a compendium.) Any change in the reading list must be done within the beginning of the

course and must be approved by the Head of the Department of International Studies and Interpreting.

## **PART 1: Introducing Development Studies - Self-study**

**159 pages**

\*Hopper, P. (2018) 'Introduction: Understanding Development', in *Understanding Development*, Cambridge: Polity Press 12p.

\*Hopper, P. (2018) 'Theorizing Development', Chapter 1 in *Understanding Development*, Cambridge: Polity Press 23 p.

\*Hopper, P. (2018) 'Approaching Development', Chapter 2 in *Understanding Development*, Cambridge: Polity Press. 20 p.

\*Hopper P. (2018). 'Sustainable Development', Chapter 9 in *Understanding Development*, Cambridge: Polity Press. 24 p.

Bradford, M. (2010) "Writing essays, reports, and dissertations", in Clifford, French, and Valentine (2010) *Key Methods in Geography* London: Sage, 497-513. 16p.

Oxfam (2017) *Even it up: How to tackle inequality in Vietnam*, Summary + chapter 1 and 2. Oxfam Briefing Paper. Hanoi: Labor and Social Publishing House. 20 p.

Perkins, Dwight H. (2013): 'Introduction', in *East Asian Development: Foundations and Strategies*. Cambridge: Harvard University Press 13 p

\*Rigg, Jonathan (2016) The shadows of success: a cautionary tale of Southeast Asian development, Chapter 1 in *Challenging Southeast Asian Development*, London: Routledge. 22p

UNDP (2013) *Human Development Report 2013 Overview: The Rise of the South: Human Progress in a Diverse World*, New York: United Nations Development Programme. (UNDP) 9p.

## **Part 2: Macro and Micro Perspectives on Development**

**934 pages**

Adams, W.M. (2009) "Green Development: reformism or radicalism?", in Adams, W.M., *Green Development: Environment and Sustainability in a Developing World*, London and New York: Routledge, 18p

Banik, D. and Hansen, A. (2016) "The Frontiers of Poverty Reduction in Emerging Asia", *Forum for Development Studies*, Vol. 43, no. 1, pp 47-68. 22p.

Beeson, M. and Hung Hung Pham (2012) "Developmentalism with Vietnamese Characteristics: The Persistence of State-led Development in East Asia", *Journal of Contemporary Asia*, vol. 42, no. 4, pp. 539-559. 21p.

Bradford, M. (2010) "Writing essays, reports, and dissertations", in Clifford, French, and Valentine (2010) *Key Methods in Geography* London: Sage, 497-513. 16p.

Briggs (2014) 2.9 "Indigenous knowledge and development" in Desai, V. and Potter, R. (2014) *The companion to development studies*, 3<sup>rd</sup> Edition, London and New York: Routledge 4p.

Chang, Ha-Joon (2008) "The Lexus and the olive tree revisited: myths and facts about

globalization”, *Bad Samaritans: the guilty secrets of rich nations & the threat to global prosperity*, London: Random House Business Books, 20p. **optional**

Desai, V and Potter, R (2014): *The Companion to Development Studies*, part 4, ‘Rural development’, chapter 4 (Rural development), 4.1 (E. Heinmann – Rural poverty), 4.2 (A. Zoomers – Rural livelihoods, 4.3 (R. Tiffin – Food security), 4.4 (S. Devereux – Famine), 4.5 (M. Qaim – GM crops and development, 4.9 (J. Pretty – The sustainable intensification of agriculture) 48 p.

Dicken, P. (2015). “Introduction: Questioning ‘globalization’ and “Global shift: changing Geographies of the Global Economy”, *Global Shift: Mapping the Changing Contours of the World Economy*, London: Sage, 45p.

Elliott (2014) 1.6 “Development and social welfare/human rights” in Desai, V. and Potter, R. (2014) *The companion to development studies*, 3<sup>rd</sup> Edition, London and New York: Routledge. 5p.

Giang, Whitford and Dredge (2016) “Knowledge dynamics in the tourism-social entrepreneurship nexus: case study of Mai Hich, Vietnam:”, in Sheldon, P. and Daniele, R. (eds) (2016) *Tourism and social entrepreneurship*. Springer: Cham Switzerland, 17p.

Gilbert, A. (2014) 3.2 “The new international division of labour” in Desai, V. and Potter, R. (2014) *The companion to development studies*, 3<sup>rd</sup> Edition, London and New York: Routledge. 10p.

Hansen, A. (2015): “The Best of Both Worlds? The Power and Pitfalls of Vietnam’s Development Model”, in Hansen, A & Wethal U., *Emerging economies and challenges to sustainability: theories, strategies, local realities*, Routledge. 14p.

Hansen, A. (2016). “Sustainable Urbanisation in Vietnam: Can Hanoi Bring Back the Bicycle?” *Tvergastein*, No. 7. 8p. **Optional**

Hansen, A. (2018): “A room full of elephants? Population, consumption and sustainability”, Oslo SDG Blog, December 2018

Hansen, A. & Wethal, U. (2015): “Emerging Economies and Challenges to Sustainability”, in Hansen, A. & Wethal, U. *Emerging Economies and Challenges to Sustainability: Theories, Strategies, Local Realities*, Routledge. 16p

Hardy, A. (2003) “Go and build a new village! Practice and Policy of Migration, 1954-89” Chapter 9: Policy, in *Migrants and the State in the Highlands of Vietnam*. NIAS Press. 235-260. 25p. **Optional**

Haynes, J. (2008) Chapter 5 Politics of Development, in *Development Studies*, Cambridge: Polity. 24p.

Haynes, J. (2008) Chapter 8 “Human rights and gender”, in *Development Studies*, Cambridge: Polity. first half of chapter 13p.

Hopper,P. (2018) “Conclusion” in *Understanding Development*, Cambridge: Polity Press. 13p.

Hopper,P. (2018) “Migration, Displacement and Humanitarianism”, Chapter 11 in *Understanding Development*, Cambridge: Polity Press. 16p.

Hopper,P. (2018) “Participation and representation in development”, Chapter 7 in *Understanding Development*, Cambridge: Polity Press. 23p.

Hopper,P. (2018) “Gender and development”, Chapter 4 in *Understanding Development*,



Cambridge: Polity Press. 25p.

\*Hopper, P. (2018). 'Theorizing Development', Chapter 1 in *Understanding Development*, Cambridge: Polity Press. 23 p.

\*Hopper, P. (2018). 'Financing Development: Foreign Aid and Debt', *Understanding Development*, Cambridge: Polity Press. 35 p.

\*Hopper, P. (2018). 'Sustainable Development', Chapter 9 in *Understanding Development*, Cambridge: Polity Press. 24 p.

Hopper, P. (2018). "The UN Sustainable Development Goals", Chap 13 in *Understanding Development*. Cambridge: Polity Press. 18p

Hy V. Luong (2003). "Postwar Vietnamese Society: An Overview of Transformational Dynamics", in Hy V. Luong (Ed.) *Postwar Vietnam: Dynamics of a Transforming Society*. Singapore: ISEAS. 26p.

Hy V. Luong (2016). "Social Relations, Regional Variation, and Economic Inequality in Contemporary Vietnam: A View from Two Vietnamese Rural Communities", in P. Taylor (Ed.) *Connected & Disconnected in Viet Nam: Remaking Social Relations in a Post-socialist Nation*. Acton: ANU Press. 32p.

IGES, ICLEI (2013): Technical Report: Trends in Climate Change Adaptation in Southeast Asia. Hayama, Japan: IGES. Access online: <http://www.asiapacificadapt.net/sites/default/files/resource/attach/apan-iclei-tech-report-trends-in-cca-southeast-asia.pdf> **optional**

Kerkvliet, B.J.T. (2006) "Agricultural land in Vietnam: Markets tempered by family, community and socialist practices", *Journal of Agrarian Change*, Vol. 6, no. 3, pp. 285-305. **Optional**

Kleine (2014) 3.7 "Corporate social responsibility and development" in Desai, V. and Potter, R. (2014) *The companion to development studies*, 3<sup>rd</sup> Edition, London and New York: Routledge 5p.

Le Mare, A. (2008) "The impact of Fair Trade on social and economic development: a review of the literature", *Geography Compass* 2, 21p.

Leach & Sitaram (2002) Microfinance and women's empowerment: a lesson from India, *Development in Practice*, 12(5), pp575-588, 13p

London, Jonathan D. (2014). "Politics in Contemporary Vietnam", in J.D. London (Ed.) *Politics in Contemporary Vietnam: Party, State and Authority Relations*. Houndmills: Palgrave/MacMillan. 20p.

Mayoux, L. (2006) "Quantitative, qualitative or participatory? Which method, for what and when?", Chapter 13 in Desai, V. and Potter, R. (2006) *Doing Development Research*. London: Sage, 115-129. 14p.

Masina, P. (2015) "Miracles or uneven development? Asia in the contemporary world economy", in Hansen, A & Wethal U., *Emerging economies and challenges to sustainability: theories, strategies, local realities*, Routledge. 12p.

Mawdsley, Emma (2017) "Development geography 1: Cooperation, competition and convergence between 'North' and 'South'", *Progress in Human Geography*, vol. 41(1) 108–117. 10 p **Optional**

McNeill, D. & Wilhite, H. (2015): "Making sense of sustainable development in a changing world", in Hansen, A. & Wethal, U. *Emerging Economies and Challenges to Sustainability: Theories, Strategies, Local Realities*, Routledge. 16p.

Momsen, J. (2010) Chapter 9 "How far have we come?", in *Gender and Development*, London and New York: Routledge. 24p.

Nederveen Pieterse, J. (2010) Chapter 8 "Equity and growth revisited: from human development to social development", in Nederveen Pieterse, J. (2010) *Development Theory*, 2<sup>nd</sup> edition, London: Sage, 15p. **optional**

Nguyen Nhu Phat (2016) The role of civil society in developing a socialist-oriented market economy, *Vietnam Social Sciences*, pp 20 -27. 8p.

Nguyen Van Chinh (2013) "Recent Chinese migration to Vietnam", *Asian and Pacific Migration Journal*, 22 (1), 7 – 30. 24p. **Optional.**

Norlund, I. (2007) "Civil Society in Vietnam: Social organisations and approaches to new concepts", *ASIEN 105*, pp 68-90. 22p **optional**

Northover (2014) 1.7 "Development as Freedom", in Desai, V. and Potter, R. (2014) *The Companion to development studies*, 3<sup>rd</sup> Edition, London and New York: Routledge. 5p.

O'Leary, Z. (2017): Chapter 1: "Taking the leap into the research world", in O'Leary, Z. (2017): *The essential guide to doing your research project*. London: Sage.

Parpart (2014) 7.5 "Rethinking gender and empowerment", in Desai, V. and Potter, R. (2014) *The companion to development studies*, 3<sup>rd</sup> Edition, London and New York:Routledge. 4p

Quynh Anh Le (2016) "The impact of globalization on the reform of higher education in Vietnam", *International Journal of Business and Economic Affairs*, 1(1) 29-35. 7p.

Rigg, J. (2007) Chapter 4 "Making a living in the Global South: livelihood transitions", in Rigg, J. (2007) *An everyday geography of the Global South*, London and New York: Routledge. 22p

\*Rigg, J. (2016): Chapter 6: "The poverty of sustainable development in Southeast Asia: economic growth, the environment and people's lives", in *Challenging Southeast Asian Development*, London and New York: Routledge. 31p.

Rydstrom, H. (2010) "Compromised Ideals: Family life and the Recognition of Women in Vietnam", in Rydstrom, H. (ed.) *Gendered Inequalities in Asia: Configuring, Contesting and Recognizing Women and Men*. Copenhagen: NIAS Press, 170-190. 20p.

Salemink, O (2011). "A view from the mountains: A critical history of Lowlander - Highlander relations in Vietnam", in T. Sikor, N. Phuong Tuyen, J. Sowerwine & J. Romm (Eds.), *Upland Transformations: Opening Boundaries in Vietnam* Singapore: NUS Press. 27-50. 23p.

Scott, S., Miller, F. and Lloyd, K. (2006) Doing Fieldwork in Development Geography: Research culture and research spaces in Vietnam, *Geographical Research*, 44 (1).12p.

Seto, Karen C, Sanchez-Rodriguez, Roberto and Fragkias, Michail (2010): "The New Geography of Contemporary Urbanization and the Environment", *The Annual Review of Environment and Resources*, Vol. 35, pp 167-194. 32 p.

Telfer, D. (2009) "Development studies and tourism", in Jamat, T. and Robinson, M. (eds) 2009, *The SAGE handbook of Tourism Studies*, London: Sage. 17p.

Thirlwall (2014) 1.5 “Development and economic growth”, in Desai, V. and Potter, R. (2014) *The companion to development studies*, 3<sup>rd</sup> Edition, London and New York: Routledge. 3p.

Todaro, M and S. Smith (2015). “Divergent development: Pakistan and Bangladesh” in *Economic Development*. 12<sup>th</sup> edition London: Pearson. 3p.

Todaro, M and S. Smith (2015). “Taiwan: A development success story” in *Economic Development*. London: Pearson. 4p

Tran, Ngoc Angie (2012) "Vietnamese Textile and Garment Industry in the Global Supply Chain: State Strategies and Workers' Responses", *Institutions and Economies*, vol. 4, No. 3, pp. 123-150. (28p.) **optional**

Turner, S. (2013). “Dilemmas and Detours: Fieldwork with Ethnic Minorities in Upland Southwest China, Vietnam, and Laos”, in Turner, S. (2013). *Red Stamps and Gold Stars Fieldwork Dilemmas in Upland Socialist Asia*, Toronto: UBC Press. 21 p. **Optional**

UN (2015) *The 2030 Agenda for sustainable development*, United Nations: New York. 41p. 1-14, 34-36, 16p.

UNESCO 1990 World Declaration on Education for All  
[http://www.unesco.org/education/pdf/JOMTIE\\_E.PDF](http://www.unesco.org/education/pdf/JOMTIE_E.PDF) **optional**

Westengen, O.T. and Banik, D. (2016): ”The State of Food Security: From Availability, Access and Rights to Food Systems Approaches”, *Forum for Development Studies*, Vol. 43, no. 1, pp 113-134. 32p. **Optional**

White, S.C. (2010) “Analysing wellbeing: a framework for development practice”, *Development in Practice*, 20 (2), 158 – 172, 16p

Williams, M. (2014) “Rethinking the Developmental State in the Twenty-first Century” in Williams, M. (ed.) *The End of the Developmental State?* London: Routledge 30p. **optional**

Willis, K. (2006) “Interviewing”, Chapter 15 in Desai, V. and Potter, R. (2006) *Doing Development Research*, London: Sage, 144-152. 8p.

Willis, K. (2011) Chapter 5 “Social and Cultural dimensions of development”, in *Theories and Practices of Development*, London: Routledge. 35p

World Bank (2011) *Education, past, present and future global challenges*, World Bank: New York. 35p.

World Health Organization (2015) *Country Cooperation Strategy Vietnam*. 2p.  
[http://apps.who.int/iris/bitstream/10665/180224/1/ccsbrief\\_vnm\\_en.pdf?ua=1](http://apps.who.int/iris/bitstream/10665/180224/1/ccsbrief_vnm_en.pdf?ua=1)

### **Part 3: Regional Focus: South East Asia/Vietnam** **275 pages**

Bunnell, Tim, Jamie Gillen & Elaine Lynn-Ee Ho (2018) ‘The Prospect of Elsewhere: Engaging the Future through Aspirations in Asia’, *Annals of the American Association of Geographers*, 108:1, 35-51, DOI:

10.1080/24694452.2017.1336424. (17 pages)

Byczek, Christian (2014). 'Cultural traditions, sustainable livelihoods and community-based ecotourism: Alternative development paths for tourism in Southeast Asia. In Linda Brennan et al (eds.), *Growing Sustainable Communities: Research and Professional Practice, A Development Guide for Southeast Asia*. Pp. 229-240 (11 pages).

Cook, Alistair B. (2015). 'Human Insecurity and displacement along Myanmar's borders. In Jiyoung Song and Alistair Cook (eds.), *Irregular Migration and Human Security in East Asia*. Routledge: London, pp. 68-83 (15 pages).

DFID (2004). What is pro-poor growth and why do we need to know? Pro-Poor Growth Briefing Note 1, London, Department for International Development. (4 pages)

Gibson, Katherine, Lisa Law and Ann Hill (2017). 'Community economies in Southeast Asia: a hidden economic geography'. In Andrew McGregor, Lisa Law and Fiona Millar (eds.). Routledge Handbook of Southeast Asian Development. Routledge: London (Chapter 11) (11 pages)

Hewison, K. and A. L. Kalleberg (2013) "Precarious Work and Flexibilization in South and Southeast Asia", *American Behavioral Scientist* 57(4): 395-402. 7 pages

Hoang, L. A. and B. S. A. Yeoh (2012) "Sustaining Families across Transnational Spaces: Vietnamese Migrant Parents and their Left-Behind Children", *Asian Studies Review* 36(3): 307-325. 18 pages

McKay, D. (2005). "Reading remittance landscapes: Female migration and agricultural transition in the Philippines." *Geografisk Tidsskrift-Danish Journal of Geography* 105(1): 89-99.

ODI (2008). Pro-poor growth and development: linking economic growth and poverty reduction. ODI Briefing Notes no. 33. London, Overseas Development Institute.

O'Keefe, Phil, Wisner, Ben and Westgate, Ken (1976). "Taking the naturalness out of natural disasters." *Nature* 260(5552): 566-567.

Oven, Katie and Jonathan Rigg (2014) "The politics behind 'natural disasters', *Straits Times*, 10th November, A20

Phommavong, Saithong and E. Sørensen (2014). 'Ethnic tourism in Lao PDR: gendered divisions of labour in community-based tourism for poverty reduction', *Current Issues in Tourism* 17 (4): 350-362. (12 pages)

Porst, Luise and Patrick Sakdapolrak (2018) "Advancing adaptation or producing precarity? The role of rural-urban migration and translocal embeddedness in navigating household resilience in Thailand", *Geoforum* 97: 35-45.

Rigg, Jonathan (2012) 'State and market perfections and imperfections', in: *Unplanned development: tracking change in South East Asia*, London: Zed Books, pp. 46-80 (Chapter 3). (35 pages)

Rigg, Jonathan (2014) "Precarious jobs, precarious living in South East Asia", *Straits Times*, 12th June, A29

Rigg, Jonathan (2014). The four faces of poverty in the Southeast Asian region. *Straits Times*, 13th March 2014, Singapore, P. A29

- Rigg, J. (2018). "Rethinking Asian Poverty in a Time of Asian Prosperity." *Asia Pacific Viewpoint* 59(2): 159-172. (13 pages)
- Rigg, Jonathan, Nguyen Tuan Anh and Huong Thi Thu Luong (2014) 'The texture of livelihoods: migration and making a living in Hanoi', *The Journal of Development Studies* 50(3): 368-382.
- Rigg, Jonathan and Oven, Katie (2015) "Building liberal resilience? A critical review from developing rural Asia". *Global Environmental Change*, 32(5): 175-186
- Rigg, J., A. Salamanca and E. C. Thompson (2016). "The puzzle of East and Southeast Asia's persistent smallholder." *Journal of Rural Studies* 43: 118-133. (15 pages)
- Rigg, Jonathan, Monchai Phongsiri, Buapun Promphaking, Albert Salamanca and Mattara Sripun (2019) "Who will tend the farm? Interrogating the ageing Asian farmer", *Journal of Peasant Studies*.  
<https://doi.org/10.1080/03066150.2019.1572605>.
- Rudnyckij, D. and Schwittay, A. (2014), 'Afterlives of Development'. *PoLAR*, 37: 3-9.  
doi:10.1111/plar.12047. (7 pages)
- Turner, Sarah (2017). 'Ethnic Minorities, Indigenous Groups and Development Tensions'. In Andrew McGregor, Lisa Law and Fiona Millar (eds.). *Routledge Handbook of Southeast Asian Development*. Routledge: London (Chapter 18) (14 pages)
- Yea, Sallie (2010). 'Exit, rehabilitation and returning to prostitution: experiences of domestic trafficking victims in the Philippines'. In Leslie Holmes (ed.), *Trafficking and Human Rights: European and Asia-Pacific Perspectives*. Edward Elgar: Cheltenham, UK, pp. 153-174 (21 pages).
- Yea, Sallie (2015). 'Rethinking Remittances through Emotions: Filipina Migrant Labourers in Singapore and Transnational Families Undone'. In Lan An Hoang and Brenda Yeoh (eds.), *Transnational Labour Migration, Remittances and the Changing Family in Asia*. Palgrave MacMillan: London (32 pages).