

# Development Studies 1

Spring 2020

## STUDY GUIDE

(30 ECTS credits)

Updated 10.03.2020  
Changes may occur

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## Course overview - Dates and Deadlines

<b>Self-study</b> 09 Dec – 27 Jan	<b>Self study</b> , only email contact with Seminar Leaders. Students expected to read approx.150 pages of literature and write a short paper of 1800 words (+/- 10%), which equates to 4-5 pages. <b>Hand-in of short paper – must achieve an ‘approved’ grade</b> E-mail to <a href="mailto:vietnam@kulturstudier.org">vietnam@kulturstudier.org</a> by 27 January.
<b>Week 1</b> 03 Feb – 07 Feb	<b>Introducing Vietnam.</b> Lecturer: Dr. Nguyen Van Chinh  The first week in Vietnam will include trips in and around Hoi An.
<b>Week 2</b> 10 Feb – 14 Feb	<b>Approaches, Agents and Arenas of Development</b> Lecturers : Dr. Ann Le Mare Seminar
<b>Week 3</b> 17 Feb – 21 Feb	<b>Approaches, Agents and Arenas of Development</b> Lecturers: Dr. Ann Le Mare Seminar
<b>Week 4</b> 24 Feb – 28 Feb	<b>Development theories and strategies in a changing world</b> Lecturer: Binh Nguyen Seminar Organising groups for group paper
<b>Week 5</b> 02 Mar – 06 Mar	<b>Sustainable development</b> Lecturer: Maren Aase Seminar Organising groups for group paper
<b>Week 6</b> 09 Mar – 13 Mar	<b>Study Week</b> <b>Researching development (Methodology)</b> Lecturers: Binh Nguyen Seminar, work on group topics
<b>Week 7</b> 16 Mar – 20 Mar	<b>Development in Southeast Asia</b> Lecturer: Jessica Nicole Clendenning Seminar
<b>Week 8</b> 23 Mar – 27 Mar	<b>Development in Southeast Asia</b> Lecturer: Jessica Nicole Clendenning  <b>Writing group paper</b> Groups must write a paper of 10800 words (+/- 10%), which equates to 25-30 pages. The paper will be on a defined topic, drawing on data from a small fieldwork, literature from the lectures and 300 pages of individual/group choice literature
<b>Week 9</b> 30 Mar – 03 Apr	<b>Writing group paper</b>
<b>Week 10</b> 06 Apr – 10 Apr	<b>Writing and submitting group paper</b> <b>8 April – Students submit their group paper</b> <b>10 April – End of programme in Vietnam</b>
<b>Home exam</b> 08 Apr – 29 Apr	<b>Individual home exam</b>
	<b>The exam results will be published in StudentWeb no later than 15 working days after the submission deadline. To challenge the grades a written request must be given no later than 3 weeks after the results have been published.</b>



# 1. Introduction

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This Study Guide is a supplement to the Course Description. It will give information about the course and advice on how best to study and carry out the different tasks.

Development Studies I is a course run by Kulturstudier in collaboration with Oslo Metropolitan University since 2004 and is part self-study at home and part lecture-based in Vietnam. Having ten weeks in Vietnam gives an excellent opportunity to engage with a country and its people. The course will give an introduction to development, with a regional focus on Southeast Asia and Vietnam.

Living and studying in different and unfamiliar cultures demands awareness on how to behave. Good relations, with both locals and co-students, are essential for good working conditions. An introduction to Vietnamese Etiquette is a separate document and is written to give assistance on how to behave whilst in Vietnam.

Before the start of the course, students will receive instructions on how to obtain a new personal e-mail address from Oslo Metropolitan University. This must be used when submitting the group paper and the final exam. If you have not received log-in details for obtaining an email address by this time, please contact Kulturstudier on telephone number (+47) 22-35-80-22.

## 2. Course Content

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The overall objective of the course *Development Studies I* is to generate a holistic and critical understanding of global and regional development. This section provides information about the different sections of the course and guidance on how the students should work in collaboration with each other and the teachers. As part of the course, students have to complete three written assignments, details of which are provided below.

### Part 1 – Self Study Period

(9 December – 27 January)

The course starts with a period of self-study. During Part 1 students are expected to read approximately 150 pages as an introduction to the field of development. The readings are listed under section 4 (Lecture plan and course reading lists). Concepts central to the course will be introduced together with overviews of current trends in world development. Self-studying can be challenging. It demands discipline to set aside enough time for reading and reflection. However, it also forces you to become an independent learner and to develop your own understanding of readings. If there are any questions during the self-study period, you can contact the seminar leaders at [vietnam@kulturstudier.org](mailto:vietnam@kulturstudier.org)

#### Student Requirement

##### Assignment 1 – Introductory Assignment

**Deadline:** January 27<sup>th</sup>, electronic copy sent to seminar leaders

- Individual work
- 1800 words ( $\pm 10\%$ )
- Must be marked 'approved' for student to progress

**You are to answer the following question:**

What is development, how can development be achieved, and what can be some of the main negative consequences of development?

*The main goal of the first part of the question is to show that there are many understandings of what development is or should be. The second part should discuss some of the different theories and experiences when it comes to achieving development, and the last part should show that development is not necessarily always positive but can also have negative 'side-effects'. These are big questions. Be selective, you should not try to include everything.*

The answer should be written as one academic text with introduction and conclusion and should be based on a critical discussion and analysis of the readings given for this assignment. There is no need to find additional sources. **You must support your writing by including references.** Correct referencing has two parts: (1) a short references in the text, which is linked to (2) a full reference in the list of sources used, called 'References'. More guidance on referencing is provided in Section 6 of this Study Guide, and more guidance on writing an academic essay is found in the same section and in the chapter by Michael Bradford in your course reader (the first part of the text, 'The Essay').

The length of the paper should in total be 1800 words (+/- 10%), which equates to 4-5 pages.

Your assignment will be given a Pass/Resubmit mark. You will have an individual session with a seminar leader to discuss your paper. Passing the introductory assignment is a requirement for being allowed to do the group paper.

The reading list for the home study is found in Section 4 (Lecture plan and course reading lists).

## **Parts 2 & 3 - Study in Vietnam**

**(3 February – 10 April)**

The major parts of the course take place in Vietnam (see *Course Description* for further details). Topics include development theory, globalisation, the environment, economic growth, livelihoods, gender, health, democracy, culture, population, migration, and education. Development in Southeast Asia will be studied at both macro and micro levels. By staying in Vietnam, you will be able to see in reality some of the ideas and concepts studied in the classroom, providing a very real learning environment. Studying in Vietnam will take a variety of forms, as summarised below:

### **Lectures**

Lectures will be given corresponding to the major parts of the course mentioned above. There will be several different lecturers providing lectures that draw on their interests and expertise in development. The first lecture starts on Monday September 2. There will normally be lectures on all weekdays. **Student participation is compulsory. It is essential to have read the relevant articles and chapters on the reading list prior to each lecture.** (For further details, see Section 4: Lecture Plan and Reading List). The reading load can be heavy, so students should start reading before going to Hoi An.

## **Seminars**

Students are expected to participate in seminars organised by the seminar leaders. Here students will have the opportunity to explore various aspects of development. Everybody must participate in and prepare for the seminar groups. Using seminars to discuss concepts and share ideas is a highly efficient way to learn. Moreover, the study of development has normative implications; thus being able to question, reflect and criticise – both verbally and in written form – is equally important.

## **Field excursion**

Vietnam provides an interesting context concerning development questions. In order to learn and take advantage of this, various trips around Hoi An, and a field excursion will be organised during the semester. Students are encouraged to undertake individual field excursions on the weekends whilst in Vietnam.

## **Working in groups**

In addition to the lectures, group work is central to the course. Group work can be challenging, but also rewarding. Inspiration and ideas often come because of discussions with others. This may especially be the case in development studies where few questions have simple answers. Moreover, group discussion provides a forum where students can relate theoretical knowledge with what they can see in Vietnam.

How groups function depends on its members. We advise that students discuss and agree upon some rules, and then be careful to follow them. Here are a few suggested rules:

- a) All group members have an obligation to participate in the activities of the group.
- b) All group members should be included in group-discussions and decisions.
- c) There must be a clear division of responsibilities and tasks within the group.
- d) Routines must be established on how to work and when to meet.
- e) The group members must show respect for each other.

Still, differences between group members can sometimes produce problems that prove hard to solve. In such cases, it is important that group members are open about the problems, and try to sort them out. If conflicts continue despite such efforts, the group in question should consult the seminar leaders, who will help find solutions.

## **Student Requirement**

**Assignment 2 - The Group Paper - Discuss and critically reflect on a topic(s) of your choice**

**Deadline: April 8<sup>th</sup>**

- **Groups of 4-5 members**
- **10800 words ( $\pm 10\%$ )**
- **40% of final Mark**

***Information about exam deadlines is published on the StudentWEB <https://student.hioa.no/en/studentweb> Information about your group and individual home exam submission will be sent to your student e-mail account at Oslo Metropolitan University approximately two weeks before your group exam submission deadline. Students are responsible for reading the rules about cheating and plagiarism on the webpages of Oslo Metropolitan University: <https://student.oslomet.no/en/cheating>***

Groups will ideally consist of 4 members. Lectures and seminars will be arranged on doing research and writing assignments. Help will be given to find suitable topics for the group paper. The topic must be approved by the seminar leaders. The group paper should describe, reflect and discuss the chosen topic/s critically. The members of each group are expected to work together and produce a common product, namely a *group paper*, which the group shall hand in by the end of the stay in Vietnam. **It is a requirement of the course that each student takes an active part in researching and writing the group paper.** If a student does not take part, they will be given a warning by the seminar leader. If the student persists in not taking an active part in the group work, the seminar leader has the authority to fail the student on this task.

Three specific criteria need to be met to successfully complete this assignment:

1. Course readings and lectures should be used as background to the group paper – you should demonstrate an understanding of the course and its content.
2. Groups are expected to find and read approximately 300 pages from additional literature and course sources.
3. Each group will do some original research such as interviews, a short questionnaire and/or visits to organisations.

An application of the three requirements outlined above will be used as criteria for awarding grades. One internal examiner will assess the group paper, which will comprise 40% of the final mark of the course. Grades are given according to a scale ranging from A (outstanding) to F (not approved). The group paper should contain 10800 words +/- 10%, which equates to 25-30 pages.

At the end of this Study Guide, there is an overview of Internet addresses and web pages that may also be useful for writing the group paper. At the study centre in Hoi An, there is a small library of books and reports. However, if students have relevant books, they are welcome to bring them to Hoi An. Much of the writing will require access to a computer. If you have a laptop computer, we recommend you bring it with you to Vietnam. Make sure you have travel insurance that covers against possible loss.

### **Assistance with group paper**

One of the advantages of this course is the availability of lecturers and seminar leaders to assist you. The group paper is the product of the students. However, during the writing process, the seminar leader will give assistance. Progress in the writing process depends on the student's commitment to certain deadlines. Soon after the groups are formed, they will have to agree on a topic for the paper. The group is also entitled to two reviews; one a review of the outline and structure of the paper, and then a review of a first draft of the paper. However, the seminar leader must be given sufficient time to read and comment on the draft.

## **Part 4 – Home Exam**

**(8 April – 29 April)**

### **Student Requirement**

**Assignment 3 – A written essay on a question related to 'Development Studies'**

**Deadline: April 29th**

- **Individual work**
- **4400 words (±10%)**
- **60% of final Mark**

**Information about exam deadlines is published on the StudentWEB <https://student.hioa.no/en/studentweb> Please re-read the information about exam submission which was sent to your student e-mail account at Oslo Metropolitan University approximately two weeks before your group exam submission. Students are responsible for reading the rules about cheating and plagiarism on the webpages of Oslo Metropolitan University: <https://student.oslomet.no/en/cheating>**

When writing the final home exam, the student is on his/her own again. The questions and candidate number will be sent using your Oslo Metropolitan University email address on the last day of term. There will be a choice of 3 or 4 questions, and you should select one to answer. There will be questions from different parts of the course, but a good answer will demonstrate knowledge drawn from across the course. This includes information and sources from a range of the lectures, set books and readings. It is important to demonstrate the links between the various topics within the course.

The home exam should be written as an academic text with introduction and conclusion and should be based on a critical discussion and analysis of course readings. There is no need to find additional sources from outside the course curriculum. **You must support your writing by including references.** Correct referencing has two parts: (1) a short references in the text, which is linked to (2) a full reference in the list of sources used, called 'References'. More guidance on referencing is provided in Section 6 of this Study Guide, and more guidance on writing an academic essay is found in the same section and in the chapter by Michael Bradford in the course reader for the introductory assignment (the first part of the text, 'The Essay').

The home exam essay should contain 4400 words (+/- 10%), which equates to 10-12 pages, using literature from the compulsory reading list. One internal and one external examiner will assess the home exam. It will comprise 60% of the final mark of the study. Grades are given according to a scale ranging from A (outstanding) to F (not approved).

### **3. Practical Information for living in Vietnam**

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#### **Programme Study time**

In Hoi An the academic week lasts from Monday through Friday. Lectures take place in the morning, while seminars and time for reading are in the afternoon. In the morning, lectures and academic support activities will be held at our classroom near the centre of Hoi An, at bicycling distance from the student housing.

Seminars will usually also take place in the classroom. After lunch students are encouraged to use some of their time to prepare for lectures, read sources from the curriculum, and to work on the group papers. Students often use the facilities of the office in Hoi An for this purpose, but it is also popular to study at home or at cafés in town.

#### **Free time**

The afternoons are flexible, combining both work and free time for the students, at the beach or in town. The evenings and weekends are free for students to organise as they like. There will be some evening activities such as guest lecturers and films, but these are optional. Some students also do voluntary work, and this usually takes place in the late afternoon.



### **Opportunity for self-travel**

During the week, from Monday to Friday, students are expected to be in Hoi An and to take an active part in the programme. You can travel on weekends, though this must be balanced with your responsibilities for the group paper. A long weekend is given in the middle of the programme so that students can take a trip to see another part of Vietnam if they wish. We strongly advise students to remain in Vietnam during the 10 weeks, and to do any regional travel before or after this period of study.

## **4. Lecture Plan and Course Reading Lists**

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What follows is an overview of the various lectures of the course and the related literature. The Course Readers will be made available in an Internet document before the self-study period begins. It can be downloaded from a link you have received by email from Kulturstudier. In addition, you will be able to buy a printed copy of the Course Readers during the first weeks of the course.

### **Set Books**

The following books are relevant to the entire course and should be acquired by all students:

📖 Hopper, Paul (2018) *Understanding Development*, 2<sup>nd</sup> edition, Cambridge: Polity Press

📖 Rigg, Jonathan (2016) *Challenging Southeast Asian development: the shadows of success*, London: Routledge

Chapters from these books are marked with a \* in the reading list.

In addition to the two set books, the following book gives a very good and accessible introduction to life in Vietnam and is recommended additional reading:

📖 Sasges, Gerard (ed.) (2013): *It's a living: Work and life in Vietnam today*, Singapore: Ridge Books

### **Part 1 – Introducing Development Studies (home study) 159 pages**

The following texts will provide a good introduction to the field of development in general and in Southeast Asia, and provide a basis on which to write the first student assignment.

\*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.

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

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

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.

UN (2017) Sustainable Development Goals. Read about the different goals and their targets online: <https://sustainabledevelopment.un.org/sdgs>

## Part 2 and 3– Macro and Micro Perspectives on Development

### Week 1 - Introducing Vietnam

Dr. Nguyen Van Chinh

121 pages

The first week in Vietnam will include trips in and around Hoi An.

#### Lecture 1: Introducing Vietnam

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.

#### Lecture 2: Vietnam's Political System

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.

#### Lecture 3: The State and Ethnic Minorities in Vietnam

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.

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**

#### Lecture 4: Gender Relations in Contemporary Vietnam

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.

## **Lecture 5: The Changing Patterns of Life in Vietnam: Urbanization and Migration**

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.

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

## **Weeks 2 and 3: Approaches, Agents and Arenas of Development**

**Dr. Ann Le Mare**

**386 pages**

### **PART 1 APPROACHES TO DEVELOPMENT**

#### **Lecture 1 Why Development? Poverty, Human Rights, and Sustainability**

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

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

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

\* Rigg, J. (2016) Chapter 1 "The shadows of success: a cautionary tale of Southeast Asian Development", in *Challenging Southeast Asian Development*, London and New York: Routledge. 18p. **Optional**

#### **Lecture 2: What is Development? The political development of 'Development'**

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.

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

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.

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.

### **PART II AGENTS OF DEVELOPMENT**

### **Lecture 3: The market as an agent of development: Is economic growth the same as development?**

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.

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

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

\* Rigg, J. (2016) Chapter 5 “Building the neoliberal family: dislocated families, fragmented living, fractured lives” in *Challenging Southeast Asian Development*, London and New York: Routledge. 27p. **Optional**

### **Lecture 4: Developing the State. The state managing development**

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

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

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

### **Lecture 5: The roles of civil society: NGOS, social movements and citizen groups**

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

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

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

## **PART III ARENAS OF DEVELOPMENT**

### **Lecture 6: Gendering development**

\*Hopper, P. (2018) “Gender and development”, Chapter 4 in *Understanding Development*, Cambridge: Polity Press. 25p.

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

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.

Leach & Sitaram (2002) Microfinance and women's empowerment: a lesson from India, *Development in Practice*, 12(5), 575-588, 13p.

Haynes, J. (2008) Chapter 8 "Human rights and gender", *Development Studies*, Cambridge: Polity. second half of chapter 13p **Optional**

### **Lecture 7: Education for Development: Education for Empowerment**

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.

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.

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

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**

Ansell, Nicola (2017). Children, youth and development. Second Edition. London: Routledge, ch. 7, pp. 294-346 53 p. **Optional**

### **Lecture 8: Health and wellbeing: process or outcome of development?.**

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

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)

World Health Organization (2019) World Health Statistics Overview: Monitoring health for the SDGs, Geneva: WHO, 16p

### **Lecture 9: Global Trade: Can trade foster economic and human development?.**

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.

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.

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

### **Lecture 10: Tourism as a strategy for development**

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

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.

\* Rigg, J. (2016) Chapter 3 "The produced poor: another world of poverty and development", in *Challenging Southeast Asian Development*, London and New York: Routledge. 41p. **Optional**

## **Lecture Series 3**

### **Week 4 Development theories and strategies in a changing world**

**Binh Nguyen**

**150 Pages**

### **Lecture 1 The Global South and East Asia in the international order**

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*, London: Routledge. 12p.

### **Lecture 2 The state and the market revisited: Mainstream and radical approaches to economic development**

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

### **Lecture 3 Globalisation, development and a changing world**

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.

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**

### **Lecture 4 Vietnam's development model**

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*, London: Routledge. 14p.

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.

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. **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**

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**

### **Lecture 5 Helping others develop? Potentials, limitations and new trends in development aid**

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

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**

## **Week 5 Sustainable Development**

**Maren Aase**

**208 pages**

### **Lecture 1 Sustainable development – Introduction and history**

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

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*, London: Routledge. 16p.

### **Lecture 2: The rise of the South and challenges to global sustainability: Production, consumption, population**

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*, London: Routledge. 16p.

\*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.

Hansen, A. (2018): "A room full of elephants? Population, consumption and sustainability", Oslo SDG Blog, December 2018. 5p.



+ revisit p. 54-64 in Hopper on population.

### **Lecture 3: Sustainable Rural Development: Feeding the world**

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.

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**

### **Lecture 4: Urban development: Sustainable cities?**

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.

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

### **Lecture 5: Sustainable Development – Many challenges, any solutions?**

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

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

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**

## **Study Week - Researching development**

**Binh Nguyen**

**69 pages**

These lectures are on research methodology and will take place throughout the ten weeks, and will most likely fall in week six, which is the study week.

### **Lecture 1: Introducing development research**

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. 12p.



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.

### **Lecture 2: In the field – methodological challenges and ethical concerns**

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

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**

### **Lecture 3: Data, context and interpretation**

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.

Hansen, A. (2018) "Doing Urban Development Fieldwork: Motorbike Ethnography in Hanoi", *SAGE Research Methods Cases, part 2*, London: SAGE Publications. 13 p.

## **Lecture Series 4 Southeast Asia**

**275 pages**

### **Jessica Nicole Clendenning**

This outline sets the broad parameters for this part of the course but also allows some latitude for each lecturer to bring in their own specialist research. Given that this is the series where broader issues and theoretical debates are brought to bear in the context of the region, it is important that it has a grounded edge.

## **PART I – GROWTH, POVERTY AND INEQUALITY IN SOUTHEAST ASIA**

*This part of the series focuses on higher level and regional debates: the big picture.*

### **Lecture 1: Growth: how, where and why?**

In the opening section, Southeast Asia's successes (and failures) are presented and explained. Why have the countries of the region become exemplar development stories? Is it just a story of success?

Rigg, J (2016). 'Generating growth, sustaining growth, delivering inequality'. In *Challenging Southeast Asian Development: the shadows of success*. London: Routledge, pp. 23-28 (Chapter 2). (25 pages)

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) **Optional**.

### **Lecture 2: Inequality and poverty: who and why?**

This leads into a critical discussion of inequality – who has been missing out and why? This might focus on women, particular ethnic groups or particular occupational groups.

Rigg, J. (2018). "Rethinking Asian Poverty in a Time of Asian Prosperity." *Asia Pacific Viewpoint* 59(2): 159-172. (13 pages)

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)

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) **Optional**

ODI (2008). Pro-poor growth and development: linking economic growth and poverty reduction. ODI Briefing Notes no. 33. London, Overseas Development Institute. (4 pages) **Optional**

### **Lecture 3: Inequality and poverty: where and why?**

Here the focus is on the spatial patterns of inequality: rural and upland peoples have often not benefitted – or at least not to the same extent – by growth. It has not trickled down equally across the region.

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)

Rigg, Jonathan (2014). The four faces of poverty in the Southeast Asian region. *Straits Times*, 13th March 2014, Singapore, P. A29. (1 page)

## **PART II – LIVELIHOODS AND PRECARITY**

After the focus on higher level debates, here the focus is on how the development experience comes to rest among people and in places.

### **Lecture 4: Development from below: livelihoods and agency**

How do people build – or fail to build – better lives for themselves and futures for their children? This session introduces the livelihoods approach, drawing on case studies from the Southeast Asia region, and demonstrates why such an approach tells a different story to the high level perspectives outlined in the opening three lectures.

Rigg, Jonathan (2016). 'The produced poor: another world of poverty and development'. In *Challenging Southeast Asian Development: the shadows of success*. London: Routledge, pp. 54-94 (Chapter 3). (40 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. (14 pages). **Optional**

### **Lecture 5: Labour migration and the produced poor**

One way that people, individuals and households, have escaped spatial poverty traps is by moving – migrating. But by escaping one poverty trap (inherited vulnerability) they are

often drawn into other forms of exposure, often terms precarity, whether in factories, households or on the streets.

Hewison, Kevin and Arne Kalleberg (2013). 'Precarious Work and Flexibilisation in South and Southeast Asia', *American Behavioural Scientist* 57 (4): 395-402. (7 pages)

Rigg, Jonathan (2014) "Precarious jobs, precarious living in South East Asia", *Straits Times*, 12th June, A29. (1 page)

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. (11 pages)

### **Lecture 6: Households and householding in mobile Southeast Asia**

Here the focus is on the impact of migration and mobility on the household, the left behind, and inter-household relations.

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).

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 **Optional**

McKay, D. (2005). "Reading remittance landscapes: Female migration and agricultural transition in the Philippines." *Geografisk Tidsskrift-Danish Journal of Geography* 105(1): 89-99. (11 pages) **Optional**

## **PART III – RESEARCH INSIGHTS FROM THE GRASSROOTS**

This part of the series provides scope for the lecturer to bring their particular research interests and experiences to bear. The intention is to show students how fieldwork is undertaken, material gathered, and arguments constructed: to bring academic research to life and make it real. This will then, it is hoped, shed some light on the students' own projects.

### **Lecture 7: Case study 1: Migration**

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).

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>. 20p.

## **Lecture 8: Case study 2: Grassroots development and adaptation**

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)

Rigg, Jonathan and Oven, Katie (2015) "Building liberal resilience? A critical review from developing rural Asia". *Global Environmental Change*, 32(5): 175-186. (12 pages)

Oven, Katie and Jonathan Rigg (2014) "The politics behind 'natural disasters', *Straits Times*, 10th November, A20. (1 page)

O'Keefe, Phil, Wisner, Ben and Westgate, Ken (1976). "Taking the naturalness out of natural disasters." *Nature* 260(5552): 566-567. (2 pages) **Optional**

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). **Optional**

## **Lecture 9: Case study 3: Human trafficking OR Smallholder survival**

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)

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)

## **PART IV – REFLECTING BACK**

### **Lecture 10: Conclusion – lessons learnt and futures mapped**

This final lecture permits time to reflect back on the material and to discuss issues in class, perhaps drawing on questions and challenges faced by the students with regard to their own projects

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)

Rudnyckyj, D. and Schwittay, A. (2014), 'Afterlives of Development'. *PoLAR*, 37: 3-9. doi:10.1111/plar.12047. (7 pages)

## 5. Introduction to Staff

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### Binh Nguyen

Seminar leader

Lecturer,

Week 4: Development theories and strategies in a changing world

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**Binh Nguyen** was born in Hanoi. He holds a bachelor degree in International Economics and Finance at the Foreign Trade University, Vietnam. He recently graduated from the Master programme in Science of Development and International Cooperation with a minor in Economic for Development at University of Rome Sapienza, Italy. His master thesis focused on measuring and analyzing poverty using a multidimensional approach with a case study of Vietnam. Besides his academic experience, he has previously worked for the Commercial Section of the Embassy of Denmark in Vietnam, at ActionAid as a policy research intern and at Agriconsulting Europe S.A as a project management intern. Binh was a student of Development Studies I in Hoi An in 2015 and this is his third semester as seminar leader.



### Tran Thi Ha My

Seminar Leader

E-mail: [hamy@kulturstudier.org](mailto:hamy@kulturstudier.org)

**Tran Thi Ha My** was born in Quang Nam Province and currently lives in Hoi An. She holds an M.Sc in Environmental Engineering from Da Nang University (2011) and M.Sc in Urban Studies from Stuttgart University, Germany (2018). Her master thesis focused on topics of living heritage and cultural commodification for tourism development in Cam Thanh Community, Hoi An. In 2012, she started to work as manager of U Cafe Hoi An, a social and ecological sustainability project with architectural ideas in tackling waste-water management and power consumption. She was also a research assistant for projects on cultures of sustainable mobility in Vietnam (2015) and for research promoting a model of socialization of waste management in central Vietnam (2014). Ha My has experiences as teaching facilitator on environment and social issues for field study programs in Vietnam, such as Vietnam Field Studies program (Australian National University, 2015, 2019) and Global Village Studies program (Global Village Studies Institute, USA) (2016, 2019). She was a student of Development Studies I in Hoi An, Spring 2016



## Vinh Le Ho Phuoc

Manager

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**Vinh Le Ho Phuoc** was born in Hoi An. He obtained a B.A in English in 1999 and intermediate level in tourism in 1998. Vinh has 20 years' experience in tourism as a tour guide and tour operator. Vinh is Kulturstudier's manager in Vietnam.



## Dr. Nguyen Van Chinh

Week 1: Introducing Vietnam

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**Nguyen Van Chinh** received his doctorate from University of Amsterdam, the Netherlands, and was a post doctoral fellow with the Southeast Asian Studies Program, National University of Singapore. He is currently associate professor of anthropology, at Hanoi National University and visiting professor at various international universities. Dr. Chinh also serves as a Deputy Director of the Center for Asia-Pacific Studies, and member of the Board of Trustees, Southeast Asian Studies Regional Exchange Program (SEASREP). His academic interests focus on Vietnamese culture, development, and ethnic minorities. He serves as a senior consultant for development agencies such as World Bank, Asian Development Bank, World Health Organization and various NGOs.



## Dr. Ann Le Mare

Approaches, Agents and Arenas of Development  
(Weeks 2 & 3)

E-mail: [ann@kulturstudier.org](mailto:ann@kulturstudier.org)

**Ann Le Mare** has a B.A. degree in social sciences/anthropology, a Postgraduate diploma in Community Development, and an MSc in Development Management. Her PhD at Durham University was on Fair Trade partnerships, particularly handicraft production in Bangladesh. She has a background as a development worker and as an academic. She has worked and/or done research in Kenya, Tanzania, Zimbabwe, Zambia, Northern



Ireland, India, Bangladesh, Thailand, Vietnam and Jamaica. She is an Associate Lecturer with the Open University (Development Policy and Practice), and continues with a range of research, teaching and writing projects related to the broad theme of development. Her main interests are in poverty alleviation, gender, institutional development, conflict and conflict resolution, and alternative trades.



## Maren Aase

Week 5: Sustainable Development

E-mail: [maren.aase@sum.uio.no](mailto:maren.aase@sum.uio.no)

**Maren Aase** is a Ph.D. Fellow at the Centre for Development and the Environment (SUM) at the University of Oslo. Her Ph.D. research draws on qualitative methods to unpack the politics of disaster responses after cyclones in Bangladesh. For example, in a related *Disasters* article, she uses stories about aid beneficiary lists to document subtle ways that ‘disaster relief’ measures stimulate vulnerability. Aase has extensive experience from learning activities in higher education, ranging from lectures and drama-oriented workshops for BA and MA students to co-development of SUM’s interdisciplinary Research School. Broader research interests include poverty, politics, and sustainability in the context of South Asia.



## Jessica Clendenning

Southeast Asia (Week 7 & 8)

E-mail: [jessica.clendenning@u.nus.edu](mailto:jessica.clendenning@u.nus.edu)

**Jessica Clendenning** is a PhD Candidate in Geography at the National University of Singapore. Her research interests lie in the broad fields of agrarian change, environment and rural development. Since 2002, she has lived, worked and studied in the Southeast Asia. Her PhD research examined how rural young people navigate personal aspirations and socio-economic change in a farming village of Flores, Indonesia.

## 6. Guidance on Writing Essays

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Three written papers are required for the completion of the course. These are the short paper, the group paper and the home exam essay. The papers should demonstrate the following:

- reading and understanding of the course literature and other relevant information;
- critical reflection upon the topics in question; and
- familiarity with the standards of academic writing.

Original contributions to research are not expected of the students. The following are basic guidelines that should be followed when writing papers and essays. These guidelines are in accordance with normal standards for University assignments.

### 1. Define the topic, approach and structure in the introduction

Whether writing a short paper, a group paper or a home exam essay, the paper must have an introduction. Here, the topic(s) are first presented. Following this, the question(s) related to the topic(s) are formulated. The question(s) and the intention must be clearly formulated and realistic. Finally, the structure to the paper/essay should be outlined. That will explain how the following pages will proceed to study the question/s of the paper. The structure must be simple and logical, normally resting on three building blocks:

- an introductory part;
- a main part (normally consisting of various sub-chapters/sections) where ideas concepts and results are discussed in relation to the overall topic/s and question/s raised in the introduction; and
- a concluding part which summarises the paper and provides final conclusions.

Once the topics, intention and structure have been defined in the introduction, it is important to stick to them throughout the paper/essay.

While the above points relate to all three types of written papers, a few comments need to be added that differentiate the short paper and the home exam essay on the one hand, and the group paper on the other. As for the short paper (linked to Part 1 of the course) and the home exam essay, a certain topic or question is provided (see above). In these cases, students should be careful at the beginning of writing to make clear how the topic/question is being interpreted and how it will be discussed. In the case of the group paper, where the group define the topic/s, the teachers' approval must be sought for the topic/s.

The seminar leader and also the lecturers are available for advice during the writing periods. It is advisable to make use of this opportunity.

### 2. Organise the essay with a good structure

It is essential for the quality and readability of the text that the material is presented and discussed in a systematic manner. There is no standard way of doing this. What is



important is to give reasons in the text for why various elements of the material are grouped together. Each time a new idea is introduced, remember to ask: Is it clear to the reader (and yourself) why this idea/example is being introduced here? If the answer is not a clear “yes”, the text needs revising.

### 3. Discuss and conclude the results

Equally vital for the quality of the paper/essay is the material that is *discussed* (the views/theoretical approaches and empirical examples) in relation to the topic/s and question/s raised in the introduction. For the group paper, it is important to discuss the findings of your limited research (interviews, questionnaire, visits to institutions) and what you learnt in relation to your group topic and the questions you pose in the paper. For all papers, you need to include a summary, where you bring your various points together and draw some tentative conclusions based on the discussion in the paper.

### 4. Write clearly and with adequate references

While academic writing demands a formal style, this does not mean using complex language. On the contrary, ideas should be communicated as clearly and precisely as possible. In addition, students should establish a good flow between the elements of the text. There must be a meaningful connection between the various phrases of a section, between the various sections of a chapter, and between the various chapters of the paper/essay. It is helpful to begin each chapter, and sometimes even a section, by briefly stating what is about to be said, and how it relates to what has already been said. This might have the consequence of repeating things that have been said in the introduction, but, as long as not exaggerated, such repetition can be very helpful to the reader.

### 5. Guidance on Referencing

The **APA System** of references is used: (1) a short reference in the text followed by (2) full details of the references given at the end of the paper.

Below follows a basic introduction to the referencing style. For more details, the library of Oslo Metropolitan University provides an [own overview](#) and recommends [this page](#) in English. Beware that inadequate referencing may qualify as plagiarism. Read more here: <https://student.oslomet.no/en/cheating>

#### 5.1 References in the text

There must be references in the text immediately after quotations, or after specific ideas or views from particular sources. These references are written in parentheses in the text after the point you are referring to. It should consist of the author's surname/other source's name followed by the publishing year. The page number must be used for direct quotations, and is also encouraged for indirect quotations, especially when it could help the reader to locate the relevant passage in a long text.

*Example:*

“Development must include tackling poverty” (Smith, 2008, p. 22).

Many writers suggest that development should include reducing poverty. (Smith, 2008, p. 22).

- You should always give the name of the person who has written/said the thought, even if it is quoted by the author of the main text.

*Example*

“Development projects are often about reducing the structural causes of poverty.” (Jones, 2005, cited in Smith, 2010, p.12)

- If you are summarizing an argument, or making a general point, you may do so without page number. You can also put several names to demonstrate that more than one person has written on this view.

*Example*

Many writers suggest that reducing poverty is an important aspect of development activity. (Jones, 2005, Smith, 2008)

- Sometimes documents do not have a date. Then the reference is:  
(Smith, no date)
- Documents written by an organization with no given author should have the organization as the author.

*Example:*

(UNESCO, 2009) or (Vietnamese Ministry of Education and Training, 2007)

**5.2 Second, List of all sources with full details at the end of the essay**

All sources referred to in the text should be presented in full at the end of the document. The list, which can be called “References”, should contain the full details for each reference, with the references organised in alphabetical order by the name of the author. Look at the list of references at the end of the two set books for examples of list of references. Each reference should have the following format:

Surname of author, first name or initial/s. (publishing year). *Title*. Place of publishing that is normally a town: Name of publisher.

*Example:*

Nederveen-Pieterse, J. (2001). *Development theory. Deconstructions/reconstructions*. London: Sage Publications.

- If the source is a chapter in an anthology (book with contributions from several authors), the reference in the literature list should have the following format:

Surname of author of the chapter, first name or initial/s. (publishing year). Title of article. In + Full name of editor(s) of the book (Eds.), *Title of book* (page numbers). Place of publishing which is normally a town: Name of publisher.

*Example:*

McGrew, A. (2000). Sustainable globalisation. The global politics of development and exclusion in the new world order. In Tim Allen and Alan Thomas (Eds.), *Poverty and development into the 21<sup>st</sup> Century* (p. 345-364). Oxford: Oxford University Press.

- If the article is from a journal, the reference in the literature list should have the following format:

Surname of author, name or initial/s. (publishing year). Title of article. *Name of journal*, volume number, issue number, page numbers

*Example:*

Tran, Ngoc Angie (2012). Vietnamese Textile and Garment Industry in the Global Supply Chain: State Strategies and Workers' Responses. *Institutions and Economies*, 4 (3), 123-150.

- If downloading a text from a webpage that is not an online journal or e-book, the reference should have the normal format used for references to books, anthologies or periodicals as described above, and add the Internet-address at the end. Use the date for last update if available. If using information from the internet which is frequently updated (wikis, blogs etc.), the date when downloaded should be included.

*Example, online newspaper*

Fawthrop, Tom (2019, November 26). Did Vietnam just doom the mekong? Retrieved from <https://thediplomat.com/2019/11/did-vietnam-just-doom-the-mekong/>

**Only sources that have actually been used in the study and referred to in the text should be put on the list/s of sources.**

**Format for assignments**

Times New Roman, 12 points, space 1.5 between lines

Margins: 3.0 (both left and right).

This gives app. 400 words on one page.

Note! Remember to paginate the text (i.e. number the pages).

Finally, stick to the stated length of the various written products:

## 7. Internet Resources

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### Development Issues - General

<http://www.worldbank.org/>

World Bank, including a wealth of information on development and development indicators.

<http://www.undp.org/>

United Nations Development Programme - information and data on human development

<http://www.unfpa.org/>

United Nations Population Fund – information on development, population and migration

<http://www.unctad.org/en/>

United Nations Conference on Trade And Development – trade data.

<http://www.amnesty.org/>

Amnesty International: This site provides a wealth of information, documents and downloadable reports on various human rights issues. See also the large database on Vietnam.

<http://www.oxfam.org/en/>

OXFAM International: Oxfam International is a confederation of 12 organizations working together in more than 100 countries in various development areas. They are known to be radical and brave in their approaches to development. They contribute to the development debate with numerous annual reports and documents.

### Development Issues - Vietnam and Asia:

<http://www.worldbank.org.vn/>

The World Bank national sites of Vietnam provides a wealth of information

<http://www.adb.org/>

The Asian Development Bank

<http://www.unicef.org/vietnam/>

UNICEF in Vietnam: UNICEF's mandate in Vietnam is to ensure that children and women are given high priority in the nation's development programmes. Here you can find articles on e.g. education, health, sanitation, children in need of special protection etc.

<http://www.un.org.vn/>

United Nations in Vietnam

## News and Media – Vietnam and Asia

<http://vietnamnews.vn/>

Vietnam News Agency - Daily news from Vietnam in English: The Viet Nam News Agency (VNA) is the official news service of the Socialist Republic of Viet Nam (SRV) and covers a wide range of topics such as political, economic, social, and scientific and technological issues in Vietnam and the world.

<https://tuoitrenews.vn/>

Tuoi Tre News – Vietnamese online, English language newspaper.

<http://www.vir.com.vn/>

Vietnam Investment Review: A weekly update on economy and business in Vietnam

<https://thediplomat.com/>

The Diplomat – News covering all of Asia

<https://aecnewstoday.com/>

AEC News Today – News from all of ASEAN