



Development Studies 1

Spring 2019

STUDY GUIDE

(30 ECTS credits)

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Changes may occur

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Course overview - Dates and Deadlines

Self-study 03 Dec – 21 Jan	Self study , 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. Hand-in of short paper – must achieve an ‘approved’ grade E-mail to vietnam@kulturstudier.org by 21 January.
Week 1 28 Jan – 01 Feb	Introducing Vietnam. Lecturer: Dr. Nguyen Van Chinh The first week in Vietnam will include trips in and around Hoi An.
Week 2 04 Feb – 08 Feb	Approaches, Agents and Arenas of Development Lecturers : Dr. Ann Le Mare Seminar
Week 3 11 Feb – 15 Feb	Approaches, Agents and Arenas of Development Lecturers: Dr. Ann Le Mare Seminar
Week 4 18 Feb – 22 Feb	Development theories and strategies in a changing world Lecturer: Professor Kristen Nordhaug Seminar Organising groups for group paper
Week 5 25 Feb – 01 Mar	Sustainable development Lecturer: Dr. Arve Hansen Seminar Organising groups for group paper
Week 6 04 Mar – 08 Mar	Study Week Researching development (Methodology) Lecturers: Outi Pitkänen and Binh Nguyen Seminars, work on group topics
Week 7 11 Mar – 15 Mar	Development in Southeast Asia Lecturer: Dr Sallie Yea Seminar
Week 8 18 Mar – 22 Mar	Development in Southeast Asia Lecturer: Dr Sallie Yea Seminar
Week 9 25 Mar – 29 Mar	Writing group paper 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
Week 10 01 Apr – 05 Apr	Writing and submitting group paper 4 April – Students submit their group paper 5 April – End of programme in Vietnam
Home exam 04 Apr – 26 Apr	Individual home exam
	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.

1. Introduction

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

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

(3 December – 21 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

Student Requirement

Assignment 1 – Introductory Assignment

Deadline: January 21st, electronic copy sent to seminar leaders

- Individual work
- 1800 words (±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

(January 28 - April 5)

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 January 28. 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 4th

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

Information about exam deadlines is published on the StudentWEB <https://student.oslomet.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.

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

(April 4 – April 26)

Student Requirement

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

Deadline: April 26

- Individual work
- 4400 words ($\pm 10\%$)
- 60% of final Mark

Information about exam deadlines is published on the StudentWEB <https://student.oslomet.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.

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

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 walking/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

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:

📖 Willis, Katie (2011) *Theories and Practices of Development*, London: Routledge

📖 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) 204 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.

*Willis, K. (2011) 'Introduction: what do we mean by development?', Chapter 1 in *Theories and Practices of Development*. London: Routledge. 35p.

*Willis, K. (2011) 'Social and cultural dimensions of development', Chapter 5 in *Theories and Practices of Development*, London: Routledge. 34p.

*Willis, K. (2011) 'Environment and development theory', Chapter 6 in *Theories and Practices of Development*, London: Routledge. 31p.

*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.

Hopper, Paul (2012): 'Introduction', in *Understanding Development*, Cambridge: Polity Press. 24 p.

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

380 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.

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

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.

* 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'

Thomas, A. (2000) Chapter 2 "Meanings and Views of Development" in Tim Allen and Alan Thomas (eds.), *Poverty and Development into the 21st Century*, Oxford: Oxford University Press. 28p.

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

* Willis, K. (2011) Chapter 1 "Introduction: What do we mean by development?", in *Theories and Practices of Development*, London: Routledge. 35p.

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

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*, 3rd 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. 12th 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

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

Willis, K. (2011) Chapter 4 “Grassroots development”, in *Theories and practices of Development*, London: Routledge. 26p.

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

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

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

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

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*, 3rd Edition, London and New York:Routledge. 4p.

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*, 3rd 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 **optional**

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

Mageli, Eldrid (2003). "The education of women and girls and its impact on their poverty status: Evidence from Asia", in *Education and its impact on poverty: an initial exploration of the evidence*. Oslo: HiO-report 2003, no 9. 22 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

Anthamatten, P. and Hazen, H. (2011) Chapter 5 “Social and Economic environments”, in *An Introduction to the geography of Health*, London and New York: Routledge. 22p.

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*, 3rd 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*, 3rd Edition, London and New York: Routledge. 10p.

* Willis, K. (2011) Chapter 7 Globalization and development: problems and solutions?, in *Theories and practices of development*, London: Routledge, 28p.

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

Kristen Nordhaug

217 Pages

Lecture 1 The state and the market revisited: Mainstream and radical approaches to economic development

*Willis, K. (2011) "Classical and neo-liberal development theories", in *Theories and practices of Development*, London: Routledge. Chapter 2. 36p.

*Willis, K. (2011) "Structuralism, neo-Marxism and socialism", in *Theories and practices of Development*, London: Routledge. Chapter 3. 34p.

Lecture 2 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 3: East Asian development dynamics

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.

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, Mark (2008). "East Asia in a Global Economy", Chapter 6, in Beeson (2008) *Regionalism & Globalization in East Asia*. London: Palgrave MacMillan. (32p.) **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.

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

Riddell, Roger C. (2008) *Does foreign aid really work?*, Chapters 2, the origins and early decade of aid giving, and 3, aid-giving from the 1970s to the present. 33p.

Woods, N (2008): 'Whose aid? Whose influence? China, emerging donors and the silent revolution in development assistance', *International Affairs*, 84 (6), pp. 1205-21), 16 p. **Optional**

Week 5 Sustainable Development

Dr. Arve Hansen

148 pages

Lecture 1 Sustainable development – Introduction and history

*Willis, K. (2011). "Environment and development theory", *Theories and practices of development*. London/New York: Routledge. Chapter 6. 31p.

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

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.

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

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

Seminar Leaders: Binh Nguyen and Outi Pitkänen

74 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

Brockington, D. and Sullivan, S. (2003) "Qualitative Research", in Scheyvens, R. and Storey, D. (2003) *Development Fieldwork: A Practical Guide*, London: Sage. 19p.

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.

Simon, D. (2006) "Your questions answered? Conducting questionnaire surveys", Chapter 17 in Desai, V. and Potter, R. (2006) *Doing Development Research*. London: Sage, 163-171. 8p.

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

Dr Sallie Yea

404 pages

PART I – POVERTY AND INEQUALITY

1. INEQUALITY AND IDENTITY: ETHNICITY AND GENDER

Rather than absolute poverty, many SEA nations are increasingly experiencing growing inequalities. This topic explores the gendered and ethnic dimensions of inequality and, more broadly, the way identity is often a marker of socio-economic status and opportunities in SEA.

*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.

Ethnicity

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)

Gender

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)

2. SPACE AND INEQUALITY: URBAN AND RURAL TRANSITIONS

This week we explore the intersection between inequality and space, focusing on rural and urban transitions. We will examine the changing nature of agriculture, and the growth of squatter areas in particular.

Dovey, K. and R. King (2011). 'Forms of Informality: Morphology and Visibility of Informal Settlements'. *Built Environment* 37 (1): 11-29. (18 pages).

Tubtim, Tubtim and Phillip Hirsch (2017). 'Rethinking Rural Spaces; Decropping the Countryside in Southeast Asia'. In Andrew McGregor, Lisa Law and Fiona Millar (eds.). *Routledge Handbook of Southeast Asian Development*. Routledge: London (Chapter 22) (10 pages);

PART II – MOBILITY AND INEQUALITY

3. LABOUR MIGRATION AND THE PRODUCED POOR

SEA has experienced a massive surge in intra- and inter-regional labour migration in recent years, with manifold developmental impacts, both positive and negative. This topic examines the migration-development nexus, and the conditions migrant workers experience in destination countries as a new development issue.

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

Yea, Sallie (2018). 'Secondary Precarity: Family Vulnerability in an Age of Unfree Labour'. *Journal of Contemporary Asia* (as part of Special Issue Precarity in Asia) (in press). Pp. 1-30 (30 pages).

Belanger, Daniele and Lihn Tran Giang (2013). 'Precarity, Gender and Work: Vietnamese Migrant Workers in Asia', *Diversities* 15 (1): 1-20. (20 pages).

*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).

4. HOUSEHOLDING IN MOBILE SOUTHEAST ASIA

Labour migration generates enormous effects on households and families, including absences of parents and transnational parenting. In this topic we explore these dynamics.

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

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).

*Rigg, Jonathan (2016). 'Building the neo-liberal family: dislocated families, fragmented living, fractured societies?'. In *Challenging Southeast Asian Development: the shadows of success*. London: Routledge, pp. 129-161 (Chapter 5) (33 pages). **Optional**

5. FORCED MIGRATION AND DISPLACEMENT

Recent events in Myanmar have brought to attention the urgent issue of forced migration and displacement in SEA. This topic examines forced migration as a significant development issue affecting SEA today.

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).

Missbach, Antje and Frieda Sinanu (2014). 'People smuggling in Indonesia: dependency, exploitation and other vulnerabilities'. In Sallie Yea (ed.), *Human Trafficking in Asia: Forcing Issues*. Routledge: London, pp. 165-184. (20 pages)

*Rigg, Jonathan (2016). 'The unreported and the uncounted: tracking the lives of Southeast Asia's transnational migrants'. In *Challenging Southeast Asian Development: the shadow of success*. Routledge: London, pp. 95-128 (Chapter 4), (34 pages). **Optional**

PART III – GRASSROOTS DEVELOPMENT: INSTITUTIONS AND PRACTICES

6. NGOS AND THE POLITICS OF DEVELOPMENT

NGOs have always played an important role in Southeast Asian development, but this role is becoming more substantial and diverse in the twenty-first century. This topic explores some of these roles, particularly the ways NGOs are becoming political actors.

Tan, See Seng (2005). 'NGOs in conflict management in Southeast Asia', *International Peacekeeping* 12 (1): 49-66. (17 pages)

Bal, C.S. (2015). 'Production Politics and Migrant Labour Advocacy in Singapore', *Journal of Contemporary Asia* 45 (2): 219-242. (23 pages)

7. GRASSROOTS DEVELOPMENT AND LOCALISM IN SOUTHEAST ASIAN DEVELOPMENT

Localism, participation, new social movements and grassroots development/ liberation ecologies have become common catch-phrases in development recently. This topic examines some of the diverse forms these important development approaches take in Southeast Asia.

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);

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).

Edwards, Nicola (2013). 'Values and the Institutionalization of Indonesia's Organic Agriculture Movement'. In Michele Ford (ed.), *Social Activism in Southeast Asia*. Routledge, London, pp. 72-88 (17 pages) **Optional**

PART IV: BODIES ACROSS BORDERS – HUMAN TRAFFICKING AND BODY COMMODIFICATION IN SOUTHEAST ASIA

8. COMMODIFICATION, POVERTY AND THE BODY

This topic examines organ trafficking and commercial surrogacy as poverty-driven responses to survival in the region.

Yea, Sallie (2013). 'Masculinity under the Knife: Filipino Men, Trafficking and the Black Organ Market in Manila, The Philippines', *Gender, Place and Culture* DOI: 10.1080/0966369X.2013.832657 (20 pages)

Wilson, Audrey (2017). 'How Asia's Surrogate Mothers became a Cross-Border Business', *This Week in Asia* (4 June). Available at: <http://www.scmp.com/week-asia/society/article/2096675/how-asias-surrogate-mothers-became-cross-border-business>.

9. SEXUAL LABOUR AND HUMAN TRAFFICKING IN SOUTHEAST ASIA

Southeast Asia is considered a global 'epicentre' of human trafficking. Human trafficking affects people's livelihoods and futures in dramatic and highly problematic ways. This topic provides some orientation to the issue in Southeast Asia.

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 (2014). 'Troubled Waters: Trafficking of Fishermen at Sea in Asia'. In *Trafficking in Human Beings - Learning from Asian and European Experiences*. W. Hofmeister and P. Rueppel (eds.). Select Books: Singapore, pp. 85-96 (11 pages).

[Sandy, Larissa](#) (2009). 'Behind closed doors': Debt-bonded sex workers in Sihanoukville, Cambodia', *The Asia Pacific Journal of Anthropology*, 10 (3): 216-230 (14 pages).

10. CONCLUSION – LESSONS LEARNT AND FUTURES MAPPED

(Workshop Format)

Background readings:

*Rigg, Jonathan (2016). 'The shadow of success: a cautionary tale of Southeast Asian development'. In *Challenging Southeast Asian Development: the shadow of success*. Routledge: London, pp. 1-18 (Chapter 1), (18 pages). **Optional**

*Rigg, Jonathan (2016). 'More Growth, Less Development'. In *Challenging Southeast Asian Development: the shadow of success*. Routledge: London, pp. 233-47 (Chapter 8), (15 pages).

5. Introduction to Staff



Outi Pitkänen

Seminar Leader

E-mail: outi@kulturstudier.org

Outi Pitkänen is originally from Finland but is based in Oslo, Norway. She has two Bachelor's degrees, one in International Business from Aalto University and another in Social Psychology from Helsinki University. She recently received her M.A. in Culture, Environment and Sustainability from the Centre for Development and the Environment at the University of Oslo. She wrote her master thesis on the adoption of solar photovoltaic systems by households in Querétaro, Mexico. She has previously had the opportunity to work as an intern for the Embassy of Finland in New Delhi, India and for the Finland Futures Research Centre (University of Turku) where she researched voluntary carbon market projects in South East Asia.



Binh Nguyen

Seminar Leader

E-mail: binh@kulturstudier.org

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



Vinh Le Nguyen

Manager

E-mail: vinh@kulturstudier.org

Telephone: (+84) 913438302

Vinh Le Nguyen was born in Hoi An. He obtained a B.A in English in 1999 and intermediate level in tourism in 1998. Vinh has 15 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

E-mail: ngvchinh@hn.vnn.vn

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

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.



Professor Kristen Nordhaug

Week 4: Development theories and strategies in a changing world

E-mail: krino@oslomet.no

Kristen Nordhaug holds a M. Phil. degree in sociology from the University of Oslo and a Ph. D. in international development studies from Roskilde University, Denmark. He is a Professor in development studies at the Oslo and Akershus University College of Applied Sciences. Nordhaug's research focuses on political and economic development in East and Southeast Asia.



Dr. Arve Hansen

Week 5: Sustainable Development

E-mail: arve@kulturstudier.org

Arve Hansen is a Postdoctoral Research Fellow at the Centre for Development and the Environment (SUM) at the University of Oslo. He holds a PhD in human geography, and his PhD thesis focused on development, consumption and mobility in Hanoi. He has previously worked as a seminar leader and lecturer for Kulturstudier in India and Vietnam. His research focuses on issues such as sustainable development, consumption, urban development, and economic geography, with a particular focus on Vietnam. He has co-edited the books *Emerging Economies and Challenges to Sustainability* (Routledge, 2015) and *Cars, Automobility and Development in Asia: Wheels of Change* (Routledge, 2017).

Arve is the Programme Manager for Development Studies I.



Dr Sallie Yea

Southeast Asia (Week 7 & 8)

E-mail: salliellao@gmail.com

Sallie Yea is a Fellow in the Department of Social Inquiry at La Trobe University in Australia. Prior to that she held academic positions in Human Geography and International Development respectively at universities in Australia, New Zealand and Singapore. She has been researching and teaching about issues of gender and development, migration, and participatory development in Asia for more than twenty years. Her research has included studies in Singapore, South Korea, Cambodia, Vietnam, Malaysian Borneo and the Philippines. She has also undertaken consulting work in the field of gender and development and human trafficking in Southeast Asia, including for ASEAN and ECPAT International. Her work focuses primarily on issues of human trafficking, vulnerable migration/ mobility and participatory development, particularly the gendered dynamics of these development issues. She has authored more than twenty journal articles and book chapters on these subjects, as well as a monograph titled *Trafficking Women in Korea* (Routledge 2015), and an edited volume *Human Trafficking in Asia* (Routledge 2014). Her second monograph titled *Paved with Good Intentions? Human Trafficking and the Anti-Trafficking Movement in Singapore* was just published (Palgrave MacMillan 2019). Her current research focuses on the intersection between human trafficking and return migration in Southeast Asia

6. Guidance on Writing Essays

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 you 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 **Harvard 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.

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 should also be included for direct quotations, statistics and a close paraphrase of the idea.

Example:

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

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

- 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 2010:12)

- If you are summarizing an argument, or making a general point, usually there is no need to put in a 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 “Literature”, 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 an article 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 article, first name or initial/s (publishing year) “Title of article”, in + full name/s of the editor/s, *Title of book*, 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 21st Century*, 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’, In + *Name of periodical*, volume/issue number x, pp. z-y.

Example:

📖 Castles, S. (2000) "International migration at the beginning of the twenty-first century: global trends and issues", *International Social Science Journal*, n.165, pp. 269-280.

- If the source is a conference paper it should include the following information.

Example

Brown, J., 2005. Evaluating surveys of transparent governance. In: UNDESA (United Nations Department of Economic and Social Affairs), *6th Global forum on reinventing government: towards participatory and transparent governance*. Seoul, Republic of Korea 24-27 May 2005. New York: United Nations.

- If downloading a text from the Internet, the reference should have the normal format used for references to books, anthologies or periodicals as described above, and add the Internet-address in parenthesis. If using information from the internet which is frequently updated (newspapers, magazines etc), the date when downloaded should be included.

Examples: If a paper copy

Department of Health, 2001. *National service framework for older people*. London: Department of Health.

If from the internet:

Department of Health, 2001. National service framework for older people. [pdf] London: Department of Health. Available at:

http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_4071283.pdf [Accessed 12 September 2011].

- a Magazine or journal article available on the internet

Example:

Kipper, D. , 2008. Japan's new dawn, *Popular Science and Technology*, [online] Available at: <http://www.popsci.com/popsci37b144110vgn/html> [Accessed 22 June 2009]

- *Other sources*

Other types of sources, like conversations or information from web-sites that has not been published in printed form, should stand in a separate list (after the literature-list), which can be called "Other Sources". These sources should be organised in alphabetical order according to surnames/names.

- As for unpublished Internet-information, references should consist of the Internet-address (not in parenthesis) followed by the date of downloading.

Example:

📖 Participatory Poverty Assessment: Vietnam

<http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124138866347/vietnam.pdf> accessed 28.11.2008

- DVD or film should include the following information.

Example:

Health for all children 3: the video., 2004. [DVD] London: Child Growth Foundation.
(Narrated by D.B.M. Hall).

Macbeth, 1948. [Film] Directed by Orson Wells. USA: Republic Pictures

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 (titled 'Literature').

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:

The short paper; 1800 words (+/- 10%, which equals to 4-5 pages)

The group paper; 10800 words (+/- 10%, which equals to 25-30 pages)

The home exam essay; 4400 words (+/- 10%, which equals to 10-12 pages).

7. Internet Resources

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