Development Studies 1

Autumn 2020

STUDY GUIDE

(30 ECTS credits)

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Changes may occur

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# Course overview - Dates and Deadlines

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<th>Self-study</th>
<th><strong>Self study</strong>, 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. <strong>Hand-in of short paper</strong> – must achieve an 'approved' grade E-mail to <a href="mailto:vietnam@kulturstudier.org">vietnam@kulturstudier.org</a> by 21 September.</th>
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</thead>
<tbody>
<tr>
<td><strong>03 Aug – 21 Sep</strong></td>
<td><strong>Introducing Vietnam.</strong> Lecturer: Dr. Bui Hai Thiem The first week in Vietnam will include trips in and around Hoi An.</td>
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<tr>
<td><strong>28 Sep – 02 Oct</strong></td>
<td><strong>Approaches, Agents and Arenas of Development</strong> Lecturers: Dr. Mart Viirand Seminar</td>
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<td><strong>05 Oct – 09 Oct</strong></td>
<td><strong>Approaches, Agents and Arenas of Development</strong> Lecturers: Dr. Mart Viirand Seminar</td>
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<td><strong>12 Oct – 16 Oct</strong></td>
<td><strong>Development theories and strategies in a changing world</strong> Lecturer: Binh Nguyen Seminar Organising groups for group paper</td>
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<td><strong>19 Oct – 23 Oct</strong></td>
<td><strong>Sustainable development</strong> Lecturer: Tran Thi Ha My Seminar Organising groups for group paper</td>
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<tr>
<td><strong>26 Oct – 30 Oct</strong></td>
<td><strong>Study Week</strong> Researching development (Methodology) Lecturers: Tran Thi Ha My Seminar, work on group topics</td>
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<tr>
<td><strong>02 Nov – 06 Nov</strong></td>
<td><strong>Development in Southeast Asia</strong> Lecturer: Professor Jonathan Rigg Seminar</td>
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<tr>
<td><strong>09 Nov – 13 Nov</strong></td>
<td><strong>Writing group paper</strong> 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</td>
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<tr>
<td><strong>16 Nov – 20 Nov</strong></td>
<td><strong>Writing group paper</strong></td>
</tr>
<tr>
<td><strong>23 Nov – 27 Nov</strong></td>
<td><strong>Writing and submitting group paper</strong> 3 Dec – Students submit their group paper 4 Dec – End of programme in Vietnam</td>
</tr>
<tr>
<td><strong>30 Nov – 04 Dec</strong></td>
<td><strong>Individual home exam</strong> 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.</td>
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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 August to 21 September)

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: 21 September, 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 (28 September – 4 December)

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: December 3rd
- Groups of 4-5 members
- 10800 words (±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 (4 to 28 December)

Student Requirement
Assignment 3 – A written essay on a question related to ‘Development Studies’

Deadline: 28 December
- 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

#### 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

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:


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:


### 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.


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. Bui Hai Thiem**

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

**Lecture 1: Introducing Vietnam**


**Lecture 2: Vietnam’s Political System**


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


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

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


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

Dr. Mart Viirand 386 pages

**PART 1 APPROACHES TO DEVELOPMENT**

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


**Lecture 2: What is Development? The political development of ‘Development’**


**PART II AGENTS OF DEVELOPMENT**
Lecture 3: The market as an agent of development: Is economic growth the same as development?


Lecture 4: Developing the State. The state managing development


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


PART III ARENAS OF DEVELOPMENT

Lecture 6: Gendering development


Lecture 7: Education for Development: Education for Empowerment


UNESCO 1990 World Declaration on Education for All
http://www.unesco.org/education/pdf/JOMTIE_E.PDF Optional


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

http://apps.who.int/iris/bitstream/10665/180224/1/ccsbrief_vnm_en.pdf?ua=1


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


Lecture 10: Tourism as a strategy for development


Lecture Series 3
Week 4 Development theories and strategies in a changing world
Binh Nguyen

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


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


Lecture 3 Globalisation, development and a changing world


Lecture 4 Vietnam’s development model: Understanding the socialist market economy


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


**Week 5 Sustainable Development**
Tran Thi Ha My 208 pages

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


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


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

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

4.5 (M. Qaim – GM crops and development, 4.9 (J. Pretty – The sustainable intensification of agriculture) 48 p.


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


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


**Study Week - Researching development**

Tran Thi Ha My 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**


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


Lecture 3: Data, context and interpretation


Lecture Series 4 Southeast Asia
Professor Jonathan Rigg

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?


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.


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


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.


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 outlines in the opening three lectures.


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.

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


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.


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


Lecture 8: Case study 2: Grassroots development and adaptation


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


**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


5. Introduction to Staff

**Tran Thi Ha My**

Seminar Leader, and lecturer weeks 5 & 6

E-mail: 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

E-mail: vinh@kulturstudier.org

Telephone: (+84) 913438302

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 15 years experience in tourism as a tour guide and tour operator. Vinh is Kulturstudier’s manager in Vietnam.

**Dr. Bui Hai Thiem**

Week 1: Introducing Vietnam

E-mail: thiembui@gmail.com

BUI Hai Thiem is Director of Research Project Management of the Research Management Board at the Institute for Legislative Studies, National Assembly Standing Committee of Vietnam. He holds a PhD in political science from the University of Queensland (UQ),
Australia, an MA in International Studies from SOAS, University of London, and a BA in International Relations from Diplomatic Academy of Vietnam (formerly IIR and now DAV). His research focuses on civil society, constitutional politics, human rights, and electoral governance in Vietnam and has been published in a number of prestigious scholarly peer-reviewed journals like Asian Journal of Social Science, Contemporary Southeast Asia, Journal of Vietnamese Studies, and Global Change, Peace and Security. He was a visiting researcher at the Norwegian Centre for Human Rights, University of Oslo in 2012, an Australian Leadership Award (ALA) Scholar 2011-2015 and a British Chevening Scholar 2004-2005.

**Dr. Mart Viirand**

Weeks 2 & 3: Economic, political, social and cultural aspects of Development

E-mail: mart.viirand@gmail.com

**Mart Viirand** is a development anthropologist who received his PhD at the Edinburgh University, researching civil society organizations as development actors amidst the armed ethnic conflicts in Northern Myanmar. His present research interests, based on ethnography and media analysis, cover two geographic regions. In Myanmar, he continues looking at tensions between state bureaucracy and competing agents in formal schooling against the backdrop of rapid politico-economic change. In the Tyumen region of Siberia, he is studying labor migrants in the context of Russian state supported hydrocarbon industry and global recession in fossil fuel prices. He has also been involved in several locally managed educational programmes in the ethnically diverse regions of Myanmar that aim to modernize teaching methodologies, encourage local leadership and raise awareness of democratic governance in the context of on-going ethnic warfare and forced displacement.

**Binh Nguyen**

Lecturer, Week 4: Development theories and strategies in a changing world

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 is currently a PhD candidate at McGill University in Canada. He 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 seminar leader in 2019 and 2020.

Professor Jonathan Rigg

Southeast Asia (Week 7)

E-mail: jonathan.rigg@bristol.ac.uk

Jonathan Rigg is a professor of geography at the University of Bristol, and until 2018 was Director of the Asia Research Institute at the National University of Singapore. For more than thirty years he has been researching - and teaching about - development issues in the Southeast Asian region. This has included research in Thailand, the Lao PDR, Vietnam and Indonesia as well as in Sri Lanka, Nepal and Kazakhstan, supported by grants from funding agencies in the UK, US, Singapore, Canada, Denmark and the EU. His work falls within the broad field of 'rural development', covering topics such as rural-urban relations, participation and the role of NGOs, environment-development tensions, and migration and mobility. Jonathan's advice has been sought by the World Bank, the Asian Development Bank, the FAO and the World Food Programme. Among his authored books are More than rural: textures of Thailand's agrarian transformation (Hawaii University Press, 2019), Challenging Southeast Asian development: the shadows of success (Routledge, 2016), Unplanned development: tracking change in South-East Asia (Zed Books, 2012) An everyday geography of the Global South (Taylor and Francis, 2007) and Living with transition in Laos: market integration in Southeast Asia (Routledge, 2005). He is currently working on research projects on land issues in Thailand, smallholders in Laos and Vietnam, and the environmental commons in mainland and island 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 academic
- 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 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:*


• 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:*

- 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:**


- 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**


**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

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 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:

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://tuoiitrenews.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