

# Development Studies 1

**Spring 2017**

## STUDY GUIDE

(30 ECTS credits)

Updated 29.11.2016  
Changes may occur

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## Course overview - Dates and Deadlines

<b>Self study</b> Dec 5 - 23 Jan	<b>Self study</b> , only email contact with Seminar Leaders. Students expected to read approx.150 pages of literature and write a short paper of 1800 words (+/- 10%), which equates to 4-5 pages. <b>Hand-in of short paper – must achieve an ‘approved’ grade</b> E-mail to <a href="mailto:rasmus@kulturstudier.org">rasmus@kulturstudier.org</a> by 23 January.
<b>Week 1</b> (5) Jan 30 – 3 Feb	<b>Introducing Vietnam.</b> Lecturer: Dr. Bui Hai Thiem  The first week in Vietnam will include trips in and around Hoi An.
<b>Week 2</b> (6) February 6 – 10	<b>Approaches, Agents and Arenas of Development</b> Lecturers : Dr. Mart Viirand Seminar
<b>Week 3</b> (7) February 13 – 17	<b>Approaches, Agents and Arenas of Development</b> Lecturers: Dr. Mart Viirand Seminar
<b>Week 4</b> (8) February 20 – 24	<b>Development theories and strategies in a changing world</b> Lecturer: Professor Kristen Nordhaug Seminar Organising groups for group paper
<b>Week 5</b> (9) Feb 27 - March 3	<b>Sustainable development</b> Lecturer: Dr. Arve Hansen Seminar Organising groups for group paper
<b>Week 6</b> (10) March 6 - 10	<b>Study Week</b> <b>Researching development (Methodology)</b> Lecturer: Rasmus Skov Olesen Seminars, work on group topics
<b>Week 7</b> (11) March 13 – 17	<b>Development in Southeast Asia</b> Lecturer: Dr. Roy Huijsmans Seminar
<b>Week 8</b> (12) March 20 - 24	<b>Development in Southeast Asia</b> Lecturer: Dr. Roy Huijsmans Seminars. Reading and research for group paper
<b>Week 9</b> (13) March 27 – 31	<b>Writing group paper</b> Groups must write a paper of 10800 words (+/- 10%), which equates to 25-30 pages. The paper will be on a defined topic, drawing on literature from the lectures and 300 pages of individual/group choice literature.
<b>Week 10</b> (14) April 3 – 7	<b>Writing and submitting group paper</b> <b>6 Apr – Students submit their group paper</b> <b>7 Apr – End of programme in Vietnam</b>
<b>Self Study</b> April 8 – May 2	<b>Individual home exam.</b>
<b>Evaluation</b>	<b>The exam results will be published in StudentWeb no later than 15 working days after the submission deadline. To challenge the grades a written request must be given no later than 3 weeks after the results have been published.</b>

# 1. Introduction

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

Development Studies I is a course run by Kulturstudier in collaboration with Oslo and Akerhus University College of Applied Sciences (HiOA) 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 HiOA. This must be used when submitting assignments during and after the program. 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. If there are any questions that have not been answered in the Study Guide, please contact the seminar leader, Rasmus Skov Olesen ([rasmus@kulturstudier.org](mailto:rasmus@kulturstudier.org)).

## 2. Course Content

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

### Part 1 – Self Study Period

(5 December to 23 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. 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 leader at [rasmus@kulturstudier.org](mailto:rasmus@kulturstudier.org).

#### Student Requirement

#### Assignment 1 – Introductory Assignment

**Deadline:** January 23<sup>rd</sup>, electronic copy sent to seminar leaders

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

### **You are to answer three questions**

1. Discuss briefly different meanings and approaches to (1) development and (2) poverty. (approx 1 page)

*Development is defined and understood in different ways. There are different approaches to achieving development. Development is often used to alleviate poverty, so how one defines and understands poverty is important to how one defines and approaches development. However, there are also other goals of development which you might want to discuss. There are many issues you could discuss, so be selective - the main thing is to show that there is not just one view of what development is.*

2. How would you portray the difference in viewpoint between:  
academic writing on development (Allen & Thomas, and Willis)  
reports from the UN, and  
reports written by the World Bank? (approx 1 page)

*Think about how Allen & Thomas and Willis define and discuss development. How is development understood in the UNDP Reports? Does the World Bank have a different focus or emphasis in their reports? If you were comparing their different approaches, what would you say is most important to the academics, to the UN, or to the World Bank? There is no right or wrong answer to this question – the main purpose is to get you to think about the assumptions and values that are inherent in different ideas about development.*

3. How can we understand and promote sustainable development? (approx 3 pages).  
This is written as an academic essay, with a short introduction and conclusion.

*There are many issues that are raised in the readings. The answer could include discussion of economic issues, social and cultural factors, and/or impact on the physical environment. You need to be selective about what you discuss. You do not need to cover everything – perhaps write about what seems most important to you.*

Answers to all questions 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 'Literature'. More guidance on referencing is provided in Section 6 of this Study Guide.

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.

### **Sources for the introductory assignment**

#### **Chapters from the set book:**

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

Chapter 1 Introduction: What do we mean by development?

Chapter 5 Social and cultural dimensions of development

Chapter 6 Environment and development theory

## **The following sources are in the Course Reader for the Self Study Period**

Allen & Thomas (2000) *Poverty and development into the 21<sup>st</sup> Century*, Oxford: Oxford University Press.

Chapter 1 Poverty and the 'end of development'

Chapter 2 Meanings and views of development

UNDP (2010) *Human Development Report 2010 Overview: Pathways to human development*, New York: United Nations Development Programme (UNDP).

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)

World Bank (2012) *World Development Report 2012 Overview: Gender Equality and Development*, Washington, D.C.: The World Bank.

\*World Bank (2009) *World Development Report 2009 Overview: Reshaping economic geography*, Washington D.C.: The World Bank.

\* These are more advanced readings. If you have been to University, please include them in your assignment. Students with no University experience can treat these as optional. The reading Allen & Thomas, Chapter 2 will be a source for the first two lectures on development in Vietnam. So, if you do not read the Chapter now, you will have an opportunity to read it during the term in Vietnam.

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

**(January 30 - April 7)**

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 30<sup>th</sup>. 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)

### **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 6<sup>th</sup>**

- **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 HiOA 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 8 – May 2)**

### **Student Requirement**

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

#### **Deadline: May 2**

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

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

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#### **Programme Study time**

In Hoi An the academic week lasts from Monday through Friday. Lectures occur in the morning, while seminars and time for reading happen in the afternoon. In the morning, lectures and academic support activities will be held at our classroom at Phan Chau Trinh University near the centre of Hoi An. The University is walking/bicycling distance from the student housing. There are other resources, such as a library and a café on campus that we can use.

Seminars will usually also take place at the University. 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 or the study centre at the beach for this purpose. The study centre is located 4 km outside of town and can be easily reached by bicycle (15-20 minutes). Bicycles can be bought or hired in Hoi An.

#### **Free time**

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

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

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

## 4. Lecture Plan and Course Reading Lists

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

### Set Book

The following book is recommended reading and is relevant to the entire course:

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

Chapters from the book you must buy, are marked with a \* in the reading list.

### Part 1 – Introducing Development Studies (home study) 236 pages

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

- 📖 \*Willis (2011) *Theories and Practices of Development*. Chapter 1, 'Introduction: what do we mean by development?', London: Routledge. 35p.
- 📖 \*Willis (2011) *Theories and Practices of Development*. Chapter 5, 'Social and cultural dimensions of development', London: Routledge. 34p.
- 📖 \*Willis (2011) *Theories and Practices of Development*. Chapter 6, 'Environment and development theory', London: Routledge. 31p.
- 📖 Thomas, A. (2000) "Poverty and the 'end of development', Chapter 1 in Tim Allen and Alan Thomas (eds.), *Poverty and development into the 21<sup>st</sup> Century*, Oxford: Oxford University Press. 20 p.
- 📖 Thomas, A. (2000) "Meanings and views of development', Chapter 2 in Tim Allen and Alan Thomas (eds.), *Poverty and development into the 21<sup>st</sup> Century*, Oxford: Oxford University Press. 28 p.
- 📖 UNDP (2010) *Human Development Report 2010 Overview: Pathways to development*. New York: United Nations Development Programme. 9p.
- 📖 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.
- 📖 World Bank (2012) *World Development Report 2012 Overview: Gender Equality and Development*, Washington, D.C.: The World Bank. 38p.
- 📖 World Bank (2009) *World Development Report 2009 Overview: Reshaping economic geography*. Washington, D.C.: The World Bank. 32p.

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

### Week 1 - Introducing Vietnam

Dr Bui Hai Thiem

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**.

## **PART 1 APPROACHES TO DEVELOPMENT**

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

- 📖 Cornwall, A. & Nyamu-Musembi, C. (2004) "Putting the 'Rights-Based Approach' to Development into Perspective", *Third World Quarterly*, 25:8 pp. 1415-1437, 22p.
- 📖 Haynes, J. (2008) "Human rights and gender", Chapter 8, in *Development Studies*, Polity: Cambridge, 27p.

### **Lecture 2: The political development of 'Development'**

- 📖 Thomas, A. (2000) "Poverty and the 'end of development' in Tim Allen and Alan Thomas (eds.), *Poverty and development into the 21<sup>st</sup> Century*, Oxford: Oxford University Press. Chapter 1. *in online Introductory Course Reader*. 20 p.
- 📖 Thomas, A. (2000) "Meanings and Views of Development" in Tim Allen and Alan Thomas (eds.), *Poverty and Development into the 21<sup>st</sup> Century*, Oxford: Oxford University Press. Chapter 2. *in online Introductory Course Reader* 26 p.
- 📖 Sinha and Dorschner (2010) "India: rising power or a mere revolution of rising expectations?", *Polity* 42 (1) 26p. **Optional**

## **PART II AGENTS OF DEVELOPMENT**

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

- 📖 Kambhampati (2004) "Structural change, industrialization and economic growth", in Kambhampati, (2004) *Development and the developing world*, Cambridge: Polity. Chapter 2. 14p.
- 📖 Todaro, M and S. Smith (2006). "Taiwan: A development success story" in Todaro, M and Smith, S. (2006), *Economic Development*. Pearson: London. 4p.
- 📖 Leach & Sitaram (2002) Microfinance and women's empowerment: a lesson from India, *Development in Practice*, 12:5, pp575-588, 13p.

### **Lecture 4: The state and development**

- 📖 Haynes, J. (2008) *Development Studies*, Cambridge: Polity, Chapter 5 Politics of Development. 24p.
- 📖 vom Hau et al (2012) "Beyond Brics: Alternatives in the global strategies of development", *European Journal of Development Research*, 24( 2), pp.187–204 ,17p
- 📖 Todaro, M and S. Smith (2006). "Divergent development: Pakistan and Bangladesh" in Todaro, M and S. Smith (2006), *Economic Development*. London: Pearson 3p.

- 📖 Bächtold, S. 2015. "The rise of an anti-politics machinery: Peace, civil Society and the focus on results in Myanmar" *Third World Quarterly* 36 (10), pp. 1968-1983, 17p  
**optional**

### **Lecture 5: Combating inequality? The role of civil society: NGOS, social movements and citizen groups**

- 📖 \*Willis, K. (2011) "Grassroots development", in Willis, K. (2011) *Theories and practices of Development*, London: Routledge. Chapter 4. 26p.
- 📖 Norlund, I. (2007) "*Civil Society in Vietnam: Social organisations and approaches to new concepts*", ASIEN 105, pp 68-90. 22p
- 📖 Hanlon, J (2014) "Inequality – does it matter?" in T.Papaioannou and M. Butcher (ed) *International Development in a Changing World*, Bloomsbury Academic/The Open University, London. Chapter 9. 28p.

## **PART III ARENAS OF DEVELOPMENT**

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

- 📖 Haynes, J. (2008) "Human rights and gender", Chapter 8 in *Development Studies*, Polity: Cambridge. 26p.
- 📖 Momsen, J. (2010) "How far have we come?", Chapter 9 in *Gender and Development*, London and New York: Routledge. 24p.

### **Lecture 7: Education for development: education for empowerment**

- 📖 World Bank (2011) *Education, past, present and future global challenges*, World Bank: New York, 35p.
- 📖 Lall, M. (2008) *Evolving education in Myanmar: the interplay of state, business and the community*. In: *Dictatorship, Disorder and Decline in Myanmar*. ANU E-Press, Canberra, Australia, 23 p.
- 📖 UNESCO 1990 World Declaration on Education for All  
[http://www.unesco.org/education/pdf/JOMTIE\\_E.PDF](http://www.unesco.org/education/pdf/JOMTIE_E.PDF) **optional**

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

- 📖 Kambhampati, U. (2004), "Human Capital and Human Welfare: Health and Education", in Kambhampati, U. (2004) *Development and the developing world*, Cambridge: Polity. Chapter 13, 7p.
- 📖 London, J. (2004) "Rethinking Vietnam's mass education and health system", in McCargo, D. (2004) *Rethinking Vietnam*, Routledge: New York and London, pp 127-142, 15p.

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

## **Lecture 9: Global Trade: the potential for economic and human development?**

📖 Utting, P. (2005) “Corporate responsibility and the movement of business”, *Development in Practice* 15 (3&4), pp375-389 11p.

📖 Davis, P. (2012) *Let Business Do Business: the role of the corporate sector in international development*, London: Overseas Development Institute. 7p.

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

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

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

📖 ODI (2007) “Can tourism offer pro-poor pathways to prosperity?”, ODI Briefing paper 22, June 2007, London. 4p.

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

## **Lecture Series 3**

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

**Professor 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. (2011). “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*, 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*, 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

139 pages

### Lecture 6 Sustainable development – Introduction and history

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

### Lecture 7: The rise of the South and challenges to global sustainability

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

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

## **Lecture 8: Sustainable Rural Development: Feeding the world**

- 📖 Desai, V and Potter, R (2008): *The Companion to Development Studies*, part 3, 'Rural development', chapter 3 (Rural development), 3.1 (J. Mullen – Rural poverty), 3.2 (A. Zoomers – Rural livelihoods, 3.3 (R. Slater, K. Sharp & S. Wiggins – Food security), 3.6 (J. Pretty - Agricultural sustainability, 3.7 (S. Morse – GM crops and development, 3.8 (S. Devereux – Famine), 32p.
- 📖 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 9: Urban development: Sustainable cities?**

- 📖 Hall, T & H. Barrett (2012): "Cities: Urban Worlds", in P. Daniels, M. Bradshaw, D. Shaw & J. Sidaway (eds.): *An Introduction to Human Geography*, 18p.
- 📖 World Bank (2011): *Vietnam Urbanization Review*, Executive summary, 8 p.
- 📖 Hansen, A. (2016). "Sustainable Urbanisation in Vietnam: Can Hanoi Bring Back the Bicycle?" *Tvergastein*, No. 7. 8p. **Optional**

## **Lecture 10: 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
- 📖 Ireland, P (2012): "Climate change adaptation and disaster risk reduction: Contested spaces and emerging opportunities in development theory and practice", *Climate and Development*, vol. 2 2012, pp. 332-345. 13p. **optional**

## **Study Week - Researching development**

**Seminar Leaders: Rasmus Skov Olesen**

**77 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.

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

## **Lecture Series 4 Southeast Asia**

**Dr. Roy Huijsmans**

**358 pages**

### **Lecture 1: Workshop - Imagining Southeast Asian Development**

No readings

### **Lecture 2: Development and Change in Southeast Asia**

- 📖 Rigg, Jonathan (2015) ‘The shadows of success: a cautionary tale of Southeast Asian development’, in: *Challenging Southeast Asian development: the shadows of success*, London: Routledge, pp. 1-18 (Chapter 1). 18 p

- 📖 Rigg, Jonathan (2015) ‘Generating growth, sustaining growth, delivering inequality’, in: *Challenging Southeast Asian development: the shadows of success*, London: Routledge, pp. 23-48 (Chapter 2). 25 p

### **Lecture 3: Population & People**

- 📖 Ministry of Planning and Investment, Vietnam (2011) ‘Fertility’, Chapter 5 in The 1/4/2011 Population Change and Family Planning Survey: Major findings, General Statistics Office, Ministry of Planning and Investment Vietnam: Hanoi, 45-59. 14p.

- 📖 Jones, G. (2013). ‘The Population of Southeast Asia.’ ARI Working Paper No. 196. Singapore, Asia Research Institute (ARI), National University of Singapore. 39 pages

## Lecture 4: Rural transformations and poverty transitions

- 📖 Hall, D., P. Hirsch and T.M. Li (2011). 'Introduction'. *Powers of Exclusion: Land dilemmas in Southeast Asia*. Honolulu, University of Hawai'i Press, pp: 1-26. (26 pages)
- 📖 Li, T.M. (2009). 'Exit From Agriculture: A step forward or a step backward for the rural poor?' *The Journal of Peasant Studies* 36(3): 629-636. (7 pages)
- 📖 Rigg, J., A. Salamanca and M. Parnwell (2012). 'Joining the Dots of Agrarian Change in Asia: A 25 year view from Thailand.' *World Development* 40(7): 1469-1481. (13 pages)
- 📖 Rigg, Jonathan (2014). The four faces of poverty in the Southeast Asian region. *Straits Times*, 13<sup>th</sup> March 2014, Singapore, P. A29. 1 p

## Lecture 5: Householding in Mobile Southeast Asia

- 📖 Douglass, M. (2006). 'Global Householding in Pacific Asia.' *International Development Planning Review* 28(4): 421-445. (25 pages)
- 📖 Yea, S. (2015). 'Rethinking Remittances through Emotions: Filipina Migrant Labourers in Singapore and Transnational Families Undone'. In Lan Anh Hoang and Brenda Yeoh (eds) *Transnational Labour Migration, Remittances and the Changing Family in Asia*. Palgrave MacMillan: London. (32 pages)

## Lecture 6: Schooling in the margins of Southeast Asia

- 📖 Christie, R. (2015). 'Millennium Development Goals (MDGs) and Indigenous Peoples' Literacy in Cambodia: Erosion of sovereignty?' *Nations and Nationalism* 21(2): 250-269. (20 pages)
- 📖 Gerber, N. and R. Huijsmans (2016). 'From Access to Post-access Concerns: Rethinking inclusion in education through children's everyday school attendance in rural Malaysia' in. C. Hunner-Kreisel and S. Bohne (eds.) *Childhood, Youth and Migration: Connecting global and local perspectives*, Springer. (18 pages)

## Lecture 7: Youth and Work

- 📖 Naafs, S. and B. White (2012). 'Intermediate Generations: Reflections on Indonesian youth studies.' *The Asia Pacific Journal of Anthropology* 13(1): 3-20. (18 pages)
- 📖 Elder, S. (2014). 'Labour Market Transitions of Young Women and Men in Asia and the Pacific.' International Labour Office, Geneva. *For this text read Chapter 1(6 pages) and one more chapter of your choice. 20 pages*
- 📖 Rigg, J. (2014). 'Precarious Jobs, Precarious Living in South East Asia', *Straits Times*, 12<sup>th</sup> June, A29. (1page)

## Lecture 8: Southeast Asian Development through Figures of Modernity

- 📖 Barker, J., E. Harms and J. Lindquist (2014). 'Introduction', in J. Barker, E. Harms and J. Lindquist, Eds. *Figures of Southeast Asian Modernity*. Honolulu, University of Hawai'i Press, pp: 1-17. (17 pages)
- 📖 Harms, E. (2014). 'Aspiring Overseas Student (Sinh viên du học)'. in J. Barker, E. Harms and J. Lindquist, Eds. *Figures of Southeast Asian Modernity*. Honolulu, University of Hawai'i Press, pp: 61-63. (3 pages)
- 📖 Padios, J.M. (2014). 'Call Center Agent'. in J. Barker, E. Harms and J. Lindquist, Eds. *Figures of Southeast Asian Modernity*. Honolulu, University of Hawai'i Press, pp: 38-40. (3 pages)
- 📖 Hoesterey, J. (2014). 'Muslim Television Preacher (Tele-Dai)'. in J. Barker, E. Harms and J. Lindquist, Eds. *Figures of Southeast Asian Modernity*. Honolulu, University of Hawai'i Press, pp: 136-138. (3 pages)

## Lecture 9: Digital Development

- 📖 Barendregt, B. (2008). 'Sex, Cannibals, and the Language of Cool: Indonesian tales of the phone and modernity.' *The Information Society* 24(3): 160-170. 11 pages
- 📖 Huijsmans, R. and Trần Thị Hà Lan (2015). 'Enacting Nationalism through Youthful Mobilities? Youth, mobile phones and digital capitalism in a Lao-Vietnamese borderland.' *Nations and Nationalism* 21(2): 209-229. (21 pages)

## Lecture 10: Workshop: Re-imagining Southeast Asian Development

No readings

## 5. Introduction to Staff



### Rasmus Skov Olesen

Seminar Leader

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

**Rasmus Skov Olesen** holds a master degree in Development Geography from the University of Copenhagen. His academic interests and competences lie within issues such as rural development, land use transitions, political ecology, impact of global certification schemes and upgrading theories in global value chains. He has previously conducted fieldwork in Northern Lao PDR on the privatization of forest and loss of open access resources. He has also been doing research on small-scale shrimp farmers in Vietnam as a part of his master thesis and in collaboration with WWF. Rasmus was a student at Kulturstudier's course on Global Environmental Studies in Ghana in 2011, and this is his third semester as seminar leader for Development Studies I.



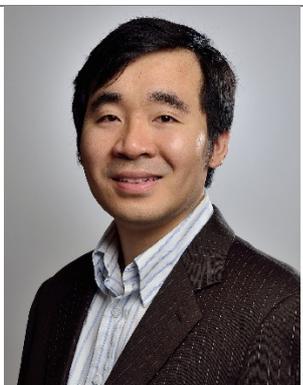
### Vinh Le Nguyen

Manager

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**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. Bui Hai Thiem

Week 1: Introducing Vietnam

E-mail: [thiembui@gmail.com](mailto: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](mailto: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.



## Professor Kristen Nordhaug

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

E-mail: [kristen.nordhaug@hioa.no](mailto:kristen.nordhaug@hioa.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](mailto:arve@kulturstudier.org)

**Arve Hansen** is a postdoctoral research fellow at 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, and urban development, 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). He is now working on a new project on sustainable development in the “socialist market economies” (Vietnam, Laos and China).

Arve is the Programme Manager for Development Studies I.



## Dr. Roy Huijsmans

Week 7 & 8: Development in Southeast Asia

E-mail: [r.b.huijsmans@gmail.com](mailto:r.b.huijsmans@gmail.com)

**Roy Huijsmans** has a background in education and development studies and obtained a PhD in 2010 from Durham University (UK) in human geography. His PhD research focused on discourses and the lived experiences of migration and mobility involving rural Lao children and youth as related to processes of rural transformation and shaped by the reconfiguration of constructs of childhood and youth. A Dutch national, Roy has worked in the field of development in Malawi, Nepal, Surinam and Lao PDR. He is currently based in the Netherlands and holds a senior lecturer position in Children & Youth Studies at the International Institute of Social Studies (ISS), a university institute of Erasmus University Rotterdam that focuses on international development.

## 6. Guidance on Writing Essays

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

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

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

- Is 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 21<sup>st</sup> 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](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.popsoci.com/popsoci37b144110vgn/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

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### Development Issues - General

- ☞ <http://www.eldis.org/>  
ELDIS: This is a gateway to a wide range of information on development.
- ☞ <http://focusweb.org/>  
Focus on the Global South: *This is a Bangkok-based NGO-network on trade, debt and globalisation with a focus on Asia/the Pacific.*
- ☞ <http://www.oneworld.net>  
The One World-network: Site for information on North/South-issues.
- ☞ <http://www.thirdworldnetwork.net/>  
Third World Network: website for comments and analyses from a radical South-perspective.
- ☞ <http://www.opendemocracy.net>  
Open Democracy: This is an online global magazine of politics and culture.
- ☞ <http://www.worldbank.org/>  
World Bank
- ☞ <http://www.imf.org/>  
IMF
- ☞ <http://www.ids.ac.uk>  
British Library for Development Studies
- ☞ <http://www.focusweb.org>  
Focus on Trade: Provides some highly critical material on world trade
- ☞ <http://www.heritage.org/index/>  
Index of Economic Freedom, published by the Heritage Foundation, in conjunction with the Wall Street Journal.
- ☞ <http://www.unctad.org/en/>  
United Nations Conference on Trade And Development
- ☞ <http://www.llrx.com>  
Law and technology resources for legal professionals: This is an online guide listing essential sources in print and electronic formats aiding research into the World Trade Organisation (WTO), GATT (General Agreement and Tariffs and Trade) agreements and other aspects of International Trade.
- ☞ <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.unesco.org/unesdi/index.php/eng/accueil/>  
UNESCO Documentary Resources: All documentary resources produced by UNESCO are available from this access point in the organizations' domains of competence, such as education, natural sciences, culture, social and human sciences, communication and information.
- ☞ <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.
- ☞ <http://www.norad.no/>  
NORAD: The Norwegian Agency for Development Cooperation (Norad) is a directorate under the Norwegian Ministry of Foreign Affairs (UD), which is in charge of Norwegian development aid and cooperation.
- ☞ <http://www.polity.co.uk/global/>  
David Held: This is David Held's web-site on globalisation. It contains lots of useful information and a number of online articles.

## **Development Issues - Vietnam and the Asian Region:**

- ☞ <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**

- ☞ <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.
- ☞ <http://www.vir.com.vn/>  
Vietnam Investment Review: A weekly update on economy and business in Vietnam