

CET Syllabus of Record



Program: CET Vietnam: Development Studies

Course Title: Development Studies in Southeast Asia

Course Code: HC/DEVS 350

Total Hours: 45

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Development Studies / Economics, International Relations, Environmental Studies, Urban Studies

Language of Instruction: English

Prerequisites/Requirements: none

Description

Development is an intriguing concept as it can be associated with individuals, organizations, and entities as big as nations and regions. For years, scholars and development practitioners have debated what qualifies development of a country and how to measure it. Still, governments are under permanent pressure to create programs and pathways that lead to the next level of development. For countries like Vietnam, the notion of development has often been talked about in political discourse and public life. Beginning in the late 1980s after decades of war, the development of this country - however it may be conceived or defined - is conspicuous.

This course can be considered as an introduction to International Development which focuses on Vietnam and Southeast Asia. Students will examine different theories, paradigms, and models in socio-economic development which include those underpinning success and failure stories of countries around the world. They will also relate to the development of post-Doi Moi Vietnam and the Southeast Asian region with conflicting national interests and varied regime types. As the country witnesses the blossoming of both private sector and NGOs, accompanied with record poverty reduction, it is also poised to deal with a variety of socio-economic problems. Throughout this course, students will discuss how gender inequality, and marginalized and vulnerable groups in Vietnam. They will also explore an emerging theme of social and affordable innovation, i.e. innovation to address social problems, in the Southeast Asian context.

Objectives

Through this course, students gain:

- Knowledge of basic theories and concepts in international development, particularly in identifying the major actors in development (state, MDBs, NGOs, private sector), “sustainable” and “inclusive” development, and the lasting economic impacts of colonialism on developing countries.
- A more nuanced, sophisticated understanding of the various theories and assumptions underlying popular discourse on international development.

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- An appreciation for the centrality of environmental resources in economic development projects, and the role of local communities in environmental protection and destruction.
- An introduction to the concept of “inclusive development,” and “innovation for inclusive development”.
- An awareness of how Vietnam’s development is shaping *and being shaped by* issues of ethnicity, gender, religion, disability, poverty, sexuality, and so on.
- Theoretical and practical skills to more astutely analyze Vietnam’s contemporary development issues, at the national and local scale.

Course Requirements

Attendance

Attendance, detailed in the CET Vietnam Attendance Policy.

Participation

Students are expected to attend each class and field trip, to come to class adequately prepared to discuss readings and research, and to turn in quality assignments in a timely manner. Students are provided with weekly reading. In addition, they are required to come to class with at least one article from international, regional, or local newspapers that addresses the topic under discussion or a current issue that impacts development in Vietnam and Southeast Asia. The student-selected articles will be sent via email to the faculty instructor and fellow classmates before class. Students must read assigned articles, collect newspaper articles carefully, take notes on them, and come to class prepared to discuss them.

Fieldwork, including each of the Traveling Seminars, provides an opportunity to raise questions, discuss new theories, and tie in readings to classes, guest lectures, site visits, and practicum experiences.

Short Assignments (800-1100 words)

The objective of these 3 short exercises is to provide students with opportunities to analyze dissimilar development case studies and issues over the semester. The submission should be page-numbered and double-spaced, in a basic 12-point font (e.g., Times, Arial, or Calibri). All written assignments must be submitted via email by the deadline.

Learning outcomes for short assignments include:

- The ability to identify, synthesize and analyze different perspectives of development;
- The ability to critique a development project or policy;
- An understanding of possible conflict among different goals of development;

Short exercise #1: The Case Study of Phu My Lepironia Wetland Conservation. Students are required to analyze the case study based on information provide in class. Students are encouraged

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to seek additional external materials and introduce them into their critical analysis. The guiding question of this exercise is whether the project is a successful case of community development.

Short exercise #2: The meaning of development in the eyes of Vietnamese people. Students compare and contrast answers of two Vietnamese people in Ho Chi Minh City of what development means, how it affects their lives, and what their aspirations are. The students have the freedom to be creative in their approach in this exercise and may choose to conduct a small survey, a comparison of photos showing different levels of development, or a 15-minute discussion with the interviewees.

Short exercise #3: Students will view a documentary and write an analysis (as opposed to a synopsis) of the development issues presented in the film. The film selection will be announced in class.

Final Paper

At the end of the semester, students will submit a thoroughly-researched, tightly-worded essay (10-15 pages) on a particular development issue in the context of Vietnam and/or Southeast Asia. The final paper needs to be pertinent to course objectives and must go beyond course readings and lectures. Students may incorporate the materials from earlier short assignments and build upon their observations and experiences during their course of study in Vietnam.

APA Style/ Writing

Higher education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Should papers have significant errors in APA formatting, they will not be accepted as complete. Grading will also place priority on the quality of writing, including proper use of grammar and concise wording.

Methods of Evaluation

Final grades are determined as follows:

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| - 3 written exercises | 30% |
| - Class participation and article preparation/discussion | 30% |
| - Final research paper | 40% |

All CET programs and courses use this grading scale:

A: 100-93%
A-: 90-92%
B+: 87-89%
B: 83-86%

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B-: 80-82%
C+: 77-79%
C: 73-76%
C-: 70-72%
D+: 67-69%
D: 66-60%
F: 59% and below

Primary Texts

ADB's Civil Society Brief: Vietnam. 2011.

<https://www.adb.org/sites/default/files/publication/28969/csb-vie.pdf>

Brand-Weiner, I. et al. Globalisation in Viet Nam: An Opportunity for Social Mobility? Asia & the Pacific Policy Studies, vol. 2, no. 1, 2015: pp. 21–33

Brohman, J. (1995). Universalism, Eurocentrism, and Ideological Bias in Development Studies: From Modernisation to Neoliberalism. Third World Quarterly, 16(1), 121-140.

Coxhead, I. Globalization, poverty and environment in Vietnam A review of empirics, methods and policy issues. Working Paper. 2007

Duong, W. (2001). Gender equality and women's issues in Vietnam: the Vietnamese woman-warrior and poet. Accessed on January 27, 2018 at

<https://digital.law.washington.edu/dspace-law/bitstream/handle/1773.1/783/10PacRimLPolyJ191.pdf?sequence=2>

Elliott, R., & Shimamoto, K. (2008). Are ASEAN Countries Havens for Japanese Pollution-Intensive Industry? The World Economy, 31(2), 236-254.

Gabi Waibel & Sarah Glück. More than 13 million: mass mobilisation and gender politics in the Vietnam Women's Union, Gender & Development, 21:2, 2013: 343-361, DOI: 10.1080/13552074.2013.802148

Global Witness. Rubber Barons How Vietnamese companies and international financiers are driving a land grabbing crisis in Cambodia and Laos. Online reports and video. 2013. Download at <http://www.globalwitness.org/rubberbarons/>

Goulet, D. (1997). Development ethics: A new discipline. International Journal of Social Economics 24(11) 1160- 1171.

Hakkala, K. Koko, A. The state and the private sector in Vietnam. Working Paper. 2007.

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Helliwel, J. Layard, R. Sachs, J. World Happiness Report, 2014. Read page 1-20. Download at: http://unsdsn.org/wp-content/uploads/2014/02/WorldHappinessReport2013_online.pdf

Hoang Van Minh, & Nguyen Duc Hinh. (2013). Public health in Vietnam: Scientific evidence for policy changes and interventions. *Global Health Action*, 6(0), 1.

Horton, P. (2014). 'I thought I was the only one': The misrecognition of LGBT youth in contemporary Vietnam. *Culture, Health & Sexuality*, 1-14.

iBoP Asia. Pathways Out of Poverty: Innovating with the BOP in Southeast Asia. Ateneo School of Government. 2012.

IDEA, International Development Ethics Association. Homepage: <https://developmentethics.org/>

Klugman, J., Rodríguez, F., & Choi, H. J. (2011). The HDI 2010: new controversies, old critiques. *The Journal of Economic Inequality*, 9(2), 249-288.

Lin, Justin and Ha-Joon Chang (2009), "Should Industrial Policy in Developing Countries Conform to Comparative Advantage or Defy It?" *Development Policy Review*, 27 (5), pp. 483-502.

Lund. C. Approaching development: An opinionated review. *Progress in Development Studies* 10(1), 2010:19-34

Målqvist, M., Thi Phuong Hoa, D., Thanh Liem, N., Thorson, A., & Thomsen, S. (2013). Ethnic minority health in Vietnam: A review exposing horizontal inequity. *Global Health Action*, 6(1), *Global Health Action*, 01 December 2013, Vol.6(1).

Milton Osborne, "The Mekong: River Under Threat" (Lowy Institute for International Policy, Paper 27, 2009). <http://www.lowyinstitute.org/publications/mekong-river-under-threat>

Milton Osborne, "The Water Politics of China and Southeast Asia, Part 2" (Lowy Institute, 2007). <http://www.lowyinstitute.org/publications/river-risk-mekong-and-water-politics-china-and-southeast-asia>

Nghiem, S. & Laurenceson, J. The nature of NGO microfinance in Vietnam and stakeholders' perceptions of effectiveness. East Asia Economic Research Group Discussion Paper No. 3, October 2005, School of Economics, The University of Queensland. Queensland.

Overseas Development Institute. (2011). Viet Nam's progress on economic growth and poverty reduction: Impressive improvements.

Oxfam. (2017). Even it up: How to tackle inequality in Vietnam. Oxfam briefing paper.

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Peet, R. & Hartwick, E. Theories of Development – Contentions, Arguments, Alternatives. 2nd Edition. The Guilford Press. 2009.

People with disabilities in Vietnam: Findings from a social survey at Dong Nai, Quang Nam, Da Nang, and Thai Binh.

Polanyi, Karl. The Great Transformation. Boston Beacon Press. 1944. Chapter 6: The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money.

Ravallion, M. (2011). The human development index: a response to Klugman, Rodriguez and Choi. The Journal of Economic Inequality, 9(3), 475-478.

Solow, R. (1956) "A Contribution to the Theory of Economic Growth," Quarterly Journal of Development Economics pp. 65-94

The Universities and Councils Network on Innovation for Inclusive Development in Southeast Asia (UNIID-SEA). Homepage: <http://uniid-sea.net/page/programs>

Zhao, Hong. (2015). China and ASEAN : Energy security, cooperation and competition. Chap I, III, IV, & V.

Supplementary Texts

Internet resources and additional readings

Outline of Course Content

Topic 1: Course Introduction (1 week)

- Basic concepts, definitions, indicators, and means of measuring development outcomes in the field of international development

Topic 2: Theories, models, and paradigms in international development (2 weeks)

- Major economic theories underlying the modern "international development" field, including theories which prioritize economic growth, poverty reduction, and "modernization"
- Development strategies and models adopted by developing economies beyond the scope of traditional development models
- Alternative development models of the Soviet Union, Venezuela, China, Bhutan, and others
- The institutions and actors in the process of socio-economic development

Topic 3: Development practices and ethics (1 week)

- The ethics of classifying regions, countries, and communities as "developed," "developing," and "underdeveloped"
- Critiques of traditional theories of development

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- Who benefits from the traditional development model?
- How are local communities disenfranchised by “development work”?

Topic 4: Development priorities among ASEAN members (1 week)

- ASEAN’s vastly different populations, economic goals, political compositions, and socioeconomic performances
- The interactions between conflicting development strategies in the region and how ASEAN deals with emerging issues between its members and China

Topic 5: Vietnam’s development in the era of “globalization” (1 week)

- Vietnam’s development from a wider lens of the integration of national and regional economies through globalization
- International trade, financial, and development organizations which have influenced Vietnam’s development
- Vietnam’s role in global supply chains
- The meaning of “globalization” and how the process of globalization is perceived in developed vs. developing countries

Topic 6: The rise of private sector and civil society in Vietnam (1 week)

- The unique, though not mutually exclusive, roles which the public and private sectors have played in the development process of Vietnam

Topic 7: Vietnam’s sustainable development (1 week)

- Development projects through the lens of the environmental and health impacts of development work on local communities
- Overview of the various environmental regulations in Vietnam and Southeast Asia, and how these policies have influenced the region’s fierce competition for foreign direct investment (FDI)

Topic 8: Development and gender issues in Vietnam (1 week)

- How cultural norms can be an impediment to economic growth and inclusive development
- How gender considerations have been integrated (or not) into Vietnam’s development work
- How the development field has begun to respond more effectively to gender inclusion
- How gender-based discrimination affects development outcomes

Topic 9: Poverty reduction and inequality in Vietnam (1 week)

- Vietnam’s strong record of poverty reduction and the continued threat of growing inequality to sustainable development
- Development issues exacerbated by inequality

Topic 10: Towards inclusive development in Vietnam (1 week)

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- The inclusion of marginalized and vulnerable groups in development (ethnic minorities, LGBTQ people, and people living with disabilities)

Topic 11: Innovation for inclusive development in Southeast Asia (1 week)

- The recent rise of efforts by development practitioners to be “innovative” (case studies in Vietnam, the Philippines, Malaysia, and Indonesia)
- The successes, failures, and modifications of these cutting-edge development projects and their lessons for the practitioners and for the field of development work