

LOYOLA UNIVERSITY CHICAGO
CULTURE AND POLITICS OF DEVELOPMENT
IN VIETNAM AND SOUTHEAST ASIA

Point of Entry for Course:

Instructor Information:

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Office Hours
By appointment

Description:

This course, in the format of a series of seminars, is designed to allow the students to explore different development issues in the context of Vietnam from the social scientist's viewpoint. Those issues are associated with what development presents itself to lay Vietnamese people via urbanization, farmland loss, gigantic projects such as dams and highway, and public participation in political process. Some introduction of current affairs and situations in other neighboring Southeast Asian countries will be provided to provide a regional context. The course engages the students to answer the questions about development and its purposes from within a metropolis undergoing rapid social change and fast economic growth. One recurrent question is the role and place of people in development or whether governments (state agencies and state officials) know what is best for their people in terms of "developing" and "modernizing" them. And if so how they can organize to put this into practice.

Outcome & Objectives:

Learning Outcome

Throughout the course, the students will acquire sets of theoretical and practical tools to better analyze the Vietnamese situation and development issues more generally. The students will conceptualize better the complex flows of capital, people, and ideas underlying theories and practices of development and modernization.

Objectives

Upon completion of this course, students will be able to:

1. Understand evolution of different perspectives and theories of development
2. Have a contextual understanding of underlying issues of development in Vietnam
3. Have some basic knowledge of developmental issues in Southeast Asian countries including Cambodia and Laos.
4. Apply their disciplinary knowledge and theories to analyze a range of social and developmental issues in Vietnam and discuss with their classmates.
5. Compare and contrast social and political environments of Vietnam and the US.

Institutional Policies & Philosophies:

IDEA Objectives for the Faculty Information Form

- Gaining factual knowledge (terminology, classifications, methods, trends) **ESSENTIAL**
- Learning fundamental principles, generalizations, or theories **ESSENTIAL**
- Learning to apply course material (to improve thinking, problem solving, and decisions) **IMPORTANT**
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course **IMPORTANT**
- Acquiring skills in working with others as a member of a team **MINOR**
- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) **MINOR**
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) **MINOR**
- Developing skill in expressing oneself orally or in writing **MINOR**
- Learning how to find and use resources for answering questions or solving problems **MINOR**
- Developing a clearer understanding of, and commitment to, personal values **MINOR**
- Learning to analyze and critically evaluate ideas, arguments, and points of view **IMPORTANT**
- Acquiring an interest in learning more by asking questions and seeking answers **MINOR**

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>.

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>.

Reading Materials:

Please purchase your books as soon as possible as readings will be assigned for the second week of class. Luckily those books are available online for download.

Required Texts

1. Harms, E. *Luxury and Rubble: Civility and Dispossession in the New Saigon*. University of California Press, 1st Edition 2016. You will be able to find this book available for download to tablets and kindles.
2. Peet, R. & Hartwick, E. *Theories of Development – Contentions, Arguments, Alternatives*. 2nd Edition (The Guilford Press, 2009). You will be able to find this book available online.

Requirements & Expectations:

Copyright

Copyright Policy: Copyright law was designed to give rights to the creators of written work, artistic work, computer programs and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors' rights. Unfortunately, copyright law is complex and too often incomprehensible; that does not, however, excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research) that are copyright protected and (2) that any research or creative work should be cited according to the conventions of your discipline. These same rules apply to students use and dissemination of materials associated with the course. For LUC's copyright resources check online: <http://www.luc.edu/copyright/highlights.shtml>

Participation

To achieve full benefit of participation, this course requires approximately 2-3 hours per week for completion of reading assignments. This time is mainly spent reading materials, collecting articles, and briefly summarizing them. It is important to note that *how* a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages and more about the *quality* of the contributions and evaluation of all contributions will reflect this (while acknowledging that there are minimum amounts of required interactions). For the purposes of this course, participation is valued in which students build upon one another's comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. A portion of the final grade is dedicated to participation and a rubric is provided that outlines how this will be assessed.

EVALUATIVE DIMENSION	"A" GRADE	"B" GRADE	"C" GRADE	"D/F" GRADE
QUALITY OF CONTRIBUTIONS	Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and life experiences	Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based	Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation; Arguments are rarely evidence-based	No or minimal contributions or arguments are offered

SIGNIFICANCE OF CONTRIBUTIONS	Contributions add complexity to the conversation and support or build off of others' contributions	Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared	Contributions repeat what others have shared and thus do not advance the conversation	No or minimal contributions are offered
GENERAL ENGAGEMENT	Regularly contributes to the class; Routinely engaged with course activities and / or discussions	Contributions meet minimal expectations; Does not consistently engage in activities and/ or discussions	Minimal contributions are offered; disengaged from activities and/ or discussions; shifts to off-topic material	No contributions are offered
GATE-KEEPING	Does not dominate the discussion; Regularly encourages the participation of others by posing questions or asking for other students' thoughts	Student occasionally encourages the participation of others; recognizes the contributions of others	Dominates the conversation; Does not engage other students; directs majority of comments to the instructor	No or minimal contributions
ATTENDING SKILLS	Is considerate of appropriately expressed feelings and opinions of others; Actively supports peers' learning processes	Generally considerate of appropriately expressed feelings and opinions of others; generally supports peers' learning processes	Is dismissive of others' feelings and opinions; Does not actively support peers' learning processes	Inconsiderate of others' feelings and opinions; Does not actively support others' learning
TIMELINESS	Consistently submits material and engages in course requirements by specified times	Generally submits materials by the specified times	Demonstrates a pattern of missing course requirement deadlines	Consistently misses course requirement deadlines

Email/ Sakai

Email will be used as the primary mode of correspondence for this course. All emails to the instructor will be responded to within 48 business hours.

APA Style/ Writing

Graduate 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. Guidelines for this will be covered at the start of the semester and a handout posted on

the Sakai site that provides a “cliff notes” version of the larger book. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance.

Assignments:

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. *Any assignment submitted after the due date and time will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24 hour period after the original time due. Extensions will not be granted.* Note that the instructor will not hunt down missing assignments and it is *your* responsibility to ensure that they are turned in by the stated deadlines.

For all assignments focused on writing, students will be provided substantial feedback regarding content, structure, and grammar/ APA style. It is the student’s responsibility to ensure that the feedback provided for an assignment is integrated into the next assignment. If problems repeatedly appear across assignments, the percentage of point deduction will be increased. Students will be provided with a tracking sheet to monitor feedback (this can be found in resources section of Sakai). NOTE: Students should not exceed the suggested length of assignments as dictated by the full assignment descriptions. Additionally, *the suggested length does not include the title page or reference pages.*

Participation

The students are provided with weekly reading. In addition, the students 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 selected articles will be submitted at the end of the class. The submission can be in digital format. The students must read assigned articles, collect newspaper articles carefully, take notes on them, and come to class prepared to discuss them.

Short Assignments (800 – 1100 words)

The objective of these short exercises is to provide the students with opportunities to write analysis of development case studies and issues over the semester, and adequately prepare them to write a good, self-reflective final paper on their experiences with development in Vietnam. This is the first (and easy) step toward professional-level writing. The submission should be page-numbered and double-spaced, in a basic 12-point font (e.g., Times, Arial, or Calibri). All written assignment 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 meaning of development in the eyes of the residents of developing economies. Students compare and contrast answers of two Vietnamese people living 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 #2: The Case Study of Phu My Lepironia Wetland Conservation. The students are required to analyze the case study based on the information from the slides and handouts, and additional materials that they need to find. The simple guiding question is whether the project is a successful case of community development.

Final Paper (2000 words)

The final assignment in this class requires the students to reflect on their personal definition of development, how it connects to course content, and how it translates to practice. The submission should be page-numbered and double-spaced, in a basic 12-point font (e.g., Times, Arial, or Calibri).

Evaluation & Grading:

All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. The distribution of points is provided below:

- 2 short exercises **30% (15% each)**
- 1 final paper **40%**
- Class participation and article preparation **30%**

Assignments in this course will be graded according to the rubric provided. *Note that if an assignment fails to follow the instructions provided a grade of zero will be assigned.* Students are encouraged to consult with the instructor regarding any questions associated with assignments:

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
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Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not completed or does not demonstrate accurate or full understanding of content
Complexity of Thought & Creativity	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not completed or lacks complexity
Sophistication of Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not completed
Depth of Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple dimensions of content, and/ or meaningful interpretations	Assignment is not completed or depth of critical analysis is not consistent with requirements

Appropriate Structure, APA Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style	The final product is well organized and clearly structured with only minimal grammatical and APA style errors	The final product suffers from problems associated with organization and structure and/ or grammatical and APA style errors	Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/ or APA style errors
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The following point spread will be used to determine the final course grade:

<u>Total Points Earned</u>	<u>Final Grade</u>
100 – 94	A
93 – 90	A-
89 – 87	B+
86 – 84	B
83 – 80	B-
79 – 77	C+
76 – 74	C
73 – 70	C-
69 – 60	D
59 – 0	F

Course Sequence

DATE	TOPIC	ASSIGNMENT DUE	GUIDING QUESTIONS?
Week 1 (Aug 28)	<p>Course introduction Economic development, under-development, developing countries, newly developed countries, and under-developed ones. “Development” seems so commonplace and obvious we often don’t reflect on its complex and ambiguous relationship with other sets of equally “obvious” notions: modernization, modernity, being or striving to be “modern” or “developed.”</p> <p>1. Fly, Jessie and Vu, Hong. Aquaculture and debt: Undermining sustainability in the Mekong Delta. In <i>Growing Sustainable Communities – A Development Guide for Southeast Asia</i>, Eds. Brennan, L. et al. (Tilde University Press, 2013).</p>	General Discussion in Large Group	<ul style="list-style-type: none"> ▪ What is development? ▪ What is modern or developed? ▪ How is development sustainable?
Week 2 (Sep 4)	<p>Development as deconstruction The students examine development in Ho Chi Minh City via urbanization, industrialization, privatization, and democratization.</p> <p>1. Harms, E. <i>Luxury and Rubble: Civility and Dispossession in the New Saigon</i>. University of California Press, 1st Edition 2016. Chap. 1</p> <p>2. Labbe, D. & Musil C. Periurban Land Redevelopment in Vietnam under Market Socialism. <i>Urban Studies</i>, Vol.51 No. 6. 2014: 1146-61.</p>	General Discussion in Large Group	<ul style="list-style-type: none"> ▪ What is development in the eyes of the Vietnamese in those required readings? ▪ What is meant by land ownership in the US and in Vietnam?
Week 3 (Sep 11)	<p>Urban planning and power of the state A presentation on land use, ownership, and planning will serve as a starting point for further discussion on urbanization and land ownership in different economies. The students have opportunities to compare the power of the state in different regimes with respect to urban planning</p> <p>1. Spencer, J. The Political Economy of Market Reform and the Formation of Socio-Spatial Identities in the Mekong Delta.</p>		<ul style="list-style-type: none"> ▪ Who are stakeholders in planning?

	<p>Alternatives 32, 2007: 99-127.</p> <p>2. Harms, E. <i>Luxury and Rubble: Civility and Dispossession in the New Saigon</i>. University of California Press, 1st Edition 2016. Chap. 2</p> <p>3. Kim, A. Talking back: the role of narrative in Vietnam's recent land compensation changes. <i>Urban Studies</i>. Vol. 48 No. 3. 2011: 493 – 508</p>		
<p>Week 4 (Sep 18)</p>	<p>Road-building and developmental thinking The session will be devoted to mega infrastructure projects that have strong impacts on lives of people in Vietnam, dislocating thousands of people. Those urban projects may encourage migration from rural areas into metropolitans, changing forever the existing culture and lives of people.</p> <p>1. Gellert, P. Lynch, B. Mega-projects as displacement. <i>International Social Science Journal</i>. Vol.55 Issue 175, 2005. p. 15-25</p>	<p>General Discussion in Large Group</p>	<ul style="list-style-type: none"> • Are you willing to sacrifice your property for the common good?
<p>Week 5 (Sep 25)</p>	<p>Marginal spaces, poverty, and migration The session focuses on the roles of free market and government's intervention in issues such as housing, poverty eradication, matchmaking, and migration. Watch video: Destiny (2014) https://www.viddsee.com/video/destiny/4tisu Read 1. Sheng, Yap. <i>Urban Challenges in Southeast Asia</i>, 2010.</p>	<p>General Discussion in Large Group</p>	<ul style="list-style-type: none"> ▪ What are challenges to development in Vietnam and which ones are also found in the US?
<p>Week 6 (Oct 2)</p>	<p>Development paradigms and approaches The students review important theories of (economic) development, ranging from classical economic thinking to Amartya Sen's Capability Approach.</p>	<p>General Discussion in Large Group Explanation of exercise 1</p>	<ul style="list-style-type: none"> ▪ What are conventional economic theories of development? ▪ What are the theories and

	1. Peet, R. & Hartwick, E. <i>Theories of Development – Contentions, Arguments, Alternatives</i> . 2 nd Edition (The Guilford Press, 2009). Chapter 1,2,3, 4		arguments in development
Week 7 (Oct 9)	<p>Development paradigms and approaches The session begins with the students sharing their answers to Short Exercise 2. The students will be able to compare and contrast different practices being used by professionals in Vietnam and perhaps other developing countries in Southeast Asia. The discussion now turns to using happiness as an indicator/measure of development.</p> <p>1. Peet, R. & Hartwick, E. <i>Theories of Development – Contentions, Arguments, Alternatives</i>. 2nd Edition (The Guilford Press, 2009). Chapter 5, 6 2. Helliwel, J. Layard, R. Sachs, J. <i>World Happiness Report</i>, 2014. Read page 1-20. Download at: http://unsdsn.org/wp-content/uploads/2014/02/WorldHappinessReport2013_online.pdf</p>	<p>General Discussion in Large Group</p> <p>Short exercise 1 is due</p> <p>Presentation and discussion of assignment 1</p>	<ul style="list-style-type: none"> ▪ What is the happiness approach in development?
Week 8 (Oct 16)	<p>Voice of the community The students will watch a documentary titled A Village Called Versailles about the Vietnamese community in New Orleans. They will have an opportunity to discuss differences and similarities in political life of Vietnamese people in Vietnam and Vietnamese Americans as portrayed by the documentary. They will also explore the question of how cultural difference influences local politics and participants.</p> <p>1. Mattner, M. Power to the people? Local governance and politics in Vietnam. <i>Environment & Urbanization</i>. Vol. 16 No. 1, 2014: 121-28.</p>	<p>General Discussion in Large Group</p> <p>Guest Speaker: Son Pham, Deputy Director/Director of NPO Partnerships LIN Center for Community Development</p>	How does the community champion local development?
Week 10 (Oct 30)	<p>National politics of development The session explores the topic of where development takes place within Vietnam by examining different quantitative data sets and students’</p>		<p>Where is development taking place in Vietnam?</p> <ul style="list-style-type: none"> •

	<p>personal experience after the main excursion to North and Central provinces.</p> <ol style="list-style-type: none"> 1. The 2018 Vietnam Provincial Competitiveness Index Report 2. Nguyen Danh Son. 2017. Regional Development Policies in Vietnam, <i>Vietnam Social Sciences</i>, No. 6 (182). 		
Week 11 (Nov 6)	<p>Local self-reliance and direct democracy in Vietnam The students will have an opportunity to further explore the politics of community development and compare it across borders.</p> <ol style="list-style-type: none"> 1. Shaw, M. Community development and the politics of community. <i>Community Development Journal</i>, Vol. 43 No.1, 2008: 24–36, https://doi-org.flagship.luc.edu/10.1093/cdj/bsl035 2. Gabi Waibel & Sarah Glück. More than 13 million: mass mobilisation and gender politics in the Vietnam Women's Union, <i>Gender & Development</i>, 21:2, 2013: 343-361, DOI: 10.1080/13552074.2013.802148 	<p>General Discussion in Large Group Explanation of exercise 2</p> <p>Discussion of topics for final paper</p>	
Week 12 (Nov 13)	<p>Resource management The theme continues in this session with presentations on the tragedy of the commons and the role of the community in regulating public goods.</p> <ol style="list-style-type: none"> 1. 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/ 2. Scurrah, N.& Hirsch, P. 2015. The political economy of land governance in Cambodia. Mekong Region Land Governance. 	<p>General Discussion in Large Group</p> <p>Short exercise 2 is due</p> <p>Presentation and discussion of exercise 2</p>	<p>What role should the community play in resource management?</p>
Week 13 (Nov 20)	<p>Regional/international politics of development The students will watch a documentary of Mekong River and the debate over the construction of dams on the river and their impacts on lives of people who depend on this river for various purposes. The students will form groups to deliberate on remedial approaches to help solve the</p>	<p>General Discussion in Large Group</p>	<p>▪ Who loses and wins because of the built dams</p>

	<p>dilemma of development. The students share how development is taking place in Cambodia and Vietnam and discuss regional issues.</p> <ol style="list-style-type: none"> 1. Kittikhoun, Anoulak & Staubli, Denise. 2018. Water diplomacy and conflict management in the Mekong: From rivalries to cooperation. <i>Journal of Hydrology</i>. 567. 10.1016/j.jhydrol.2018.09.059. 2. Fox, C. & Sennon, C. 2019. Political Borders, Epistemological Boundaries, and Contested Knowledges: Constructing Dams and Narratives in the Mekong River Basin. <i>Water</i>. 11(3), 413; https://doi.org/10.3390/w11030413 		
Week 14 (Nov 27)	Wrap up session		
Week 15 (Dec 4)	Final paper due		