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

Point of Entry for Course:

Instructor Information:

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Lecturer
University of Economics – Ho Chi Minh City
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Tel. +84 85 587 7803
Email: dnguyen10@luc.edu

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](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](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


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](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.

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<thead>
<tr>
<th>EVALUATIVE DIMENSION</th>
<th>“A” GRADE</th>
<th>“B” GRADE</th>
<th>“C” GRADE</th>
<th>“D/F” GRADE</th>
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<tr>
<td>QUALITY OF CONTRIBUTIONS</td>
<td>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</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based</td>
<td>Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation; Arguments are rarely evidence-based</td>
<td>No or minimal contributions or arguments are offered</td>
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<td><strong>SIGNIFICANCE OF CONTRIBUTIONS</strong></td>
<td>Contributions add complexity to the conversation and support or build off of others’ contributions</td>
<td>Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared</td>
<td>Contributions repeat what others have shared and thus do not advance the conversation</td>
<td>No or minimal contributions are offered</td>
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<td><strong>GENERAL ENGAGEMENT</strong></td>
<td>Regularly contributes to the class; Routinely engaged with course activities and/or discussions</td>
<td>Contributions meet minimal expectations; Does not consistently engage in activities and/or discussions</td>
<td>Minimal contributions are offered; disengaged from activities and/or discussions; shifts to off-topic material</td>
<td>No contributions are offered</td>
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<td><strong>GATE-KEEPING</strong></td>
<td>Does not dominate the discussion; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts</td>
<td>Student occasionally encourages the participation of others; recognizes the contributions of others</td>
<td>Dominates the conversation; Does not engage other students; directs majority of comments to the instructor</td>
<td>No or minimal contributions</td>
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<td><strong>ATTENDING SKILLS</strong></td>
<td>Is considerate of appropriately expressed feelings and opinions of others; Actively supports peers’ learning processes</td>
<td>Generally considerate of appropriately expressed feelings and opinions of others; generally supports peers’ learning processes</td>
<td>Is dismissive of others’ feelings and opinions; Does not actively support peers’ learning processes</td>
<td>Inconsiderate of others’ feelings and opinions; Does not actively support others’ learning</td>
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<td><strong>TIMELINESS</strong></td>
<td>Consistently submits material and engages in course requirements by specified times</td>
<td>Generally submits materials by the specified times</td>
<td>Demonstrates a pattern of missing course requirement deadlines</td>
<td>Consistently misses course requirement deadlines</td>
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**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:

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<tr>
<th>EVALUATIVE DIMENSION</th>
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<td>Achievement of Specified Learning Outcomes</td>
<td>The assignment demonstrates strong achievement across designated learning outcomes</td>
<td>The assignment demonstrates evidence of meeting the designated learning outcomes</td>
<td>The assignment meets the majority, but not all of the designated learning outcomes</td>
<td>The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes</td>
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<td>Demonstrated Understanding of Content</td>
<td>Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas</td>
<td>Demonstrates adequate competence in articulating central points of core content</td>
<td>Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points</td>
<td>Assignment is not completed or does not demonstrate accurate or full understanding of content</td>
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<td>Complexity of Thought &amp; Creativity</td>
<td>Demonstrates significant complexity of thought as well as creative approaches in both content and structure</td>
<td>Complexity of thought is of adequate depth and elements of creativity are present in work</td>
<td>Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate</td>
<td>Assignment is not completed or lacks complexity</td>
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<td>Sophistication of Application to Practice</td>
<td>Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations</td>
<td>Application to practice is accurate and adequate</td>
<td>Application to practice varies in accuracy and does not take into account varying perspectives and considerations</td>
<td>Assignment is not completed</td>
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<td>Depth of Critical Analysis</td>
<td>Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations</td>
<td>Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations</td>
<td>Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple dimensions of content, and/ or meaningful interpretations</td>
<td>Assignment is not completed or depth of critical analysis is not consistent with requirements</td>
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<td>Appropriate Structure, APA Style, and Grammar</td>
<td>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</td>
<td>The final product is well organized and clearly structured with only minimal grammatical and APA style errors</td>
<td>The final product suffers from problems associated with organization and structure and/or grammatical and APA style errors</td>
<td>Assignment is not completed or final product is poorly organized, structured, and/or possesses significant grammar and/or APA style errors</td>
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The following point spread will be used to determine the final course grade:

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>100 – 94</td>
<td>A</td>
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<tr>
<td>93 – 90</td>
<td>A-</td>
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<td>89 – 87</td>
<td>B+</td>
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<td>86 – 84</td>
<td>B</td>
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<td>83 – 80</td>
<td>B-</td>
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<tr>
<td>79 – 77</td>
<td>C+</td>
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<tr>
<td>76 – 74</td>
<td>C</td>
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<tr>
<td>73 – 70</td>
<td>C-</td>
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<tr>
<td>69 – 60</td>
<td>D</td>
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<tr>
<td>59 – 0</td>
<td>F</td>
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<td>DATE</td>
<td>TOPIC</td>
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<tr>
<td>Week 1 (Aug 28)</td>
<td>Course introduction</td>
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<td>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.”</td>
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<td>Week 2 (Sep 4)</td>
<td>Development as deconstruction</td>
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<td>Week 3 (Sep 11)</td>
<td>Urban planning and power of the state</td>
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<td>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 1. Spencer, J. The Political Economy of Market Reform and the Formation of Socio-Spatial Identities in the Mekong Delta.</td>
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</table>
| Week 4  (Sep 18) | **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.  
| --- | --- | --- | --- |
| Week 5  (Sep 25) | **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/4tlsu](https://www.viddsee.com/video/destiny/4tlsu)  
Read  
1. Sheng, Yap. Urban Challenges in Southeast Asia, 2010. | General Discussion in Large Group | • What are challenges to development in Vietnam and which ones are also found in the US? |
| Week 6  (Oct 2) | **Development paradigms and approaches**  
The students review important theories of (economic) development, ranging from classical economic thinking to Amartya Sen’s Capability Approach. | General Discussion in Large Group  
Explanation of exercise 1 | • What are conventional economic theories of development?  
• What are the theories and... |
| Week 7  
(Oct 9) | **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.  
**Short exercise 1 is due**  
Presentation and discussion of assignment 1 | ▪ What is the happiness approach in development? |

| Week 8  
(Oct 16) | **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.  
Guest Speaker: Son Pham, Deputy Director/Director of NPO Partnerships LIN Center for Community Development | How does the community champion local development? |

| Week 10  
(Oct 30) | **National politics of development**  
The session explores the topic of where development takes place within Vietnam by examining different quantitative data sets and students’ | | Where is development taking place in Vietnam? |


| Week 11 (Nov 6) | **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.  
Explanation of exercise 2  
Discussion of topics for final paper |
| Week 12 (Nov 13) | **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.  
**Short exercise 2 is due**  
Presentation and discussion of exercise 2 |
| Week 13 (Nov 20) | **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 problems. | General Discussion in Large Group  
- Who loses and wins because of the built dams |
The students share how development is taking place in Cambodia and Vietnam and discuss regional issues.


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<tr>
<th>Week 14 (Nov 27)</th>
<th>Wrap up session</th>
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<tr>
<td>Week 15 (Dec 4)</td>
<td>Final paper due</td>
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