

Economic Reform and Development

ASIA-3020 (3 credits)

Vietnam: Culture, Social Change, and Development

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

In recent years, Vietnam has emerged as one of the world's most vigorous economies. This course charts Vietnam's transition from a centrally planned to a market-oriented economy and the associated socio-political changes as well as environmental costs. Students examine in detail the major turning point in Vietnam's economic development the *Doi Moi* "Renovation" economic reforms launched in 1986 – and the rapid growth in trade and investment since that time. The course additionally examines development ethics and equity issues within the context of the country's growing market economy and the urban consumer class, and local responses during global pandemic crises.

Dynamics and tensions inherent in such fast economic growth and emphasized in this course include:

- Economic development theory including neo-liberalism
- Strategies for poverty reduction and governance issues
- Rural and agricultural development
- Urbanization and migration in an era of globalization environmental impacts of rapid social and economic change
- Public health awareness and community development during global pandemic crises

Excursions to both rural and urban areas in Vietnam, including the Mekong Delta, Da Lat Highland, Central Vietnam, Ha Noi, and Sapa and Ha Long Bay provide students with a variety of unique environments in which to investigate the nuances of development. Throughout the course, students are encouraged to use their own experiences in Vietnam to analyze and question dominant development paradigms. This course is designed to help students develop critical perspectives on contemporary Vietnam and a foundation for their Independent Study Projects or internship.

Learning Outcomes

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

- *Describe* the planned economic system of Vietnam prior to 1986 and the *Doi Moi* Restoration reforms thereafter;

- *Compare and contrast* Vietnam's planned economy and *Doi Moi* Restoration reforms;
- *Illustrate* social and environmental challenges in the *Doi Moi* period;
- *Analyze* rural development challenges in the context of rural development models and capacity building;
- *Critically explain* effects of demographic and economic shifts such as rapid urbanization and rural-urban migration;
- *Integrate* knowledge of development theory and actual local level practice through experience in community service projects and hands-on learning;
- *Discuss* different impacts of globalization and modernization in different regions (rural, central highland, urban and mountainous areas);
- *Apply* economic development theory to the Vietnam context in a form of the research paper or the reflection paper format.

Language of Instruction

This course is taught in English, but students will be exposed to vocabulary related to course content as well as the nuances of economic change and development through in-country expert lectures and field visits in a wide range of venues and regional locales.

Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Course Requirements

Each week this course covers major themes in a classroom seminar setting or through field visits, followed by a discussion session every Thursday or Friday afternoon. Guided by SIT faculty, the discussion sessions are facilitated by students. Occasionally, local college students join the discussion and share their views on the reading topics.

Course readings are selected from recent research documents as well as recent refereed journal articles and selections from other books. Beyond what is listed in the syllabus, supplemental articles are also distributed to students based on current events and relevancy.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) Short Paper on the Meaning of Development (20%)

Each student is expected to begin to develop an understanding of Vietnamese conceptions of development through interactions with a few local sources. This assignment requires you to ask at least two Vietnamese people of what each person thinks development means and how it affects his or her life.

2) Case Studies on Rural Development in Mekong Delta (10%)

While in rural settings, students are given the chance to participate directly in village life. This can take a variety of forms, from helping with farm work to conducting case studies in pairs. The assignment (with integrated community engagement) requires students to note firsthand observations while also analyzing the issues of rural development models and capacity building as they apply to the village. Students are then asked to integrate their broader knowledge of Vietnam with their personal experiences to prepare a group oral presentation based on the case study. Each group will conduct one case study and each group will present the findings at the end of the Mekong Delta Excursion. The written paper is due before the homestay period in Ho Chi Minh City. Grades are based on group effort, organization, and a comprehensive analysis of each case study.

3) Research Paper on Development (40%)

Working on this assignment will be a cumulative process ending in an 8-10-page paper. Students have wide latitude regarding the topic and research approach for this paper. For instance, students may choose to discuss their topic or research question with business owners or economists working in Vietnam, or they may choose a specific development related topic (health, education, water resources, rural-urban migration, conservation efforts, etc.) Students will be expected to discuss the usefulness of at least one economic theory covered in the course and to demonstrate their understanding of that theory's application in a Vietnamese-specific context.

The research paper must be submitted on time before the Grand Excursion to northern Vietnam. Unexcused late papers will be reduced one grade (e.g., A becomes B) for each late day.

4) Final Examination (20%)

The final exam for the course consists of two essay questions given to students one day prior and a set of short answer questions. The goal of the exam is to give students the opportunity to demonstrate knowledge of development issues both within the macro and micro contexts and to use the analytical skills they have been developing as part of the course, in preparation for writing the critical independent study project paper. This final exam will be conducted at the end of the Grand Excursion, just before the ISP period.

5) Participation (10%)

This includes active involvement in lectures, readings, discussions and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

Assessment

Meaning on Development	20%
Case Studies on Rural Development	10%
Research Paper on Development	40%
Final Examination	20%
Participation	10%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other

designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections, and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Program Expectations

All assignments should be typed and double-spaced. Spelling and grammar are part of grading criteria; careful proofreading and editing are essential parts of the writing process. I will be happy to read a rough draft of any assignment at least two days prior to the due date. Please note: description is not analysis. While there is a place for description of people, events or organizations in your assignments, be aware that extensive description is not a substitute for critical analysis based on independent thinking and understanding. The more your writings reflect synthesis of theory observation and reflection, the more successful your work will be.

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.

- Have assignments completed on schedule, printed, and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Schedule

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

Each week this course covers major themes in a classroom seminar setting or through field visits, followed by a discussion session every Thursday afternoon. Guided by SIT faculty, the discussion sessions are facilitated by students. Occasionally, local college students join the discussion and share their views on the reading topics.

Course readings are selected from recent refereed journal articles and selections from documents and reports of the Government of Vietnam, the World Bank, and the United Nations. Beyond what is listed in the syllabus, supplemental articles are also distributed to students based on current events and relevancy.

Module 1: Development Theory and Economic Growth

The module outlines the most relevant development theories and traces the transition from economic growth to human development. Particularly, students examine the history behind

Vietnam's transition from a centrally planned economy to a market-oriented economy, its increasing interconnections with other countries through globalization, and the economic consequences of these transitional processes. Students examine the impacts of the *Doi Moi* "Renovation" economic reforms launched in 1986 and societal responses to and influences on these transformations. This module employs readings on economic theory, including critiques and alternatives to mainstream economic policy frameworks. Students consider a range of topical themes relevant to economic development in Vietnam today, touching on new forms of rural development, urbanization, migration, remittances, poverty reduction, civil society, ASEAN, and WTO accession.

Session 1: Theories of Development

This session will examine the historical context, the theoretical assumptions, the key arguments, and the policy implications of major development theories. It will also highlight the dynamics of these theories -- how these theories shape the research agenda and empirical studies in the field of development, how these theories criticize one another, and how their criticisms have led to the reformulation of classical theories in order to catch up with the changing situations in the late 20th and early 21st century. This session explores the debates on the concept and paradigms of development that can be applied to the Vietnamese society. Vietnam has undergone different socio-economic and political regimes. The American ones appear to be more stable. How do we assess and measure development in those countries? And what do we mean by development in those two different contexts?

Readings:

Peet, R., & Hartwick, E. R. (2015). Chapter 1: Development. In *Theories of development: contentions, arguments, alternatives*. The Guilford Press.

Clark, D. A. (2005). Sen's capability approach and the many spaces of human well-being. *Journal of Development Studies*, 41(8), 1339–1368.
<https://doi.org/10.1080/00220380500186853>

McMichael, P. (2017). Chapter 1: Development: Theories and Reality. In *Development and Social Change: A Global Perspective*. (6th ed.) Sage.

Optional Reading:

Bowles, P. (2017). *The Essential Guide to Critical Development Studies*. London: Routledge.

Pieterse, J. (2010). *Development Theory: Deconstructions/Reconstructions*. Sage Publications Ltd.

Session 2: Overview of Vietnamese Economy

Students receive an introduction to the goals and requirements of the course, and discuss the changes in economic policy in Vietnam since 1986.

Socialist Model in Pre-Reform Era in Viet Nam

This session introduces main characteristics of the centrally planned, socialist economic model in Viet Nam. We discuss the socialist industrialization strategy and its institutions such as industrial state enterprises and agricultural cooperatives and associated systems such as the planned prices and residential registration. Although this model was not successful economically, it created social achievements that contributed to Viet Nam's economic success in the reform era.

Assigned Readings:

Van Arkadie, B., & Mallon, R. (2003). Chapter 4: Prelude to reform: the attempted introduction of central planning. In *Viet Nam: A Transition Tiger?* (pp. 38–55). ANU Press.
<http://doi.org/10.22459/VNTT.01.2004>

Masina, P. (2006). *Vietnam's Development Strategies* (pp. 49–75). Routledge.

Session 3: Economic Reform Policy - Doi Moi Era in Vietnam

This session focuses policies of economic reform known as *Doi Moi* in Vietnam since the late 1980s. Two issues discussed include: 1) What determined the timing of economic reform, and 2) Why the economy responded dynamically to new conditions and achieved sustained growth.

Assigned Readings:

Quan-Hoang Vuong. (2014, February 2). *Vietnam's political economy: a discussion on the 1986-2016 period*. Working Papers CEB; ULB -- Université Libre de Bruxelles.
<https://ideas.repec.org/p/sol/wpaper/2013-163371.html>

Hollweg, C. H., & Taglioni, D. (2017). *Vietnam at a crossroads: engaging in the next generation of global value chains*. World Bank Group.

Süng-Ho Kwön. (2019). Chapter 1. In *The role of government in economic growth and development the cases of Korea and Vietnam*. Nova Science Publishers, Inc.

Optional Readings

Masina, P. (2006). *Vietnam's Development Strategies* (pp. 100–142). Routledge.

Vietnam Development Report 2012: Market Economy for A Middle-Income Vietnam. World Bank: Hanoi. Chapter 4, pp. 77-87

Spangenberg. J. (2019). *Sustainable Development and Social, Ecological, and Economic Transformation in Vietnam: Insights for Policy*. VNU Journal of Science: Policy and Management Studies, Vol. 35, No. 2 (2019) 9-25

Session 4: Building Institutions for Macro- and Micro-economic Management in Vietnam

This session introduces an important step of reform in the 1990s to build up market institutions for macroeconomic management, with particular focus on government implemented reform policies in finance and banking to pursue fiscal and monetary stability.

Optional Readings:

Corr, A., & Michaelides, M. (2014). Vietnam Investment Opportunities: 2015. In *Corr Analytics*.
<https://www.canalyt.com/wp-content/uploads/2014/12/Vietnam-Investment-Opportunities-2015-USA-MM03-AC042.pdf>

Session II: Challenges to Foreign Business and Investment in Vietnam, pp. 17-27

4.1. Restructuring in State Owned Enterprises (SOE) in Viet Nam

State enterprises are the key productive model in a centrally planned economy. This session introduces step-by-step the state enterprise reform process since *Doi Moi*. Current issues and future directions of reform in this sector are also discussed.

Assigned Readings

Mishra, D. K. (2011, December 6). *Vietnam development report 2012: market economy for a middle-income Vietnam*. World Bank; World Bank Group.
<https://documents.worldbank.org/en/publication/documents-reports/documentdetail/495721468327934602/vietnam-development-report-2012-market-economy-for-a-middle-income-vietnam>

Cuong, T.T, et al. (2007). Vietnamese State-Owned Enterprises after Equitization: Performance, Emerging Issues, and Policy Recommendations.

Tran, Tien Cuong et al. (2006) Vietnamese State-Owned Enterprises after Equitization: Performance, Emerging Issues, and Policy Recommendations. *Vietnam Economic Management Review*, No.1, pp. 20-30.

4.2. Reform in Small & Medium Enterprises and Private Business in Viet Nam

Before *Doi Moi*, household and private businesses were restricted but developed rapidly after the application of reforms. This session introduces the institutional processes which affected this economic sector.

Assigned Readings:

Chinomona, R., & Tam, L. T. (2014). Creating Enabling Environment for Micro-finance Sector Development in Vietnam: A Legal Framework Perspective. *Journal of Economics*, 5(1), 115–124. <https://doi.org/10.1080/09765239.2014.11884989>

Tran Tien Cuong, Le Xuan Sang and Nguyen Kim Anh. (2008). Vietnam's Small-and Medium-Sized Enterprises Development: Characteristics, Constrains and Policy Recommendations. In Lim, H.(ed.), *SME in Asia and Globalization*. ERIA Research Project Report 2007-5, pp. 323-364. Available at <https://www.eria.org/Vietnam%E2%80%99s%20Small%20and%20Medium%20Sized%20Enterprises%20Development%20Characteristics,%20Constraints%20and%20Policy%20Recommendations.pdf>

Optional Readings:

Phạm Ngọc Dũng. (2007). Small- and medium-sized industrial enterprises in Vietnam over the last twenty years of renewal. *Social Sciences Information Review*, 1(1), 25–31. <https://vjol.info.vn/index.php/ssirev/article/view/823>

4.3. Social Enterprise in Vietnam: History and current development

Assigned Reading:

Nguyen Dinh Cung *et al.* (2012) *Social Enterprise in Vietnam: Concept, Context and Policies*. Unofficial Translation Version.

Optional Reading:

William, S., & Emily, D. (2014). Social enterprise: constraints and opportunities - evidence from Vietnam and Kenya. *ODI: Think Change*, 1–14. <https://odi.org/en/publications/social-enterprise-constraints-and-opportunities-evidence-from-vietnam-and-kenya/>

Session 5: Vietnamese Business Environment

This session introduces business etiquette and customs in Vietnam, including basic protocol, etiquette, and culture in the Vietnamese business environment in current times. It includes discussions with legal professionals, business owners, and executives who are living and working in Vietnam.

Assigned Readings:

White Book on Vietnamese Businesses (2019). *Development of enterprises across the country and in localities in the 2016-18 period*. General Statistics Office (GSO)

Optional Reading:

Vierra, K., & Vierra, B. (2010). Chapter 4: Navigating the Business Landscape. In *Vietnam Business Guide: Getting Started in Tomorrow's Market Today* (pp. 32–50). John Wiley & Sons.

Kohl, Katrine. (2007). Americans doing business in Vietnam: Communication differences. https://www.researchgate.net/publication/334083978_Kohl_2007_Americans_doing_business_in_Vietnam

Module 2: Agricultural Development and Poverty Alleviation in Viet Nam: Site Workshops and Excursions in Mekong Delta and Da Lat, Central Highland

This module examines reform processes in agriculture and poverty alleviation policies in the Mekong Delta and Da Lat City of Central Highland through site workshops and excursions. Economic growth in the post-reform period has contributed to a reduction in the poor as a proportion of Vietnam's overall population. This module examines the process of poverty alleviation and factors related to the continuing poverty of some subpopulations in Viet Nam.

Session 1: Agriculture & New Technology

This session examines achievements and challenges in the post-reform era. Particularly, this session introduces strategies for reducing poverty in Central Highland of Vietnam. Main agriculture activities, such as crop diversification and improved farmer access to markets, are presented.

Assigned Readings:

World Bank. (2016, April 1). Transforming Vietnamese agriculture: gaining more from less. Retrieved from World Bank website:

<https://documents.worldbank.org/en/publication/documents-reports/documentdetail/116761474894023632/transforming-vietnamese-agriculture-gaining-more-from-less>

Coxhead, I. (2010) *A Robust Harvest: Strategic Choices for Agricultural & Rural Development in Vietnam*. Asia Foundation. Chapter 4: Agriculture Growth and Rural Development. Pp. 35-53 & Chapter 6: Development Policy Alternative, 2011-2020, pp.66-71

Optional Reading:

World Bank Report. 2010. Vietnam Development Report. Poverty. Hanoi: WB.

Part 1: Who are the Poor and Why they are Poor? pp. 5-38; Part II: Current Public Policies and the Poor pp 51-84; Part III: Toward a Stronger Poverty Focus in Public Policies, pp. 93-124

Neil Adger, P. Mick Kelly and Nguyen Huu Ninh. 2001. *Living with Environmental Change: Social vulnerability, adaptation and resilience in Vietnam*. Routledge: New York. Chapter 1, pp. 3-34.

Session 2: Microfinance Program

This workshop on rural microfinance strategies in the Mekong Delta is hosted by Can Tho College for Rural Development in Hoa An.

Assigned Readings:

Chinomona, R.& Le Thanh Tam. (2014). Creating Enabling Environment for Micro-finance Sector Development in Vietnam: A Legal Framework Perspective. *Journal of Economics*, pp. 115-124.

Optional Readings:

Hong Son Nghiem. (2010). Analyzing the Effectiveness of Micro-Finance in Vietnam: A conceptual Framework. *School of Economics*, the University of Queensland, Australia. Pp. 1-26

Pham Ngoc Dung. (2007). Small- and Medium-Sized Industrial Enterprises in Vietnam over the Last Twenty Years of Renewal. *Social Sciences Information Review*, Vol. 1, No. 1, p. 25-31.

Tran Tien Cuong, Le Xuan Sang and Nguyen Kim Anh. (2008). Vietnam's Small-and Medium-Sized Enterprises Development: Characteristics, Constrains and Policy Recommendations. In Lim, H.(ed.) *SME in Asia and Globalization*. *ERIA Research Project Report 2007-5*, pp. 323-364.

Multiple Sessions: Community Engagement

Community engagement activities in rural villages deepen understanding of this module's content by providing direct exposure to rural livelihoods through hands-on learning with villagers. Community engagement activities include:

- Field Visit to Organic Farm: Visit and talk with villagers to learn about their livelihood and practice interview skills in conjunction with the class on Field Methods & Ethics.

Session 1: Lecture on Sustainable Rural Development

This session introduces rural development projects implemented in the rural Mekong Delta. These projects include agricultural diversification, water resources and community based rural livelihoods. This session is hosted by Can Tho University in the Mekong Delta.

Assigned Readings:

Bui, Van Hung. 2004. Rural Diversification: An Essential Path to Sustainable Development for Vietnam. In *Reaching for the Dream: challenges of sustainable development in Vietnam* (pp 183-215). Copenhagen: NIAS.

Beresford, M., & Angie Ngoc Tran. (2004). *Reaching for the Dream: challenges of sustainable development in Vietnam*. Copenhagen: NIAS.

Module 3: Urbanization and Development in Vietnam

Urbanization and development in Vietnam are taking place. One is the cause of the other, but it is also the consequence of the other. However, the concept of development seems so commonplace and obvious we often don't reflect on its complex and ambiguous relationship with other notions: modernization, modernity, being or striving to be "modern" or "developed" Additionally, the concept of urbanization indicates a range of issues and problems that any cities in the world have to address, e.g. congestion, displacement, farmland loss, etc.

In three sessions, we approach these issues from the social scientist's viewpoint, engaging these questions from within a metropolis undergoing rapid social change and fast economic growth.

Session 1: Land use policies and politics

This session compares land law and acquisition process in Vietnam and in the US. The linkage between land regulation and housing will also be addressed. The students will also have an opportunity to relate their living conditions to existing housing choices. The student should come to class with photos taken of their local housing to share with the instructor.

Assigned Readings:

Labbe, D. & Musil C. Periurban Land Redevelopment in Vietnam under Market Socialism. *Urban Studies*, Vol.51 No. 6. 2014: 1146-61.

Session 2: Participation of marginalized groups and people

This session connects previous one, focusing on the voice and fate of marginalized groups and local people in the modernization and land use planning processes in Vietnam.

Mattner, M. Power to the people? Local governance and politics in Vietnam. *Environment & Urbanization*. Vol. 16 No. 1, 2014: 121-28.

This field visit introduces students to the development of Saigon South New Urban Area, a sign of increasing internationalization and a transition to new forms of urban life in Vietnamese Society.

Assigned Reading:

Harms, Erik, (2011). *Saigon's Edge: On the Margins of Ho Chi Minh City* University of Minnesota Press, Introduction: "Saigon, Inside Out"; Chapter 1, "Bittersweet Transitions: Urbanization on the Fringe of the City"; Chapter 6, "The Problem of Civilization on Saigon's Edge."

Optional Readings:

Waibel, Michael. (2004) The Development of Saigon South New Urban Area: A sign of an increasing of internalization and polarization in Vietnamese Society. *Pacific News*. Nr. 22. July-August 2004.

Le Thanh Sang. (2007). *Urban Migration in Pre- and Post-Reform Viet Nam*. Proceeding of Conference of Migration, Development and Poverty Reduction. 195-227.

World Bank. 2005. "Issues and dynamics: Urban system in developing East Asia: Viet Nam"

Le, Sang. 2004. *Urbanization and Urban Areas in Vietnam in Pre- and Post Reform Eras: 1979-1989 and 1989-1999*. Chapter 4: "Urban Growth in Pre- and Post-Reform Vietnam: Patterns and Components of Growth, the 1979-1989 and 1989-1999 Inter-Censal Periods." 67-86.

Module 4: Political and Human Resource Development and Challenges during Global Pandemic

The first half of this module introduces political and human resource development challenges and explores the emerging tourism industry in Vietnam. The second half in this module unfolds through a series of field trips, site workshops, and community engagement activities in central and northern Vietnam. The excursions help students examine differences in regional developmental processes and lay the foundation for selecting Independent Study Project (ISP) sites and ISP advisors/contacts.

Session 1: Political Development

This session introduces various aspects of Vietnamese political development and practice, including Party rule, democratic development, constitutional development and the rule of law.

This session raises questions for class discussion, such as: “Who and what have been the central political forces in Vietnam during the modern period and how might we understand them?”, and “What are the Vietnam’s prospects for democracy and the development of the rule of law?”

Assigned Readings:

Said, Edward. *Orientalism*. New York: Vintage. 1979. Print. Chapter 1: Introduction
Viet Thanh Nguyen. *The Sympathizer*. Print. The New York Times. Chapter 1 & 2, pp. 1-35.

Optional Readings

Hayton, Bill. (2011). *Vietnam: A Rising Dragon*. Yale University Press. Chapters 4: “Grandfather is watching you”, 69-89.

Gillespie, J. 2014. Human Rights as a Larger Loyalty: The Evolution of Religious Freedom in Vietnam. *Harvard Human Rights Journal/Volume 27*, pp. 107-149.

Nguyen, H. & Pham, H. The Dark Side of Development in Vietnam: Lessons from the Killing of the Thi Vai River. *Journal of Macromarketing*. 32(1) 74-86.

Session 2: Education and Human Development

This session introduces issues of education, particularly higher education in Vietnam and human resource development. It explores the political, social, and cultural forces that are shaping Vietnam’s modern educational system and how the human resources meet the demands of the market economy. This session also provides students with the knowledge of education reforms in Vietnam.

Assigned Readings:

Vietnam Development Report 2014: Skilling up Vietnam: Preparing the Workforce for a modern market economy. World Bank: Vietnam.

Nguyen Loc. 2009. International and National Skills Development Approaches in Vietnam. *Paper at the NORRAG Conference in Geneva*.

Hayden, Martin and Lam Quang Thiep. (2010) Vietnam’s Higher Education System in *Reforming Higher Education in Vietnam*. Harmen G. Hayden, Martin and Pham Thanh Nghi. New York: Springer. 15-30.

Session 3: Public Health and Community responses toward the global pandemic

This session covers the global pandemic, issues of public health and responses of local community. The COVID-19 pandemic has become one of the most serious health crises in human history, spreading rapidly across the globe from January 2020 to the present. The session assesses the policy responses to the COVID-19 pandemic in Vietnam from the early

days of the outbreak in January 2020 till today. Students will share their experience with local students about different pandemic policy responses and local solutions. Topics for discussion and experience sharing might be the followings:

- Impacts of both Covid-19 and varying country responses to Covid-19
- Readiness for and responses to Covid-19
- Resilience demonstrated in responses to the pandemic and the inequalities driving uneven pandemic outcomes
- Intersectionality of vulnerable systems and population-level inequities in relation to Covid-19 and responses to Covid-19
- Pandemic prevention, preparedness, and health system strengthening for the future
- The intersection of multiple systems in shaping the impacts and responses to Covid-19

Assigned Readings

Le, T. T., Vodden, K., Wu, J., & Atiwesh, G. (2021). Policy Responses to the COVID-19 Pandemic in Vietnam. *International journal of environmental research and public health*, 18(2), 559. <https://doi.org/10.3390/ijerph18020559>

Plakhotnik, M. S., Volkova, N. V., Jiang, C., Yahiaoui, D., Pheiffer, G., McKay, K., ... Reißig-Thust, S. (2021). The Perceived Impact of COVID-19 on Student Well-Being and the Mediating Role of the University Support: Evidence From France, Germany, Russia, and the UK. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.642689>

Session 3: Environment and Rethinking Development: This session discusses on multiple pathways in integrating environment and development in Vietnam.

Assigned Readings:

Schmidt-Thomé., Pham, T. L., & Nguyen, T. H. (2015). *Climate change adaptation measures in Vietnam: development and implementation*. Springer.

Anh, T. N. (2010). Integrating environment and development in Viet Nam: Achievements, challenges and next steps. *IIED in Association with Vietnam/UNDP*. Retrieved from https://www.academia.edu/6671009/Integrating_environment_and_development_in_Viet_Nam_Achievements_challenges_and_next_steps

Optional Reading:

McMichael, P. (2011). Chapter 9: Sustainability, Chapter 10: Rethinking Development. In *Development and Social Change: A Global Perspective*. (5th ed.) Sage.

Multiple Sessions: Regional Development Processes and Challenges: Grand Educational Excursions to Central and Northern Vietnam

During the excursion to Central Vietnam, students examine sustainable tourism in the Vietnamese context. Additionally, students learn about Hue culture and the last feudal Nguyen Dynasty. Students have the opportunity to visit the holy sites of My Son and Cham, while learning about Cham architecture and music. A highlight of this excursion is visits to the ancient cities of Hue, Hoi An and My son, recognized as UNESCO World Heritage sites. In Cu Lao Cham, an island marine park also known as Cham Island Biosphere Reserve, students learn about plans for sustainable development in the area, with an emphasis on preserving the environment and enhancing the income-generating capacity of the local people.

Three site-workshops in Hoi An, Da Nang and Hue led by local specialists in their fields:

1. Site-Workshop on History, Culture and Preservation of Hoi An Ancient Town.
2. Site-Workshop on History, Culture and NGO projects in Hue
3. Site-Workshop in Da Nang: Introduction to History and Economic Development in Da Nang

Required Readings for Central Vietnam:

Griffin, T. (2002). An optimistic perspective on tourism's sustainability. In R. Harris, P. Williams, & T. Griffin (Eds.), *Sustainable tourism: a global perspective* (pp. 14–20). Butterworth.

Doan, N. T. K. (2010). Sustainable tourism development in Vietnam. In T. Hundloe (Ed.), *Linking green productivity to ecotourism: Experiences in the Asia-Pacific region* (pp.249–263). Tokyo: Asian Productivity Organization. Available at <https://www.apo-tokyo.org/publications/linking-green-productivity-to-ecotourism-experiences-in-the-asia-pacific-region-pdf-2-6mb/>

During the **excursion to Hanoi and Sapa** in the North, students attend seminars at Hanoi National University and Faculty for International Studies focused on current challenges facing the Vietnamese economy and how the state envisions dealing with these challenges. While the students are traveling (in Ha Noi and Sapa), site visits and guest lectures by academics, officials, and practitioner experts provide additional practical depth to the course.

Session 3: Roles of Civil Society in the Vietnamese context.

This session examines the concept of civil society in the Vietnamese context. It presents international debates and changes in Party policy that accept the necessity of social work and education by organizations outside the state administration and the increasing role to be played by non-profit organizations. This session is hosted by Hanoi National University.

Assigned Reading:

Wells-Dang, A. (2010). Political space in Vietnam: a view from the “rice-roots.” *The Pacific Review*, 23(1), 93–112. <https://doi.org/10.1080/09512740903398355>

Session 4: Strategic Partnerships and Trade: Vietnam's Relationship with the world in the last 20 years.

This session introduces Vietnam's comprehensive relationships and trade partnerships with major countries in the world, including USA, EU, China, Japan, South Korea, and ASEAN. The lecturers present the concept of "strategic partnership" that Vietnam has developed with these countries. The session presents also the current South China Sea dispute and the international debates surrounding it. This session is hosted by Hanoi National University.

During the time in Hanoi, students also have the opportunity to do the following:

- Meet with top historians and members of the Vietnamese National Assembly to discuss current political topics.
- Visit major historical sites, including Van Mieu temple, the first and oldest university in Vietnam; the Presidential Palace; and the Vietnam Museum of Ethnology.
- Visit the newly excavated historic Forbidden City, Thang Long, the royal city built in the 11th century after Vietnam gained independence from Chinese occupation and rule. This visit is of particular interest for students interested in archaeology.
- Meet with government officials and residents to discuss the preservation of cultural heritage sites.
- Observe the work NGOs such as Catholic Relief Services, Oxfam, ActionAid, UNICEF, and UNDP are conducting in Vietnam.

Final Session in Hanoi: Review Regional Development and Overall Course Themes (2 class hours)

The final session summarizes the issues of regional development in central and northern Vietnam and the overall themes on economic reform and development in the host country. This session helps students prepare for the final exam. The Final Examination takes place at the end of the Grand Excursion in Hanoi Capital immediately prior to the ISP period.