

Studying Development

(30 ECTS credits)

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Changes may occur

Introduction

Oslo and Akerhus University College of Applied Sciences (OAUC) offers a one semester full-time course (30 ECTS credits) in development studies in Hoi An on the east coast of Vietnam. The course, *Studying Development*, starts each semester in August and January respectively. The course is a joint venture between OAUC and Kulturstudier (Culture Studies), an independent Oslo-based organisation that offers international academic courses in the fields of culture and human development at study centres in Vietnam, India, Ghana, Argentina and Nicaragua.

OAUC offers interdisciplinary courses in development studies and North-South relations, leading to a Bachelor's degree of 180 ECTS credits in Development Studies.

Studying Development is taught through an interdisciplinary social science/humanistic approach incorporating elements of history, geography, social anthropology, political science, economics and sociology. The course activities (lectures, seminars, assignments, examination) as well as the literature are all in English. The first part of the course is web-based. After this, the students leave for Hoi An, Vietnam, to attend the regular course based on classroom teaching. During the 10 weeks in Vietnam there are normally lectures, seminars and group work on all weekdays. Weekends are free.

Target groups

Studying Development directs itself to:

- Students who wish to include development studies as a part of a bachelor's degree
- Professionals (teachers, nurses, journalists, engineers etc.) and others who seek further education in international and multicultural issues.

Admission requirement

Applicants must qualify for university admission in Norway.

Objectives

The overall objective for the course *Studying Development* is to give students an interdisciplinary understanding of global development with a focus on North-South relations and the South East Asian region. This holistic approach should provide a base for problem-based discussions, critical analysis and reflection.

The students should acquire knowledge of:

- Concepts of poverty and development.
- Globalisation, global history and global economy.
- Governance, people's participation and human rights.
- Culture, gender and religious issues.
- Knowledge, development and social change.
- Population, migration and rural-urban dimensions of poverty.
- Local action and international co-operation for poverty reduction.

Contents

Introducing development studies

This first part sets out to introduce some basic development concepts that the students are expected to become familiar with before going to Vietnam. The concepts are “development”, “poverty”, “gender”, “culture”, “globalisation” and “empowerment”.

This part of the course is entirely web-based.

Research design and field methodology

Students will be given an introduction to research methodology. Covered by three lectures, qualitative and quantitative research methods, research design and evaluation of primary data will be presented. Field ethics will also be emphasized.

History, politics and economic development, globalisation and democracy

The course covers development initiatives that take place at global, national and local levels, current trends in development and development theories, and draws on political and economic theories. Processes of globalization will be discussed, such as global patterns of resource distribution and their effect on both poverty levels and the environment in various parts of the world, questioning how power relations are reflected in these patterns. This will include discussion of the global economy, international trade, debt, and international institutions like the World Trade Organization (WTO), International Monetary Fund (IMF) and the World Bank. Policies and practices of national governments, and actions at a community level by NGOs and local organizations, will be considered in terms of their impact on poverty and environmental concerns, including attention to human rights and the control people have over their own lives.

Population, environment and livelihood

The overall topic of this part of the course is material living conditions in developing countries, especially among the poor. Central issues are questions of environmental sustainability, food security and famine, health problems and health care, migration and demography. It includes consideration of the many ways in which poor people try to make a living.

Culture, gender and knowledge

This part directs itself to the level of people’s lives and the conditions for change. We study the impact of culture on development and the social context of people’s interactions. The main concepts are identity, ethnicity, nationalism, religion and the influence of gender on social life and work relations. We also include the role of learning and knowledge for people to improve their life situation.

Regional focus: South East Asia / Vietnam

Here we look at South East Asia in general, and Vietnam in particular, in order to exemplify the development topics and debates outlined in the previous parts of the course. You will be introduced to the position of South East Asia in the global system. The varied contemporary social, economic and political structures found in the region will be outlined and their cultural and historical origins explored. An examination of the nature and relative success of various South East Asian developments will also be presented

Organisation and requirements

As part of the course, students complete one compulsory assignment, one group examination and one home examination. The Study Guide of the course will give details about deadlines defined by OAUC.

Assessment

Work requirements

The following work requirement must be met before the examination may be sat:

- **Introductory assignment.** This is a paper of approx. 1800 words (+/- 10%) / approx. 4-5 pages, where students must demonstrate a good understanding of some of the key concepts introduced in the introductory part. At this stage, all communication between student and teachers is based on e-mail. The paper is to be submitted through e-mail before students go to Vietnam. It will be assessed within the following week and are evaluated as Passed/Not Passed.

Work requirements must be met within fixed deadlines. Work requirements must be met also by students with valid absence from classes documented by medical certificate. Students, who, due to illness or other valid and documented reasons, do not meet the work requirements within the fixed deadlines, may be given a new deadline. A new deadline for meeting the work requirements is in each individual case given by the teacher of the course in question.

Work requirements are evaluated Passed/Not Passed. Students who meet the work requirements within the fixed deadline, but get the evaluation Not Passed, are entitled to at least one, and maximum two new attempts to fulfil the course requirements. A new deadline for meeting the work requirements is in each individual case given by the teacher of the course in question.

Examinations

Group examination and individual home examination

At the beginning of their stay in Vietnam, the students form groups of 3-5 persons. The purposes of these groups are to work on current topics from the lectures and literature, and to complete the group examination. There will be a seminar on how to write papers, in which the seminar teacher will suggest topics of relevance. The seminar teacher is instrumental in forming the groups and supervising them during the writing process.

- **The group examination** is linked to the topics of the course as a whole. This is a paper on a topic of each group's own choosing, of approx. 10 800 words (+/- 10%) / approx. 25-30 pages, which the students write in groups during their stay in Vietnam. Here, they shall combine perspectives from the literature and lectures, preferably link up with empirical cases from the region of South East Asia, while drawing on literature that the group finds relevant. The paper shall be submitted within the given deadline to eksamen@lui.hio.no, using the students OAUC email account. The group examination is given a mark (A-F) counting 40% of the final result.
- **Individual home examination**, i.e. an essay of approx. 4400 words (+/- 10%) / approx. 10-12 pages, where students shall prove their analytical skills and understanding in the discussion of a given topic. The essay is to be submitted through e-mail to eksamen@lui.hio.no, using the student's OAUC email account. The individual home examination is given a mark (A-F) counting 60% of the final result.

Final Assessment

The students' academic performance is assessed on the basis of the group examination and the individual home examination (see above).

The student will be awarded a composite grade where the group examination counts 40% and the individual home examination counts 60% of the final mark
Grades are given according to a scale ranging from A (outstanding) to F (not approved).

One internal examiner conducts the assessment of the group examination, while one internal and one external examiner assess the individual home examination.

Grading Scale

Grading scale will be according to the ECTS-grading scale, with A-E as pass grades and F as fail grade.

Criteria for the different grades

Symbol	Name	General, qualitative description of grade
A	Outstanding	An outstanding performance. The assignment paper/performance documents outstanding subject knowledge and an outstanding degree of independence and ability in relating subject knowledge to the educational goals of the course.
B	Very good	A very good performance, well above the average. The assignment paper/performance documents very good subject knowledge and a high degree of independence and ability in relating subject knowledge to the educational goals of the course.
C	Good	An average performance. The assignment paper/performance documents a fair level of subject knowledge and some degree independence and ability in relating subject knowledge to the educational goals of the course.
D	Fairly good	A performance below average. The assignment paper/performance documents a level of subject knowledge with some deficiency, and shows a lesser degree of independence and ability in relating subject knowledge to the educational goals of the course.
E	Adequate	A performance satisfying the minimum requirements. The assignment paper/performance documents low degree of subject knowledge, and shows a low level of independence and ability in relating subject knowledge to the educational goals of the course.
F	Not approved	The assignment paper/performance does not satisfy minimum requirements

New or postponed examination

Students who fail their group examination, or who pass but wish to improve their grade, may submit a revised version of their group paper or write an individual paper, 4.400 words +/- 10%, on a topic related to the curriculum. The deadline for such papers coincides with the deadline for general evaluation the following term. Likewise, those who either fail their individual home examination or wish to improve their grade may submit a new paper in connection with the ordinary examinations the following term. This also applies for students with valid absence.

Regulations for new or postponed examinations are available in *Regulations relating to studies and examinations at Oslo University College*. Students must register for a new or postponed examination. More detailed information about registration and times for new or postponed examinations is available on the web site www.hio.no > For studenter.

Reading list

The reading list comprises approximately 1700 pages (compulsory), of which approximately 500 pages are related to Southeast Asia and Vietnam. In addition the students must read 300 pages of their own choice (must be approved by the teacher).

Titles in the list marked with * are from books that the students must buy. (All other titles will be available in a compendium.) Any change in the reading list must be done within the beginning of the course and must be approved by Head of LUI.

PART I: Introducing Development Studies - Self-study **223 pages**

*Thomas, A. (2000) "Poverty and the 'end of development', Chapter 1 in Tim Allen and Alan Thomas (eds.), *Poverty and development into the 21st Century*, Oxford: Oxford University Press. 20 p.

*Thomas, A. (2000) "Meanings and views of development', Chapter 2 in Tim Allen and Alan Thomas (eds.), *Poverty and development into the 21st Century*, Oxford: Oxford University Press. 28 p.

UNDP (2003) *Human Development Report 2003 Overview Millennium Development Goals.*, New York/Oxford: Oxford University Press. 13p.

UNDP (2010) *Human Development Report 2010 Overview: Pathways to development.* New York: United Nations Development Programme. 7p.

*Willis (2011) *Theories and Practices of Development.* Chapter 1, 'Introduction: what do we mean by development?', London: Routledge. 35p.

*Willis (2011) *Theories and Practices of Development.* Chapter 5, 'Social and cultural dimensions of development', London: Routledge. 34p.

*Willis (2011) *Theories and Practices of Development.* Chapter 6, 'Environment and development theory', London: Routledge. 31p.

World Bank (2007) *World Development Report 2007 Overview: Development and the next generation.* Washington D.C., The World Bank. 23p.

World Bank (2010) *World Development Report 2010 Overview: Reshaping economic geography.* Washington, D.C. : The World Bank. 32p.

Part 2: Macro and Micro Perspectives on Development **1000 pages**

Ansell, Nicola (2005) *children, Youth and Development*, London: New York, Routledge. Chapter 5, "Education", 32 p.

Bebbington, A. (1999). 'Capitals and Capabilities: A framework for analyzing peasant viability, rural livelihoods and poverty', *World Development* 27 (12): 2021-2044. 23p.

*Beall, J. (2000) "Life in the cities", in Tim Allen and Alan Thomas (eds), *Poverty and development into the 21st century*, Oxford: Oxford University Press. Chap. 20. 18 p.

Beresford, M. (2008) "Doi Moi in Review: the challenges of building Market Socialism in Vietnam, in *Journal of Contemporary Asia* 38 (2), pp 221-243, 20p.

- Bradford, M. (2010) "Writing essays, reports, and dissertations", in Clifford, French, and Valentine (2010) *Key Methods in Geography* London: Sage, pp497-513. p16
- Brockington, D and Sullivan, S. (2003) Chapter 4: Qualitative Research, in Scheyvens, R. and Storey, D. (2003) *Development Fieldwork: A Practical Guide*, Sage: London 19p.
- Chataway, J. and T. Allen (2000) "Industrialization and development: prospects and dilemmas" in Tim Allen and Alan Thomas (eds.) *Poverty and Development into the 21st Century*, Oxford: Oxford University press. Chapter 24. 24p.
- The Corner House (2000) "Briefing 20; Poverty, politics and population." (Edited extract of 'The Malthus Factor: poverty, politics, and population in capitalist development', Oxford: Oxford University Press, Chapter 6, 16p
- De Haas, H. (2010). 'Migration and Development: A theoretical perspective', *International Migration Review* 44 (1): 227-264. 37p.
- Douglass, M. (2006). 'Global Householding in Pacific Asia', *International Development Planning Review* 28 (4): 421-445. 24p.
- Evans, P. (1996) 'Introduction: development strategies across the public-private divide', *World Development*, 24(6), pp.1033-7. 4 p.
- Gray, M. (1999) Creating Civil Society? The Emergence of NGOs in Vietnam, *Development and Change*, 30, 693-713. 20 p.
- Hardy A. (2003) Go and build a new village! Practice and Policy of Migration, 1954-89 (Chapter 9: Policy), pp. 235-260. In: *Migrants and the State in the Highlands of Vietnam*. NIAS Press. 25p.
- Held, D. (2004) Globalization: The Dangers and the answers" + responses from Martin Wolf, Patrick Bond, Graham Thompson. 26 p.
- *Hewitt, T. (2000) "Half a century of development" in Tim Allen and Alan Thomas (eds.), *Poverty and Development into the 21st Century*. Oxford: Oxford University Press. Chap 13. 20 p.
- *Hewitt, T. and I. Smyth. (2000) "Is the World Overpopulated?", in Tim Allen and Alan Thomas (eds), *Poverty and Development into the 21st Century*, Oxford: Oxford University Press. Chap. 6. 16 p.
- Huyen, Phuong An (2004) " Pursuing success in present-day Vietnam: young graduates in Hanoi", in Mc Cargo, D. (ed) (2004) *Rethinking Vietnam*, Routledge: New York and London, p 12
- Jamieson, N (1995) "How the Vietnamese see the world" in Jamieson, N. (1995) *Understanding Vietnam*. Hawaii: Hawaii University Press. Chapter 1. 41 p.
- Kambhampati, U. (2004). "Structural change, industrialization and economic growth" In: Kambhampati, U (2004) *Development and the developing world*, Cambridge: Polity. Ch. 2. 14 p
- Kambhampati, U. (2004) "Development: The 'success' stories: Britain, Korea, and China" in Kambhampati, U. (2004) *Development and the developing world*, Cambridge: Polity, Chapter 10 21 p.
- Kambhampati, U. (2004) "Agricultural change and rural development" in: Kambhampati, U, (2004), *Development and the developing world*, Cambridge: Polity Chapter 12 20 p.

- Kambhampati, U. (2004), "Human Capital and Human Welfare: Health and Education", in Kambhampati, U. (2004) *Development and the developing world*, Cambridge: Polity. Chapter 13: 221-227, 7p.
- Keyes, Charles F (2002) "The Peoples of Asia: Science and Politics in Ethnic Classification in Thailand, China and Vietnam". *Journal of Asian Studies*, 61.4: 1163-1203. 40p
- Klump, R. (2007) "Pro-poor growth in Vietnam? Miracle or model?", in Besley, T. and Cord, L. *Delivering on the promise of pro-poor growth: insights and lessons from country experience*, World Bank and Palgrave Macmillan, New York 28p.
- Leach & Sitaram (2002) Microfinance and women's empowerment: a lesson from India, *Development in Practice*, 12:5, pp575-588, 13 p.
- Le Mare, A. (2008) "The impact of Fair Trade on social and economic development: a review of the literature", *Geography Compass*2, 21p.
- London, J. (2004) "Rethinking Vietnam's mass education and health system", in McCargo, D. (2004) *Rethinking Vietnam*, Routledge: New York and London, pp 127-142, 15p.
- Mageli, E. (2003) "The education of women and girls and its impact on their poverty status: Evidence from Asia". In *Education and its impact on poverty: an initial exploration of the evidence*. Centre for International Education, Oslo University College. Report 2003-7. 22 p.
- Mayoux, L. (2006) "Quantitative, qualitative or participatory? Which method, for what and when?", Chapter 13 in Desai, V. and Potter, R. (2006) *Doing Development Research*. London : Sage, pp115-129. p14
- *McGrew, A. (2000) "Sustainable globalization? The global politics of development and exclusion in the new world order". In T. Allen and A. Thomas (eds.) *Poverty and Development into the 21st century*, Oxford: Oxford University Press. Chap. 16. 20 p.
- Nguyen Van Chinh, 2001. Work versus Education: An Empirical Study of Rural Education in a Transitional Economy of Vietnam. In: Kleinen, J. (ed.) *Vietnamese Society in Transition. The Daily Politics of Reforms and Change*. Amsterdam: Het Spinhuis, pp.61-101., 40p
- Norlund, I. (2007) "Civil Society in Vietnam: Social organisations and approaches to new concepts", *ASIEN* 105, pp 68-90. 22p
- *Parker, M. and G. Wilson (2000) "Diseases of Poverty" in Tim Allen and Alan Thomas (eds) *Poverty and Development into the 21st century*, Oxford: Oxford University Press. Chapter 4, 25 p.
- *Pearson, R. (2000). "Rethinking Gender Matters in Development. " in Tim Allen and Alan Thomas (eds) *Poverty and Development into the 21st Century*, Oxford: Oxford University Press. Chapter 18. 20p.
- *Potter, D. (2000) "Democratization, 'Good Governance' and Development" in Tim Allen and Alan Thomas (eds.), *Poverty and Development into the 21st Century*, Oxford: Oxford University Press. Chapter 17 18 p.
- Pretty, J., Morison, J. and Hine, R. (2005) "Reducing food poverty by increasing agricultural sustainability in developing countries", in J. Pretty (ed.) *sustainable Agriculture*. London Earthscan. 24 p.

Riddell, RC. (2008) *Does Foreign Aid really work?*, Oxford University Press: Oxford and New York, Chapter 4 the growing web of bilateral donors, and Chapter 5 The complexities of multilateral aid, 35p.

Rigg, J. 2006. "Land, farming, livelihoods, and poverty: rethinking the links in the Rural South". *World Development* 34(1):180-202. 22p

Scott, S., Miller, F. and Lloyd, K. (2006) Doing Fieldwork in Development Geography: Research culture and Research Spaces in Vietnam, *Geographical Research*, 44 (1)[pages 28-40] 13p.

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*Thomas, A. (2000) "Poverty and the 'end of development' in Tim Allen and Alan Thomas (eds.), *Poverty and Development into the 21st Century*, Oxford: Oxford University Press. Chapter 1. 20 p.

*Thomas, A. (2000) "Meanings and Views of Development" in Tim Allen and Alan Thomas (eds.), *Poverty and Development into the 21st Century*, Oxford: Oxford University Press. Chapter 2. 29 p.

*Thomas A. and T. Allen (2000) "Agencies of Development" in Tim Allen and Alan Thomas (eds.), *Poverty and Development into the 21st Century*, Oxford: Oxford University Press. Chap. 9. 30 p.

Todaro, M and S. Smith (2006). "Taiwan: A development success story" in Todaro, M and S. Smith (2006), *Economic Development*. Pearson: London. 4 p.

Todaro, M and S. Smith (2006). "Divergent development: Pakistan and Bangladesh" in Todaro, M and S. Smith (2006), *Economic Development*. Pearson: London. 3 p.

Truitt, A. 2008. "On the back of a motorbike: Middle-class mobility in Ho Chi Minh City, Vietnam". *American Ethnologist* 35(1):3-19. 16pp.

UNDP (2009). 'Freedom and Movement: How mobility can foster human development, Chapter 1 in 'Human Development Report 2009. Overcoming Barriers: Human mobility and development'. New York: United Nations Development Programme, pp: 7-18. 11p.

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Utting, P. (2005) "Corporate responsibility and the movement of business", *Development in Practice* 15 (3&4), pp375-389 14p.

Wade, R. and Wolf, M. (2003) "Are global poverty and inequality getting worse?" in Held, D. ed. (2003) *The global transformation reader*. Cambridge: Polity Press. 7 p.

Werner, Jayne (2004) "State subject-making and womanhoods in the Red River Delta of Vietnam", in *Asian Studies Review*, 28, pp 115-131 10p

Willis, K. (2006) "Interviewing", Chapter 15 in Desai, V. and Potter, R. (2006) *Doing Development Research*. London : Sage, pp 144-152. p8

*Willis, Katie (2005) "Classical and neo-liberal development theories", in *Theories and practices of Development*, London: Routledge. Chapter 2. 30p.

*Willis, Katie (2005) "Structuralism, neo-Marxism and socialism", in *Theories and practices of Development*, London: Routledge. Chapter 3. 31p.

*Willis, K (2005) "Grassroots development" In: Willis, K. (2005) *Theories and practices of Development*, Routledge, London, Ch 4. 22 p.

*Willis, Katie (2005) "Social and cultural dimensions of development", in *Theories and practices of Development*, London: Routledge. Chapter 5. 30p.

*Willis, K. (2005) "Environment and development theory" In: Willis, K. (2005). *Theories and Practices of Development*. London/New York: Routledge. Chap. 6. 27 p.

Woodhouse, P. (2000). "Environmental degradation and sustainability", in Tim Allen and Alan Thomas (eds.). *Poverty and development into the 21st century*. Oxford: Oxford University Press, Chapter 7. 22p

Part 3: Regional Focus: South East Asia/Vietnam

520 pages

Bakker, K. (1999) "The Politics of Hydropower: Developing the Mekong", *Political Geography*, 18, 2, 209-232. 23 p.

Guest, P. (2003) "Bridging the Gap: Internal Migration in Asia", Bangkok: Population Council (<http://pum.princeton.edu/pumconference/papers/1-Guest.pdf>) 20p.

Higgott, R. and Nesadurai, H. (2002) "Re-thinking the Southeast Asian Development Model (SEADM): Bringing Ethical and Governance Questions In", CSGR Working Paper No. 92/02, Centre for the Study of Globalisation and Regionalisation, University of Warwick (http://wrap.warwick.ac.uk/2027/1/WRAP_Higgott_wp9202.pdf). 16p

Hirsch, P. (2001) "Globalisation, Regionalisation and Local Voices: The Asian Development Bank and Rescaled Politics of Environment in the Mekong Region", *Singapore Journal of Tropical Geography*, 22, 3, 237-51. 15 p.

Jones, H. and Findlay, A. (1998) "Regional Economic Integration and the Emergence of the East Asian International Migration System", *Geoforum*, 29, 1, 87-104. 17 p.

Kontogeorgopoulos, N. (2005) 'Community-Based Ecotourism in Phuket and Ao Phangnga, Thailand: Partial Victories and Bittersweet Remedies', *Journal of Sustainable Tourism*, 13, 1, 4-23. 20 p.

Michaud, J. (2010) "Editorial Zomia and Beyond", *Journal of Global History*, 5, pp 187-214. 27p.

Mills, M-B (1997) "Contesting the margins of modernity: women, migration, and consumption in Thailand", *American Ethnologist* 24(1): 37-61. 24p.

Mitchell, C. L. (2008) "Altered Landscapes, altered livelihoods: the shifting experiences of informal waste collecting during Hanoi's urban transition", *Geoforum*, 39 (6) pp 2019-2029. 10p.

Ngo, D. (2001) "Waste and Informal Recycling Activities in Hanoi, Vietnam", *Third World Planning Review*, 23, 4, 405-29. 24 p.

Parnwell, MJG. (2005) "Crowding Out and Clawing Back: Local Institutions and Sustainable Livelihoods in North-East Thailand", *International Development Planning Review*, 27, 2, 143-68. 25 p.

Parnwell, M. and Luxmon Wongsuphasawat. (1997) "Between the Global and the Local: Extended Metropolitanisation and Industrial Location Decision-Making in Thailand", *Third World Planning Review*, 19, 2, 119-138. 19 p.

Parnwell, MJG. (2007) "Neolocalism and Renascent Social Capital in Northeast Thailand," *Environment and Planning D: Society and Space*, 25, 6, 990-1014. 24 pp.

Parnwell, M. (2010) "Tourism and Natural Heritage Management In Vietnam and Thailand", in Hitchcock, M., King, V. and Parnwell, M. eds., *Heritage Tourism in southeast Asia*, Copenhagen:NIAS Press, pp236-263. 51p.

Raghuram, P., Maruja M.B. Asia, and Piper, N., n.d., "Migration and Development in Asia: Knowledge Frameworks", Manila: Scalabrini Migration Center (<http://www.nuffic.nl/home/news-events/docs/events/kotm/abstracts-and-papers/Migration%20and%20development%20in%20Asia%20knowledge%20frameworks.pdf>). 39p

Reyes, CM. (2002) *Impact of Agrarian Reform on Poverty*, Philippine Institute for Development Studies, Discussion Paper Series, 2002-02 50 p.

Rigg, J. (2002) "Part I: Southeast Asian Development: The Conceptual Language of Dissent", in: Jonathan Rigg *Southeast Asia: The Human Landscape of Modernisation and Development* (2nd Edition), London: Routledge, pp. 1-70 70 p.

Singhanetra-Renard, A. (1999) "Population Mobility and the Transformation of the Village Community in Northern Thailand", *Asia Pacific Viewpoint*, 40, 1, 69-87. 18 p.

Sneddon, C. and Fox, C. (2006) "Rethinking transboundary waters: a critical hydropolitics of the Mekong Basin", *Political Geography*, 25 (2), pp. 181-202. 21p.

Sparke, M. Sidaway, J. D, Bunnell T., and Grundy-Warr, C. (2004) "Triangulating the Borderless World: Geographies of Power in the Indonesia-Malaysia-Singapore Growth Triangle", *Transactions of the Institute of British Geographers*, 29. 485-498. 14 pp.

UNDP (2007) *Thailand human development report 2007: sufficiency economy and human development*, Bangkok: UNDP. Download from: http://hdr.undp.org/en/reports/nationalreports/asiathepacific/thailand/THAILAND_2007_en.pdf. (See pp. 20-35.) 15p.

Van Schendel, W. (2002) "Geographies of knowing, geographies of ignorance: jumping scale in Southeast Asia", *Environment and Planning D, Society and Space*, 20, pp. 647-668. 21p.

Watts, MJ. (1998) "Recombinant Capitalism: State, De-Collectivisation and the Agrarian Question in Vietnam", in: John Pickles and Adrian Smith, eds, *Theorising Transition: The Political Economy of Post-Communist Transformations*, London: Routledge, pp.450-505. 55 p.

Look at the 'Participatory Poverty Assessment' for one of the following:

Vietnam: <http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124138866347/vietnam.pdf>

Thailand: <http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124138866347/thailand.pdf>

Indonesia: <http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124138866347/Indon1-3.pdf> ;
<http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124138866347/indon4.pdf> ; <http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124138866347/indon5-7.pdf>