



# **Tutorial Letter 202/1/2022**

## **Introduction to Development Studies DVA1501**

### **Semester 1**

### **Department of Development Studies**

**IMPORTANT INFORMATION:**

This tutorial letter contains important information  
about your module.

BARCODE

Dear Student

## **FEEDBACK ON ASSIGNMENTS FOR DVA1501**

This tutorial letter contains information regarding essay-assignment questions 02 to 06 for DVA1501. This module is offered as a first level module with the aim of introducing students to development concepts. Please contact your lecturers should you have any questions or problems.

### **TIPS**

- Please consult Tutorial Letter DVAALLD/301 as a guide for doing assignments. It contains information on the structure of the essay (introduction, body, and conclusion) and referencing. Marks will be deducted for plagiarism and inappropriate referencing.
- We suggest that you use the study material to generate arguments and provide examples to strengthen your arguments. In your essay, you must demonstrate that you have read your study material and that you understand. You are also encouraged to use additional reading materials such as the relevant electronic reserves (e-reserves) assigned to this module, and books or journal articles that are related to the scope of the assignment questions.
- Please answer each question as outlined on the myUnisa module site.

Good luck with your studies!

**Kind regards**

**DR ANEESAH KHAN**  
**PRIMARY LECTURER**  
**(DVA1501)**

**ASSESSMENT 02**

Outline the history of colonialism in Africa. Then, discuss the negative impacts of colonialism by referring to dependency theory and decolonial theory.

**(50 marks)**

**Readings:** Study guide, learning units 1 and 3

**HOW TO APPROACH THE QUESTION:**

Begin your assignment by providing a brief outline of the history of colonialism in Africa, with a specific focus on the negative impacts. For instance, you can start by saying that Africa has had a long history of imperialism and then colonialism that served the interests of the colonists and not Africans. At the Berlin conference in 1884, the borders of Africa were drawn according to European spheres of influence. No Africans had any say in the proceedings. Section 1.3 mentions many negative impacts of colonialism on Africa. You must mention them all.

After and during the process in which the previously colonised countries became independent, many ambitious plans were implemented to 'modernise' these countries so that they could resemble developed countries. Nevertheless, it was almost impossible for these countries to go through the requisite 'stages of growth' that were required according to the modernisation theorists. One of the main reasons was that the infrastructure and investments that European countries made during colonisation was for one reason only – to benefit the colonial mother country. The colonialists main focus was to use Africa for its resources and cheap labour. The infrastructure and investment that was made, focused on this goal. Primary resources were extracted such as minerals and cash crops. When previously colonised countries became independent, they were left with this pattern, and had to maximise on the existing order by continuing to provide European countries with minerals and cash crops. Unfortunately, these primary products do not fetch much on international markets and the prices are subject to market fluctuations. At the same time, the industrialised European countries have the capacity to add value to these products which makes them expensive. These products are then sold back to the newly independent countries at a high price. This means that there is an imbalance of trade where the European rich countries get richer and the developing countries struggle with their balance of payments. You must explain Andre Gunder Frank's analysis of how entrenched core-periphery relationships established during colonialism, were still impacting on developing countries negatively after their independence.

The decolonial theorists also have the same concerns as the dependency scholars but they are also concerned with not only the unequal power relationships between the previous colonising countries and their ex-colonies, but also the negative impact that Western knowledge systems, institutions, and culture have on developing countries because of colonialism. They argue that these systems are still operating even after official colonialism had been dismantled. They are also concerned about entrenched racism that still prevails after colonialism. You must discuss the concerns of decolonial theorists in detail.

### **Indicators for marks allocated:**

**50% - 59%:** A mark in this category shows that you have a fair understanding of the question; however, you have provided a mere summation of the reading material that does not include your own point of view. Furthermore, the assignment should reflect appropriate use of all the prescribed material and citation/referencing.

**60% - 74%:** In addition to the above, you must demonstrate the ability to provide a logical argument by using examples and your own points of view. It should be evident that literature was incorporated into your discussion, which was referenced.

**75% and above:** You should do all the above and present a logical and coherent discussion that demonstrates extensive knowledge, facilitated by additional reading on the subject. You should be able to reflect critically on all the issues raised in the essay. All sources used were acknowledged through the appropriate use of referencing.

### **ASSESSMENT 03**

Discuss the classification of countries by explaining the concepts 'North' and 'South', 'First', 'Second' and 'Third World', 'developed', 'developing', 'least developed', and 'emerging'.

**(50 marks)**

**Reading:** Study guide, learning unit 1

### **HOW TO APPROACH THE QUESTION:**

#### **The concepts of 'North' and 'South'**

The rich, industrialised countries are often referred to as the 'North' and the poorer developing countries as the 'South'. Why is this so? If you look at a map of the world, you will see that most of the countries north of the equator or the 'Brandt line' are industrialised, developed countries while most of the countries below the equator are those that were previously colonised and are not industrialised, but are still developing. You must elaborate upon this discussion and can explain that this distinction is not precise and is an example of stereotyping.

#### **The concepts 'First', 'Second', and 'Third World'**

These concepts have a historical background that stems from the 'cold war' between Western countries and the old Soviet Union and their allies. This cold war started after the Second world war and continued until 1989. The Western countries and their allies were called the 'First World', and the Soviet Union and its allies were called the 'Second World'. When the previously colonised countries became independent, they did not want to join either the 'First World' or the 'Second World'. They shared characteristics which made them unique and they took up a 'third stance' in the world. The demographer Alfred Sauvy called them the 'Third World', which became a popular term to refer to these countries. You must explain in detail why these countries accepted this term, and why it is still valid even though the 'Second World' disappeared with the fall of the Berlin Wall in 1989.

### **The concepts 'developed', 'developing', 'least developed', and 'emerging'**

The World Bank, International Monetary Fund (IMF) and the United Nations use the terms 'developed' and 'developing' when they refer to rich and poor countries. You must explain exactly what the different categories of these organisations are when referring to poor and rich countries as such. Also, you must explain which organisation/s referred to certain countries as 'least developed' and 'emerging', and why.

#### **Indicators for marks allocated:**

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**60% - 74%:** In addition to the above, you must demonstrate the ability to provide a logical argument by using examples and your own points of view. It should be evident that literature was incorporated into your discussion, which was referenced.

**75% and above:** You should do all the above and present a logical and coherent discussion that demonstrates extensive knowledge, facilitated by additional reading on the subject. You should be able to reflect critically on all the issues raised in the essay. All sources used were acknowledged through the appropriate use of referencing.

### **ASSESSMENT 04**

Discuss any three issues that affect sustainable development.

**(50 marks)**

**Reading:** Study guide, learning unit 4

#### **HOW TO APPROACH THE QUESTION:**

Start by reading the prescribed study material attentively. Note key concepts pertaining to sustainable development and environmentalism.

### **The concept of sustainable development and its three dimensions**

The study guide supplies various definitions of the term sustainable development that you can draw from. For example, Mensah and Castro (2004) refer to sustainability as *"the process suggested to improve the quality of human life within the limitation of the global environment."* Perhaps the most popular definition of sustainable development is the one provided by the United Nation's (UNs) World Commission on Environment and Development (WCED) in 1987. This definition holds that development is sustainable only if it *"meets the needs of the present without compromising the ability of future generations to meet their own needs."*

**There are three essential dimensions to sustainable development that you are required to discuss.** In simple terms, these refer to people, the planet and profit.

- **Social (is concerned with people)** - a socially sustainable system must achieve fairness in distribution and opportunity among all persons with adequate provision of such social services as health, education and gender equity. The social dimension focuses on reconciling the environment and development, and governance related to provision of social services. *This dimension supports initiatives such as peace, poverty reduction, social justice and other grassroots movements that promote social equity.*
- **Environmental (is concerned with the environment)** - an environmentally sustainable system must retain a stable resource base and avoid the overexploitation of non-renewable resource systems, including maintenance of biodiversity, atmospheric stability and ecosystems services, which are not always considered as economic resources. *This dimension supports initiatives such as renewable energy, reducing fossil fuel consumption and emissions, sustainable agriculture and fishing, organic farming, tree planting and reducing deforestation, recycling and overall better waste management.*
- **Economic (is concerned with profits)** - an economically sustainable system must be able to produce goods and services continuously in order to maintain reasonable levels of government and external debt and avoid extreme sectoral imbalances that damage agricultural and/or industrial production. *This dimension ensures that our economic growth maintains a healthy balance with our ecosystems.*

It is important for you to note that finding a way to keep all three interdependent dimensions as strong as can be is rather difficult, but solutions to the sustainability problem must include all three (social, environmental and economic) dimensions.

With the definition of sustainable development in mind, consider the relationship that people have with the environment. Take note that human impact on ecology is dependent on how many people occupy a specific area. This means that the more people there are, the greater their impact on the natural environment. You should however be cognisant of the fact that **population size** is not the only factor which negatively affects the environment. The social, economic and political relationships which determine people's access to resources are equally important.

### **Issues affecting sustainable development**

Learning unit 4 mentions issues affecting sustainable development. These include pollution, desertification, soil erosion deforestation.

#### **Pollution**

Du Plessis and Zulu (2017:36) define pollution as “*the contamination of air, soil and water.*” You should mention that unsustainable consumption leads to various kinds of pollution. The study guide gives various examples of unsustainable consumption actions that lead to pollution of the air, soil and water that you can draw on. For example, the increased rate of the burning of fossil fuels (due to increasing and rapid industrialisation, urbanisation and population growth) creates

sulphur dioxide, which returns to the earth's surface as acid rain and negatively impacts on the natural environment.

### **Desertification**

The United Nations (2021) states that desertification is land degradation in dry areas as a result of various factors. These include climate change and human activities (i.e. deforestation). The impacts of desertification have adverse effects on humans and the environment. For example, Du Plessis and Zulu (2017: 39) notes that desertification can affect the overall productivity of an area and cause a reduction in the species diversity and plant biomass.

### **Soil erosion and deforestation**

Soil erosion occurs when soil is removed through the action of wind and water at a greater rate than it is formed (Du Plessis and Zulu, 2017: 39). The effects of soil erosion go far beyond the mere loss of fertile land and hampers efforts aimed at sustainable development. This is because soil erosion has been linked to increased pollution and sedimentation in water sources. This in turn causes a decline in fish as well as other species. Likewise, degraded lands are more susceptible to flooding.

Deforestation simply refers to the clearing of forest areas. This is done for many reasons, including, to accommodate mining and agricultural activities and to make space for housing. While deforestation has resulted in abundant food production and some positive economic outcomes, the negative impacts far outweigh the positive. For example, deforestation is said to negatively affect natural ecosystems, biodiversity as well as the climate. Can you see how these consequences jeopardise efforts towards sustainable development? The study guide (on page 82) further lists numerous negative consequences of deforestation which you can discuss.

**Be sure to support claims made throughout your essay by referring to your own as well as various examples from learning unit 4.**

### **Indicators for marks allocated:**

**50% - 59%:** A mark in this category shows that you have a fair understanding of the question; however, you have provided a mere summation of the reading material that does not include your own point of view. Furthermore, the assignment should reflect appropriate use of all the prescribed material and citation/referencing.

**60% - 74%:** In addition to the above, you must demonstrate the ability to provide a logical argument by using examples and your own points of view. It should be evident that literature was incorporated into your discussion, which must be referenced.

**75% and above:** You should do all the above and present a logical and coherent discussion that demonstrates extensive knowledge, facilitated by additional reading on the subject. You should be able to reflect critically on all the issues raised in the essay. All sources used were acknowledged through the appropriate use of referencing.

## **ASSESSMENT 05**

Within the context of COVID-19, discuss how accessing and securing basic needs remains a challenge for developing countries.

**(50 marks)**

**Readings:** Study guide, learning units 5 and 6

### **HOW TO APPROACH THE QUESTION:**

#### **Define and explain the term “basic needs”**

In the first sub-section of the body of your assignment, you must provide a definition of basic needs. Do not merely provide a definition/s but provide some discussion/explanation of the concept. **Basic needs** are essential things that a person cannot live without, for example, food, shelter, clothes and water. According to the International Labour Organisation (ILO), basic needs are grouped into minimum family requirements and essential services. Minimum family requirements include food, shelter, clothes, household equipment and furniture. Essential services refer to water, sanitation, public transport, facilities for health, education and culture. Without basic needs, the quality of daily living will be significantly compromised since the lack of one basic need can result in the lack of another, for example, without adequate water, it will be difficult to live in sanitary conditions. Basic needs are contextual in that they differ among and within communities, regions and countries. Air is also an essential basic need and the quality of air one is exposed to is important, since it can either enhance or impede one's quality of life.

#### **Challenges in securing basic needs during the COVID-19 pandemic**

To answer the second part of the question, you must mention the four basic needs as highlighted in learning unit 5 of the Study guide. These needs include food (hunger and nutrition), literacy, water and sanitation and work and employment, however, it is acceptable if other basic needs are mentioned in addition to these. **Students must not discuss COVID-19 in general, but specifically discuss the challenges in accessing basic needs during the pandemic.**

##### **1. Food (Hunger and Nutrition)**

Food is a basic need and food shortages can result in hunger and malnutrition, and in extremes cases, the loss of life. Food shortages are more prevalent in developing countries than in developed countries. Determinants of hunger can be social, political, economic or environmental. Social determinants of hunger can be caused by an individuals' need to lose weight or not eating for religious reasons. This type of hunger is not a result of food shortages, but an outcome of choices made by individuals or groups of people. There is another level of hunger that is caused by a shortage of food or resources to get food. The reasons for this type of hunger could be political, economic, or environmental. This type of hunger can be called “food insecurity” which differs from social hunger. There is a higher prevalence of hunger in rural areas where there are fewer remunerative employment opportunities, more difficult access to markets, lower sanitation and hygiene standards, and less awareness of nutritional values. This



rural/urban disparity contributes to the overall prevalence of hunger (Gaiha, Kulkarni, Pandey & Imai, 2011: 15).

**In the context of COVID-19, issues relating to access to food and food parcels can be discussed. The loss of income may also contribute to minimal access to food.**

## **2. Literacy**

Literacy means the ability to read and write and is becoming increasingly important for survival in the 21<sup>st</sup> century. Literacy is a human right and a means for development, enabling people to access new opportunities and to participate in society in new ways. The lowest literacy rates can be mostly found in sub-Saharan Africa and some parts of Asia. There are various reasons for low literacy levels. The simplest reason is the inability to finance oneself through schooling. Developing countries also face big problems with infrastructure and other resources needed to run literacy centres. In most of these countries, there are more schools in urban areas than in rural areas, and thus illiteracy is mostly found among rural dwellers. Culture also constitutes one of the reasons for low literacy levels. In some cultures, girl children are denied a chance to receive an education on the basis that they are not permanent members of their birth families, as they will later get married. The reasons behind children not attending school can vary, but globally this is associated with poverty, social exclusion, living in a rural area or urban slum, conflicts and wars, lack of basic facilities and poor-quality education.

## **3. Water and Sanitation**

Water and sanitation are necessary for good health, and clean drinkable water is essential for human survival. Sanitation is equally important because unsanitary conditions can lead to ill-health. Although water is a basic human right, many people do not have access to safe and adequate drinking water or proper sanitation facilities. Some reasons include the failure of poorer local municipalities to implement policy (such as the free water policy for everyone in South Africa) because they lack the financial and human resources required. Some reasons as to why Africa, and mostly, sub-Saharan Africa are still struggling with access to water and sanitation can be attributed to, a) the difference between developed and developing countries, which leads to classifying countries as either First World, Third World or developing or developed world, and, b) the political situation of a country can derail previous achievements and take a country back many decades in terms of water and sanitation achievements.

**In the context of COVID-19, issues concerning water access and its effects on hygiene can be discussed. The fact that some people may have to share ablution and toilet facilities, especially in crowded spaces such as informal settlements, renders people susceptible to ill-health.**

## **4. Work and employment**

Basic remunerative employment opportunities are required to access basic needs since most basic needs have become commoditised. The inability to access employment opportunities can be attributed to lack of education, the availability of fewer remunerative opportunities or ill-health which prevents one from being productive and earning an income. The story of Mohammed Seruwo as highlighted in learning unit 5 is a good example of how ill-health prevented him from performing his income earning duties.

**In the context of COVID-19, access to employment has been compromised which has led to lower remuneration and loss of jobs. This results in minimal income where people barely survive and the loss of income which gives rise to circumstances that creates/perpetuate poverty.**

**The issue of poverty and the implications that it has for access to and satisfaction of basic needs**

Poverty is one of the most crucial reasons why people fail to satisfy their basic needs. Poor people have little adaptive capacity and one negative event in their lives can start a vicious cycle of helplessness and ill-being. For example, unemployment leads to a lack of income; most needs, if not all, requires an individual to have an income. People are unable to finance their way through school or provide other basic needs such as food, access to water and shelter. Please refer to learning unit 6 on poverty to enhance your discussion on the implications that poverty has for access to and satisfaction of basic needs.

Conclude your assignment by providing a summary of the important points raised in your essay. Note that your conclusion should not be a repetition of the body.

**NB: Since this question is framed within the current context, you can be creative in the way you answer. However, you must situate your discussions within the context of the study material, and then refer to COVID-19 in your answers.**

**Indicators for marks allocated:**

**50% - 59%:** A mark in this category shows that you have a fair understanding of the question; however, you have provided a mere summation of the reading material that does not include your own point of view. Furthermore, the assignment should reflect appropriate use of all the prescribed material and citation/referencing.

**60% - 74%:** In addition to the above, you must demonstrate the ability to provide a logical argument by using examples and your own points of view. It should be evident that literature was incorporated into your discussion, which must be referenced.

**75% and above:** You should do all the above and present a logical and coherent discussion that demonstrates extensive knowledge, facilitated by additional reading on the subject. You should be able to reflect critically on all the issues raised in the essay. All sources used were acknowledged through the appropriate use of referencing.

**ASSESSMENT 06**

Define and explain poverty and inequality. Then, critically discuss socio-economic instability, educational inequality, and wealth inequality as causes of poverty and inequality in the context of the widespread looting that occurred in KZN and Gauteng Provinces, following the

incarceration of former RSA president, Jacob Zuma, in 2021.

**(50 marks)**

**Reading:** Study guide, learning unit 6

## **HOW TO APPROACH THE QUESTION:**

### **Defining poverty and inequality**

Poverty and inequality are related. Inequality may lead to poverty and poverty may lead to inequality; at the same time, while inequality can be tolerated, poverty is intolerable inequality. For example, people can live with a situation where some earn more than others, but they cannot live with a situation where many people do not know where their next meal will come from - people whose human rights are undermined.

Poverty can also be explained using the concepts of absolute (extreme) poverty, moderate poverty and relative poverty. Absolute poverty implies that households are unable to meet their basic needs for survival. They are chronically hungry, unable to access health care, lack the amenities of safe drinking water and sanitation, cannot afford education for some or all children and lack of shelter and clothing. Moderate poverty refers to conditions of life in which basic needs are met, but just barely. Relative poverty is generally perceived to be a household income level below a given proportion of average national income. A person lacks the necessary resources to enable them to participate in the normal and desirable patterns of life that exist within a given society at a time.

Inequality is the social and economic stratification (uneven distribution patterns of incomes, consumption or access to some resources) of society. It is usually said that inequality can be reduced by closing income gaps, such as increasing workers' wages. Decreased inequality is also seen to fight poverty, because with better wages people can afford to buy better health, education, transport, recreation etc. With reduced inequality, people are also enabled to participate in the political lives of their countries as citizens.

### **Socio-economic instability**

Poverty and inequality have also been blamed on conditions of political instability, social strife, and poor governance in developing countries. According to Green (2008: 274), violent crimes and political instabilities are common in many states characterised by poverty and inequality. He gives examples such as the US, where the murder rate was 5.7 percent per 100 000 people, compared to sub-Saharan Africa and the Caribbean, where the rates were 17-20 per 100 000 and 25 per 100 000, respectively, in 2006. Conventional wisdom holds that potential economic investors are also unlikely to take their capital into situations that pose economic risks. The message here is that in situations of 'conflict', economic performance is also poor, exacerbating poverty and inequality. Similarly, with the looting which occurred in Kwa-Zulu Natal, it caused a lot of harm to the social and economic instabilities of many small, medium, and micro enterprises (SMME).

## **Educational inequality**

Education represents the formation of human capital as people obtain skills and knowledge. Advocates of this thinking argue that especially the lack of basic education is associated with poor economic performance. Some authors even point out that countries such as India, South Korea, Ireland, Taiwan and China have managed to reach their current economic performance as a result of improved universal education, particularly among women. On the other hand, when skilled personnel leave their countries, we have a situation called the “brain drain”. Health Poverty Action *et al* (2014:21-22) note that the “brain drain” from Africa is almost double that of the average for the world. This means that the destination countries benefit from the professional training invested in health care workers, educators and so on. Moreover, some countries have unethical recruitment drives to get these professionals to come and work for them. This is especially the case with health care professionals. They (Health Poverty Action *et al* 2014:22) comment that:

*Due to a lack of university teachers, in 2000, Nigeria, one of Africa's wealthier countries, could only accept 12% of applicants to its universities, highlighting a vicious circle in which a dearth of teachers hinders the development of new generations of skilled workers. African governments suffer a further financial loss in employing experts from countries in the global North to fill their own skills gaps.*

## **Wealth inequality**

Although there are several factors that cause poverty and inequality, the distribution of wealth among nations is fundamental to these issues. Nations use their wealth (economic power) to build their power (military power). Both these forms of power are also subtly used to ‘compel’ nations to vote in particular ways, particularly at the United Nations and other international governing bodies. Developing countries can always be seen voting with powerful nations, even if the issue they vote for could be a disadvantage for them. However, because they fear that the powerful may retaliate – economically in many cases - the poor countries hardly honour the agreements they reach at their own regional-level organisations. This kind of inequality is perhaps the most dangerous. It sets the pace and trends within developing states. The looting which occurred in KZN made a negative contribution to the wealth of the business sector because several businesses were forced to close.

### **Indicators for marks allocated:**

**50% - 59%:** A mark in this category shows that you have a fair understanding of the question as explained above. You must show some ability to use the correct referencing technique, both in the text of your work and in the bibliography.

**60% - 74%:** In addition to the above, the argument must flow logically, and appropriate examples should be provided. There should be a strong indication that the prescribed literature was used and referenced.

**75% and above:** To achieve this mark, you must do all the above and be critical of the relevant issues and give a coherent answer. You should include your own insights, and examples should

be well-integrated. All sources used must be acknowledged through the appropriate use of referencing.