



Dva ass 2019 feedback - FEED BACK ON ASSAUGNMENTS

Development Studies (University of South Africa)



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Tutorial Letter 202/2/2019

Introduction to Development Studies DVA1501

Semester 2

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 assignment questions 2 to 6 for DVA1501. This module is offered as a first level module in the first and second semester, 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 in Tutorial Letter 101.

Good luck with your studies and the upcoming examination!

Kind regards,

DR ANEESAH KHAN
PRIMARY LECTURER
(DVA1501)

ASSIGNMENT 02

Explain how the concept of development has changed over time with specific reference to development being seen as “economic growth and modernisation”, “dependency and exploitation”, “human well-being” and “positive change in a democracy”. **(50 marks)**

Reading: Study guide, study unit 1

HOW TO APPROACH THE QUESTION:

Firstly, you should structure your assignment according to the topics that appear in the questions. Your Table of Contents should have looked something like this:

TABLE OF CONTENTS	Page no:
Introduction.....	1
Development as “economic growth and modernisation”.....	1
Development as “dependency and exploitation”.....	2
Development as “human well-being”.....	3
Development as “positive change in a democracy”.....	4
Conclusion.....	5
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For the first topic, you must discuss development as “**economic growth and modernisation**”. Development has been taken to mean different things at different times, in different places and by different people in different professions and organisations. The dominant meanings have been those attributed by economists and used in economics. Development has thus often been equated with economic development and thus economic growth – often abbreviated simply to growth. You must mention that ‘modernisation’ refers to a model of economic growth that was advocated by the West during the ‘the age of development’ where economic growth and industrialisation was seen as the way in which poor countries could ‘catch-up’ with the West. Progress was measured in terms of an industrialised nations’ standards.

Modernisation came under attack during the 1950’s, especially from Latin American and Marxist theorists. This gave rise to **dependency** theory. One of the most influential dependency scholars was Andre Gunder Frank, who argued that underdevelopment was not an original condition in poorer nations, but that unequal relationships (exploitation) between countries was exacerbated and entrenched by the development growth/modernisation path that was followed during ‘the age of development’.

When you discuss “**development as human well-being**”, you must mention that the scholar Amartya Sen, had a lot of influence on this approach to development. He introduced the idea that development was about expanding people’s freedom to develop their own capabilities. You must explain Sen’s thoughts on development in more detail. His approach to understanding development had a lot of influence on the international community and inspired the United

Nations to adopt a more human orientated approach to understanding the issues in development. As a result, the United Nations adopted the Human Development Index. This is a more qualitative approach to measure development.

When you discuss “**development as positive change in a democracy**”, you must mention that development as ‘positive change’ refers to development as a freely chosen project of the majority of a group of people or a nation, which relates closely to people’s hopes and aspirations. You must elaborate on this topic by summarising the discussion on page 19 of the Study guide.

Indicators for marks allocated:

50% - 59%: A mark in this category shows that you have a fair understanding of the questions; 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 of 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.

ASSIGNMENT 03

Write an essay in which you reflect on the various kinds of approaches to sustainable development and environmentalism. In your essay, pay attention to the ecocentric, anthropocentric, technocentric, Gaian, accommodation and interventionist approaches to sustainable development and environmentalism. **(50 marks)**

Reading: Study guide, study unit 2

HOW TO APPROACH THE QUESTION:

Start by reading the prescribed study material attentively. Note key concepts pertaining to sustainable development and environmentalism. 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 that supplied by the United Nation’s (UN)’s 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. In simple terms, these refer to people, the planet and profit. **(See image 2.1 on page 27 of the Study guide).**

You should then move on to discuss the various approaches to sustainable development and environmentalism.

Ecocentric approach

Reading box 2.1 on page 24 of the Study guide, examines the ecocentric approach to sustainable development. This approach (centred on ecology) argues that the natural environment must be respected for its processes. Ecocentrics view ecosystems and social systems as parts of a whole and hope to harmonise the relationship between the two.

Anthropocentric and technocratic approaches

Anthropocentric and technocratic approaches are contrasted against the ecocentric approach. Under these two approaches, O’Riordan (1989: 82) notes that, “*human ingenuity and the spirit of competition dictate the terms of morality and conduct.*” While the anthropocentric approach gives preference to human beings above the natural environment, the technocentric approach (centred on technology) has absolute faith in technology and industry for solving all problems. This would include environmental degradation. This approach acknowledges that environmental problems exist but does not believe that such problems can be solved by a reduction in technology and industry, rather environmental problems can be solved using science and technological advancements. Can you see that ultimately the anthropocentric and technocentric approaches believe that humans should have control over nature?

Gaian approach

By referring to **Table 2.2 on page 26 of the Study guide**, you will notice that the Gaia hypothesis is a strand of thought under the ecocentric approach. It is also referred to as the ‘Gaia theory’ and states that ‘the earth or Gaia is a self-regulating system’, therefore Gaians believe that the earth is a living organism that can regulate its own environment. This idea argues that the earth is able to maintain conditions that are favourable for life to survive on it, and that it is the living organisms that give the planet this ability. Some of the Gaian ideas are further expanded by communitist ecologists who seek a reconciliation with nature and advocate for the use of renewable resources, self-reliant development and appropriate technologies.

Accommodation approach

The accommodation approach, like the Gaia hypothesis, is also a strand of thought under the ecocentric approach. This approach holds that people have the right to use resources, as long as this is done in a sustainable way. This view is also held by the United Nation’s (UN)’s World Commission on Environment and Development (WCED). For example, consider their definition of sustainable development as development which “meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Interventionist approach

In contrast to the accommodation, is the interventionist approach, which values progress above all else. For interventionists, the money generated by markets and business, will fund research and innovation to overcome the problems associated with the overexploitation of resources.

Indicators for marks allocated:

50% - 59%: Although there was an indication that you understood the concepts and issues pertaining to sustainable development, you merely summarized the prescribed reading material without demonstrating insight or your own point of view. Referencing was done correctly and used consistently.

60% - 74%: Demonstration of everything discussed above with the use of examples. Arguments were coherently presented and evident use of literature, which must be referenced.

75% and above: Demonstration of everything discussed above. Furthermore, sound conclusions were drawn with regards to sustainability and development and an integration of your own points of view. All sources used were acknowledged through the appropriate use of referencing.

ASSIGNMENT 04

Write an essay in which you critically discuss:

- The concepts of “basic needs” and “wants”
- Explain some of the challenges in securing basic needs
- The role of poverty in satisfying basic needs

(50 marks)

Readings: Study guide, study unit 3 & 5

HOW TO APPROACH THE QUESTION:

Begin by reading study unit 3 of the study guide. Since there is no prescribed reader for this module, you are encouraged to consult other academic sources, such as books and journal articles, to support your arguments.

Start your essay by providing a clear introduction which should include the topic/theme of basic needs. Explain what basic needs are and provide a brief discussion (3-4 sentences) on its link to development. You do not have to provide a definition of basic needs in your introduction. You should define the concept in the body of your assignment. End your introduction by explaining what your essay will consist of.

The first part of the body of the assignment requires you to discuss the terms “basic needs” and “wants”

In the first sub-section of the body of your assignment, you must provide a definition of basic needs and wants. Do not merely provide definitions but give some discussion/explanation of these concepts. **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. This can be found on page 45 of the Study guide. 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.

Human beings also have what we call 'wants'. **Wants** are those things that we can do without but are still necessary in our lives. Basic needs are therefore day-to-day requirements, while wants are luxuries, for example, television, flavoured water, basic clothes versus designer clothes etc.

The second part of the question requires you to explain some of the challenges in securing basic needs

To answer the second part of the question, students must mention the four basic needs as highlighted in Study Unit 3 of the Study guide. These needs include food (hunger and nutrition), literacy, water and sanitation and work and employment. Thereafter, they need to explain some of the challenges associated with securing these needs.

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).

2. Literacy

Literacy means the ability to read and write and is becoming increasingly important for survival in the 21st 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.

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 Study Unit 3 is a good example of how ill-health prevented him from performing his income earning duties.

The third part of the question requires you to discuss the role of poverty in satisfying 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 Study unit 5 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.

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 of 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.

ASSIGNMENT 05

Write an essay in which you critically discuss different human rights approaches and their relationship with development by explaining the theory of natural rights, the core components of the universalist approach to human rights, tenets of cultural relativism, criticisms levelled at cultural imperialism and the materialist approach to human rights. **(50 marks)**

Reading: Study guide, study unit 4

HOW TO APPROACH THE QUESTION:

Read unit 4 of the Study guide to get an overview of the topic. Since there is no prescribed book for DVA1501, you are encouraged to use additional resources in order to support your discussion. Start the assignment by introducing your essay. In your introduction, highlight the relationship between development, justice and human rights. For example, your opening statement may specify that human-centred development is informed by the principles of human rights, social and economic justice. The main idea here, is to clarify that justice and human rights should be at the centre of any development initiative. In your introduction, you need to also describe what your essay will focus on.

To discuss the different perspectives linked to the idea of human rights, you need to do the following;

The theory of natural rights

In this discussion, highlight that the theory of natural rights is the oldest debate on human rights. This theory was coined by fathers of liberalism, John Locke and Thomas Hobbes, by declaring human rights as a natural phenomenon. Explain that the natural theory of human rights simply emphasises that human rights are innate in every human being. This means that human beings are born with rights that cannot be taken away by anyone. Also, point out that according to the theory of natural rights, all human beings are born free and equal in dignity and rights. It is important to clarify that the theory of natural rights argues that human rights did not arise from a social contract between the people and the state, but human rights are innate in every human being irrespective of status or place in society. This theory is a precursor to the universalist theory of human rights.

The universalist theory/perspective to human rights

In your discussion, highlight that this theory is sometimes called the Athens-to-Washington-narrative of human rights because it traces the origins of human rights to the Greek city states (Athens) and locates the maturation of human rights in Washington (US). To explain the link between natural rights and the universalist perspective, highlight that universalists grounded human rights upon the universal nature of human beings; and that it was this universalist theory of human rights that informed the Universal Declaration of Human Rights in 1948. Your discussion should include the properties of human rights as described by the UNFPA (2005) in Reading Box 4.1, on pages 59-60 of the Study guide.

It is important to note and remember that the universalist school of thought is grounded in the theory of natural rights. Explain that the universalist approach is a simple theory that builds a natural theory of rights by emphasizing that human beings have rights by virtue of being humans, irrespective of distinctions such as sex, gender, ethnicity, race, religion, age and generations (use practical examples to clarify this discussion). With your examples, it is important to explain the universalists position by demonstrating the common issue of equality of human beings and emphasise that people are born with equal rights. You may close your discussion on the universalist theory by explaining that critics of this school of thought argue that universalists accept that human rights are rooted in Western civilization and Western philosophy.

Cultural relativism

Define cultural relativism as the school of thought that challenges the universalist position and perceives the universalist approach as cultural imperialism. Once you have highlighted that culturalists are critical of the universalists, you may explain that this theory is mainly promoted by groups perceived as cultural relativists (some Anthropologists, African nationalists, Muslims and Asian scholars). Cultural relativism implies that there are numerous forms of human rights shaped by different histories and cultures. It locates human rights in various local histories and local civilisations and views universalists human rights as principles packaged as Western values that other parts of the world are expected to accept, while abandoning their own values.

In your answer, specify that this theory maintains that non-Western people, including Africans, have their own civilizations and cultures that are underpinned by human rights. Find this discussion on pages 60-61 of the Study guide. Explain that according to this school of thought,

human rights emerged from different histories and civilisations, sometimes even carrying different names and articulations. Cultural relativism rails against conceptualising human rights as individualised and emphasises the equal importance of collective and communication rights.

Your discussion should further point out the criticisms levelled at cultural imperialism which include; oversimplifying, romanticising and essentialising particular cultures, histories and geographies, dictatorship, justification for various violation of human rights, including denying women human rights.

You may use practical examples to clarify the above points (such examples may include the statement on page 61 of the study guide; by Mahathir Mohamed, former Prime Minister of Malaysia who justified cultural relativism and resistance to legalisation of same-sex-marriages and prostitution).

The materialist approach to human rights

Reflect on the origins of the materialist school of thought by defining this perspective as a human rights theory that criticizes the universalist and culturalist perspectives. Your discussion should highlight that the materialist perspective traces its roots to Marxism and the school of political economy. This perspective emphasises the material basis of human rights and denies that human rights are a natural phenomenon. This theory is based on the Marxist tradition which emphasises that human rights are articulated as production of human action in the struggle against exploitation and oppression. In your discussion, you need to show that you understand that the materialist theory views human rights as a production of struggle against exploitation and oppression. *You may go to the extent of giving examples to emphasise the argument that solutions are generally informed by identifiable struggles. This is in line with the statement, "without experience of sickness, there can be no idea of health".* Other examples may include South African struggles that led to the development of the freedom charter, the SA constitution etc (see Study guide, page 62).

The materialist theory criticised the culturalist perspective for oversimplifying, romanticizing and essentialising particular cultures, histories and geographies. It perceives culturalists as dictators who use cultural relativism as a justification for various violations of human rights, including denying human rights. It criticised the universalist approach for being Western-centric, Christian-centric and imperialist in its attempts to entrench Western hegemony across the world. Clarify that the materialist theory does not deny universality of human rights but argue that their universalism is not informed by naturalness of rights. Also, the materialists view human rights as products of human struggles against various forms of oppression and exploitation rather than of culture or Western philosophies.

Prior to summarising your essay, you may highlight that the discussion on human rights did not stop with the universalist, culturalist and materialist perspectives, but this discussion escalated to generations of rights. Highlight that these generations include the first generation which focusses on civil and political rights such as the right to vote and freedom of assembly. The second-generation rights are economic and social rights such as the right to health, education, employment and housing. The third-generation rights include communities' rights, while the

fourth-generation rights include preservation of nature and the environment for future generations.

Finally, conclude your essay by summarising your discussion. Please note that students who discuss all the human rights approaches, criticisms levelled against each of these approaches and include the four generations of rights in their discussion will be awarded a higher mark.

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 need to 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 should flow logically, and appropriate examples must be provided. There should be a strong indication that literature was used.

75% and above: To achieve this mark, you must do all of 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 were acknowledged through the appropriate use of referencing.

ASSIGNMENT 06

Write an essay in which you define and explain poverty and inequality. Then, discuss the following causes of poverty and inequality:

- Structural Adjustment Programmes (SAPs)
- Globalisation
- Educational inequality
- Terms of trade and trade barriers

(50 marks)

Readings: Study guide, study unit 5; article by K Reddy (2011) from the e-reserves.

HOW TO APPROACH THE QUESTION:

Begin by defining and explaining poverty and inequality

In answering this section, students are expected to show how poverty and inequality are related, by defining the two concepts. 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 can be seen as 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 as a way 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.

Thereafter, proceed to discuss the causes of poverty and inequality

Discuss the issues of **SAP'S** and IMF conditionalities attached to aid provided to developing countries. IMF's conditionalities meant that developing countries had to deregulate their economies, remove regulations and standards for foreign investment, privatise their economies and reduce protection of domestic industries. All of the above mentioned are aid prerequisites that developing countries had to abide by in order to be granted aid. The conditional development that was packaged as SAP's contributed largely to the conditions of inequality and poverty in developing countries.

By discussing **globalisation** (including slavery and colonialism), students should argue that the conditions of slavery, colonialism and globalisation have also contributed to the inequality and poverty that pervades the developing world, by looking at how slavery and colonialism robbed developing countries of their human capital, by exploring the Marxist schools of thought which explains poverty and inequality through looking at the structure of the society and the market-based capitalist economy. Students should also include the role of MNC's and TNC's in causing poverty and inequality in developing countries.

Students should also discuss the socio-economic instability, which explains poverty and inequality by looking at political instability, social strife and poor governance in developing countries. **Educational inequality** is based on the premise that a lack of basic education is associated with poor economic performance which leads to increased poverty and inequality rates.

Students should discuss the **terms of trade and trade barriers**. For this cause of poverty and inequality, they should state why developing countries produce 80% of the world's wealth but are still the least developed. Developing countries have little say in determining the prices of the goods they trade, developing countries are also prohibited from subsidising their products which results in local products being more expensive than imported products. Inevitably, consumers

will buy cheaper imported products as opposed to more expensive local products, leading to local industries and local employment opportunities being negatively affected.

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 should flow logically and appropriate examples should be provided. There should be a strong indication that the prescribed literature was used.

75% and above: To achieve this mark, you must do all of 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.