

Tutorial Letter 202/1/2020

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 assignment questions 02 to 06 for DVA1501. This module is offered at first level, 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,

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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:

ECONOMIC GROWTH AND MODERNISATION

Different people have had different views about exactly what ‘development’ is supposed to mean. The earliest views on the essence of development was that of economic growth. This took root after the Second World War when Europe was being rebuilt after the massive devastation of the war. This was accomplished through the Marshall plan, an American initiative that was launched in 1948. The Marshall plan concentrated on industrial production and economic growth, and was a huge success in European countries. During this time, the Bretton Woods institutions, namely the World Bank and the International Monetary fund (IMF) was also established. The huge success of the Marshall plan led these institutions to believe that a similar effort would also be successful in developing countries. As a result, grand five-year economic plans were launched in developing nations, and development was seen as industrialisation and economic growth. It was believed that the benefits of industrialisation and economic growth would eventually ‘trickle down’ and uplift the poor in developing countries.

At the same time, the belief was that developing nations would start to resemble that of Western countries if economic growth was successful. Development was thus seen as ‘modernisation’, where the traditional indigenous values systems of ‘backward’ developing countries would be replaced by Western values and belief systems. Development was seen as linear progress through several stages that ranged from indigenous to Westernised. An influential scholar of Modernisation theory was American economist, Walt Rostow. He published an economic growth model in 1960, which predicts that economic growth occurs in five stages. Firstly, there was the traditional society that is characterized by subsistence agriculture. Then follows the stage where the preconditions for take-off are established. Agriculture becomes more productive and raw materials are exported. Then take-off occurs where urbanization and industrialisation increases and technical skills improve. At last, the economy becomes more diversified and a ‘drive to maturity’ happens. Eventually the developing country will appear as a Western country with mass consumption of a mostly urban society. The five-year economic growth plans were meant to assist developing countries to proceed through these stages, so that their economies and political systems become like those of the West.

DEPENDENCY AND EXPLOITATION

During the 1950’s, it became clear that developing countries were not proceeding through these stages of growth. In fact, the so-called ‘development’ initiatives in developing countries

only managed to make Western countries richer at the expense of the poorer countries. During this time, Latin American scholars and Marxist thinkers contributed towards understanding the relationship between developing countries and the West, through what they termed 'dependency' theory. Dependency theorists criticised modernisation theory heavily and was of the opinion that developing countries have unique features and structures. Moreover, developing countries were in a core-periphery relationship with rich countries in such a way that it posed as an impediment to their development. It did so because the terms of trade between rich countries and poor countries were skewed in favour of rich countries. Poor countries export raw materials cheaply while they have to import manufactured products from rich countries at a high price. According to dependency theorists, the Western richer countries exploit poor countries. This exploitation also occurs through multinational corporations, international commodity markets and foreign aid. The original relationship of exploitation began during colonisation between the colonial power (the core) and the colony (the periphery).

HUMAN WELL-BEING

During the 1980's and 1990's, authors such as Amartya Sen, started to advocate that development was much more than economic growth. It is about enhancing people's economic and political freedom. The idea was that development is about enhancing people's own capabilities and as such, development was seen as a complex multi-dimensional process. Other authors that also influenced a more people-centred idea of development was Robert Chambers, who said that poor people are caught in a deprivation trap of powerlessness, vulnerability, physical weakness, material poverty and isolation. All these experiences work together to trap people. Development efforts should strengthen people's capabilities and assets so that they can escape from these traps.

POSTIVE CHANGE IN A DEMOCRACY

A fundamental aspect of development is political freedom. Development as 'positive change' means that it is a freely chosen project of the majority of a group of people or a nation, that relates closely to people's hopes and aspirations. Development is a process and occurs through democratic and consultative practice. Eventually the development process will lead to greater material and spiritual welfare of a society, the eradication of poverty, a better-organised national economy and government, and ultimately, an equal world order.

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. **(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 the one 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 communalist 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 approach, 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.

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Based on examples of problems affecting sustainable development in your own context, and those provided throughout study unit 2, you are further encouraged to provide your own points of view and come to a sound conclusion on the various approaches to sustainable development and environmentalism.

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 reached concerning 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

Critically discuss the relevance of basic needs within the context of development. **(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 DEFINE AND EXPLAIN THE TERMS “BASIC NEEDS”

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.

THE SECOND PART OF THE QUESTION REQUIRES YOU TO DISCUSS THE LINK BETWEEN BASIC NEEDS AND DEVELOPMENT, AND HOW THE FAILURE TO SATISFY THESE NEEDS, AFFECTS DEVELOPMENT

This second sub-section consists of two parts. To answer the first part, a discussion on the link between development and basic needs must be provided. Explain why basic needs are significant and how the lack of these needs affect people globally. Basic needs lie at the core of

development because without the satisfaction of these needs, development is greatly compromised. Please read pages 43 and 44 of the Study Guide and elaborate on the discussion provided.

To answer the second sub-section, you must reflect on each of the sub-headings (3.4 - 3.7) in the Study guide, and how the inability to satisfy basic needs affect the development of people and communities. With regards to the basic need of **food**, failure to eat or not having access to food leads to hunger and malnutrition (see figure 3.3, page 48 of the Study guide), and as a result, has a direct effect on productivity. Hunger and malnutrition also lead to retarded growth, malnourishment, and lack of fitness for work. The above factors can affect development broadly as good health allows for good mental capacity and physical capability. You will have to illustrate how food shortages are more prevalent in developing countries than in developed countries. For example, at a regional level, rural communities are prone to hunger especially because of fewer employment opportunities, difficult access to markets, less nutritional values, etc. Other vulnerable groups include rural women, children and people who depend largely on farming. Try to include relevant statistics as highlighted in your study material. For example, it is estimated that 146 million children in developing countries are underweight as a result of inadequate nutrition before and during pregnancy (Ndlovu *et al*, 2013).

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. 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. Poor or low **literacy** levels leads to underdevelopment and prevents people from the ability to access new opportunities and participate in society in new ways. Without **work/employment**, people lack access to basic remunerative opportunities. This prevents them from accessing basic needs which are nowadays commoditised.

In your discussion, you should also refer to the diagrams contained in sub-headings 3.4-3.7. Since development focuses on improved life conditions and the advancement of economic, social, cultural and political conditions, failure to satisfy these needs leads to a poor quality of life; thus, poor/low development. It is recommended that you read the study material related to development; and that it means different things to people (refer to the basic needs approach in your discussion). The most important aspect of development is to bring about positive change. Development is achieved by people's ability to access basic needs, - for example that they are not undernourished; that they are secure in their homes; that they have access to information through education; or that they have access to health care facilities. **Use examples to substantiate your arguments and demonstrate that dealing with basic needs is the best option for development, since it brings about positive change.**

HIGHLIGHT 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 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

Discuss the different human rights perspectives and explain their relevance in the African context. **(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 clarify the relationship between development, justice and human rights, discuss different perspectives linked to the idea of human rights.

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

focuses 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

Define globalisation and discuss how it has contributed to poverty and inequality in developing countries. **(50 marks)**

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

HOW TO APPROACH THE QUESTION:

Begin your essay by providing an Introduction in which you introduce the theme of poverty and inequality, and then explain how you will approach the question.

DEFINE GLOBALISATION

In the first part of the body of your essay, you must define the concept of globalisation. Globalisation has no singular definition and the concept itself is dynamic. There are various definitions supplied in the e-reserve article by K Reddy (2011). Read the section on "Globalisation and Trade Liberalisation" on page 8688 of this e-reserve and provide some of these definitions. While some scholars argue that globalisation is a new phenomenon, others state that it is nothing new, but a continuum of earlier forms of the North expanding into other

lands. It is further argued that the difference today lies in the ability of transnational corporations (TNCs) or multinational corporations (MNCs) to trade and influence government's design of policies that favour the TNCs in the developing world. You may provide definitions of globalisation from other academic sources such as books or journal articles. If you want to earn a higher mark, then you should discuss the concept of globalisation as opposed to merely defining it.

THEREAFTER, DISCUSS HOW GLOBALISATION HAS CONTRIBUTED TO POVERTY AND INEQUALITY IN DEVELOPING COUNTRIES

Refer to pages 85 and 86 of the Study guide (study unit 5) as well as the e-reserve by K Reddy (2011) to answer this section. You may also draw on other relevant academic sources. In this second part of the body of your essay, you must discuss globalisation (including slavery and colonialism). You should argue that that conditions of slavery, colonialism and globalisation have also contributed to poverty and inequality that pervades the developing world by:

- considering how slavery and colonialism robbed developing countries of their human capital.
- exploring the Marxist schools of thought which explains poverty and inequality through examining the structure of society and the market-based capitalist economy.

You should also include the role of TNCs and MNCs by demonstrating how they exploit developing countries, thus causing and perpetuating poverty and inequality in these countries. Ensure that you use examples to substantiate your arguments as this will illustrate your understanding of the content, and thus earn you a higher mark.

End your assignment by providing a conclusion in which you provide a summary of the important points raised in your essay.

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.