



Tutorial Letter 202/3/2021

Introduction to Development Studies DVA1501

Semester 1 and 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 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 in Tutorial Letter 001.

Good luck with your studies!

Kind regards

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(DVA1501)

ASSIGNMENT 02

Discuss

- the meaning and implications of stereotyping
- the concepts 'North', 'South', and 'Third World'
- the strengths and weaknesses of using economic indicators, the Human Development Index (HDI) and the under-five mortality rate (U5MR) to measure development

(50 marks)

Reading: Study guide, study units 1 & 5; UNDP (2018) report from the e-reserves

HOW TO APPROACH THE QUESTION:

Stereotyping

According to the Oxford dictionary, a stereotype is "a preconceived and oversimplified idea of the characteristics which typify a person, race, or community which may lead to treating them in a particular way." The characteristics used to classify countries according to 'developing' versus 'developed' for instance is stereotypical. The Study guide explains the concepts of 'developed' as synonymous with 'North', and 'developing' with 'South'. 'South' countries are usually perceived as suffering from drought, famine, military coups or takeovers, genocide or mass murder, floods, earthquakes, mudslides, authoritarian rulers, dictatorships, large numbers of refugees, no regular elections or other democratic processes, corrupt civil servants, not enough jobs or houses, too many people, diseases such as malaria, tuberculosis and AIDS, and inhabitants who seem to be lazy and unwilling to change. This is a stereotype. There is therefore a connotation that some countries are 'backward' which is culturally subjective. This can be psychologically harmful to the people living in these countries and leads to a misrepresentation of reality.

The concepts 'North', 'South', and 'Third World'

When we talk about the 'North', we refer to the industrialized countries which are generally believed to have the following features: excellent infrastructure and communications; good housing; good education; enough jobs; democracy; freedom of expression and association; industrialisation; high standards of living; many consumer goods such as cars, television sets and radios; modern ideas; and high productivity levels. Note that this can also be a stereotype. Some of these countries such as Britain and some European countries have a long history of subjecting countries in the South to imperialism and colonialism.

When we talk about the 'South', we usually refer to the countries which had long histories of being colonized by the 'North'. These countries are semi-industrialised or unindustrialised. Nevertheless, note that not all countries in the South are unindustrialised, for instance, Australia is geographically in the South; but, as an industrialised country, it has characteristics of the North. Furthermore, Romania is in the North, but is poorer than several countries of the South. It

is therefore more correct to talk about most countries of the 'North' and most countries of the 'South'.

The 'South' is also referred to as the 'Third World'. The so-called 'Third World' countries were mostly former colonies of Northern countries. They became independent in the previous century and as they held meetings (Bandung in 1955, Belgrade in 1961, and Geneva in 1964), it became clear that they saw themselves in opposition to the capitalist Western world on the one side, and the communist world on the other. The capitalist world was called the 'First World', the communist the 'Second World', and these countries took up a third stance. The concept 'Third World' was first used in 1952 by the French Demographer, Alfred Sauvy. He referred to the 'tiers état' or 'third estate' of French society before the revolution of 1789. This group was made up of people who were deprived of privileges. At the same time the nobility, and clergyman, formed the other tiers in French society.

Even though the second group of communist countries disintegrated at the end of the 1980's, the term 'Third world' is still valid as these countries saw themselves as a Non-Aligned Movement (NAM) united by their history of shared colonialism where they had been deprived of privileges and oppressed for long periods. They also shared strong anticolonial feelings. The common thread that keeps the 'Third World' together is their collective experience of colonisation and reasonable fear of neo-colonialism. A historical perspective is therefore essential to understand the term 'Third World'.

Development indicators

- **Economic indicators**

GDP – Gross Domestic Product is the total monetary value of all goods and services produced by a nation during a year, without double-counting products used in other output, and excludes income from foreign investment. It includes government services and investment goods. This indicator is mainly used by the World Bank.

- **Advantages of the GDP:** This indicator shows whether a country's economy is expanding or contracting (measures rising wealth).
- **Disadvantages of the GDP:** It does not
 1. indicate whether a country is dependent on one industry
 2. include the informal economy and unpaid work e.g. subsistence farming, bartering
 3. tell us about the rural economy and ineffective governance
 4. include remittances from migrant workers (people working outside the borders of their countries)
 5. record the negative externalities of economic growth like pollution and environmental damage, in other words, the social costs of production
 6. tell us how wealth is distributed, or who spends it, and what it is spent on.

GNP - Gross National Product is the total value of goods and services which become available during a period of time for consumption or saving by citizens or enterprises of a country, plus income from foreign investments.

- **Advantages of the GNP:** It considers any income generated abroad by industry (based in the home country) and is seen as a more accurate measure of economic development than the GDP.

GNI per capita – Gross National Income *per capita* (per person) reflects the ability to achieve a decent standard of living. It was adopted by the UNDP in 2010 to replace the GDP per capita as an indicator of growth in the HDI.

The advantages of using the above economic indicators of development are:

1. It is easily calculated as compared to social indicators.
2. The indicators highlight rising wealth in a country.

The disadvantages of using them is that they:

1. do not give an indication of the distribution of wealth within a country
2. do not give a picture of the quality of life that is experienced by the population. Even if a country experiences a rise in wealth, it does not mean that that wealth has eradicated poverty or improved health or education
3. do not take into consideration the income from some sectors of the economy such as the informal economy, illegal activities, etc
4. reflect gender bias as unpaid domestic work done by women is not reflected

Human Development Index (HDI) – The United Nations Development Programme (UNDP) launched a classification system called the Human Development Index in 1990 that takes into consideration more than purely economic factors to measure human development and well-being.

- The HDI was developed by Amartya Sen and Mahbud ul Haq
- The HDI originally looked at the following three aspects of a country's development, namely, the economy, life expectancy, and adult literacy. Later inequality and gender related indicators were added
 - **Economic indicators:** First, the GDP was used but it was replaced with the GNI in 2010
 - **Life expectancy:** measures a person's number of years from birth. To be precise, it measures "the number of years a new-born infant would live if prevailing patterns of mortality, at the time of its birth, were to stay the same throughout its life."
 - **Adult literacy:** The ability to read or write or more specifically "the percentage of adults, aged 15 and older, who can, with understanding, read and write a short, simple statement about their everyday life."

Indicators which were added in 2010 include:

1. The years of expected schooling for a child as based on current school enrolment trends
2. GNI per capita
3. Indicators to reveal inequalities, gender-specific inequalities and multi-dimensional poverty

With regards to the last point, the HDI follows a complex mathematical calculation to produce a figure between 0 and 1, calculated to three decimal places. The nearer a country is to the upper figure, the lower its inequality.

Advantages of the HDI:

1. it is a sophisticated, complex system that produces a 'league table' of poor and rich countries
2. it takes into consideration more than purely economic measures

Disadvantage of the HDI:

1. it depends on accurate statistics which are not always available
2. it is redundant as a development indicator as it uses data in already-existing indicators
3. it does not reflect environmental degradation
4. it does not reflect inequalities within countries
5. it does not adequately reflect gender inequalities

Under five-child mortality rate (U5MR): The U5MR is based on the rate of the probability of a new born dying before its 5th birthday per 1000 live births. In poor countries, the statistics are about 99 deaths per thousand births, whilst in rich countries it is only seven deaths. Sub-Saharan Africa has the highest death rate. One of the SDG goals has a target of reducing the death rate to 25 or fewer.

The reasons for high death rates is usually linked to the following factors: poor access to safe water and sanitation, undernutrition, poverty, lack of available, accessible and quality of primary health care services and poor educational attainment of parents, especially mothers.

Advantages of the U5MR:

- It gives an indication of a country's health and nutritional status as well as its health, social and educational services. It also allows for differentiation between different groups in society

Disadvantages of the U5MR:

- As with the HDI, it depends on reliable statistics, which are usually not available in developing countries

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 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.

ASSIGNMENT 03

Discuss the concept of sustainable development in relation to the following environmental concerns:

- pollution
- desertification
- soil erosion and deforestation

(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 first sub-part of the question requires you to define the concept of sustainable development including 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 (See image 2.1 on page 27 of the study guide). 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. With this in mind, **the biggest part of your essay should be dedicated to showing how pollution, desertification, soil erosion and deforestation affect/hinder efforts aimed at sustainable development.**

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 40) 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 study unit 2.

Indicators for marks allocated:

50% - 59%: Although there was an indication that you understood the concepts and issues pertaining to sustainable development, you merely summarised 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 relevant examples. Arguments were coherently presented. Integration of own point of view is also evident.

75% and above: Demonstration of everything discussed above. Furthermore, sound conclusions were drawn with regards to sustainability and development.

ASSIGNMENT 04

Accessing and securing basic needs is a continuous challenge in the developing world. Critically discuss this statement with reference to the COVID-19 pandemic.

(50 marks)

Readings: Study guide, study units 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 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. 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 explain some of the 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 study unit 3 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 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.

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 Study Unit 3 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 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.

NB: Since this question is framed within the current context, students can be creative in the way they answer. However, students must situate their discussions within the context of the study material, and then refer to COVID-19 in their answers. While being guided by the above, please allocate marks based on the strength of argumentation and examples used, those of which may differ from what is mentioned here. I therefore encourage you to use your discretion as you mark, and do not penalise students if their answers are different from the memorandum for this question (however, the discussion must, to some extent, show reference to the study material).

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.

ASSIGNMENT 05

Discuss the evolution of human rights within the context of development.

(50 marks)

Reading: Study guide, study unit 4

HOW TO APPROACH THE QUESTION:

Read unit 4 of the Study guide to get an overview, crux, and gist of the topic in order to provide a discourse in the form of an essay/discussion in relation to the assignment question. 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, you should highlight why development is regarded and recognised as a human right. Then, provide a background which highlights what could have instigated the evolution of human rights in respect to development. The focus of the introduction will direct you to formulate the themes and/or sub-themes which will provide clarity about the evolution of human rights within the context of development. You also need to describe the purpose of your essay and what it will focus on.

The instigations of the evolution of human rights and development

The debates about the evolution of human rights must highlight aspects of the continuous evolvement of development thereof. Some of the discourse or debates about the evolution of human rights include “the hierarchical generations of human rights” which are in attempt to achieve development particularly in consideration of civil and political rights; which encapsulate the social, economic and cultural development. For example, there is information which highlights major concepts that were practiced through human actions in violation of human rights. Thus, the very same human actions are expected to resolve unpleasant actions which violate human rights. The generations of human rights should be discussed within the context of development. This means that information or content which surfaced in relation to human rights must be contextualised and linked to development.

Theories and Approaches of Human Rights: The Evolution/Origin

Considering the content of the theories and approaches mentioned below, may help in terms of discussing the evolution of human rights within the context of development. That depends on how you will contextualise the content in relation to the question of the assignment. Therefore, being unable to link the information or content with the question/topic of the assignment may result in your discussion losing direction, hence out of context. Theories and approaches which highlight the relationship between human rights and development are provided below:

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 provides a narrative which traces the evolution or origins of human rights to the Greek city states (Athens) and locates the maturation of human rights in Washington (US). To explain the evolution or origin, you need to 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.

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

Cultural relativism implies that there are numerous forms of human rights shaped by different histories and cultures. Substantiate the previous sentence by highlighting that cultural relativism may form part of the evolution of human rights within the context of development. Once you have highlighted that, you may explain when and why this theory was mainly promoted by groups perceived as cultural relativists (some Anthropologists, African nationalists, Muslims and Asian scholars).

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 criticises 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 a 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 provides an evolution or origin of human rights within the context of development.

Tip:

In terms of the theories/approaches of human rights towards development, there is a need to extract important information which is only related to or can highlight the origin and evolution of human rights within the context of development. You need not include all information that you come across, instead you should be able to contextualise literature and provide your own analysis or views in respect to the question/topic of the assignment.

Finally, conclude your essay by summarising your discussion.

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 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 were acknowledged through the appropriate use of referencing.

ASSIGNMENT 06

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 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.

The causes of poverty

Highlight the major causes of poverty according to the four categories indicated in the question. You do not have to copy and paste from the discussion in the study guide, but ensure you discuss according to your own understanding using your own words. Furthermore, you need to provide as many practical examples as you can from your knowledge.

The causes can be attributed to either external or internal factors (or both) in almost all developing countries.

Structural adjustment programmes (SAPs)

The single greatest influence of foreign aid organisations is exercised through structural adjustment programmes. SAPs are linked to the World Bank and the International Monetary Fund as ways to restructure the economies of lower income countries and to organise repayments of loans for development. All IMF loans are subject to conditions that the borrowing countries must adhere to. These conditions are specific economic policies, also known as "IMF conditionalities" (Naqvi, 2014:203). SAPs meant that large amounts of money were lent by multilateral and bilateral organisations to poor countries in the 1970s.

Despite a proliferation of development projects and programmes related to the SAPs, there was very little actual economic growth. Apart from the unrealistic targets that were set, particularly

with regards to the “trickling down” of the benefits of economic growth to the poorer sections of the population, the global oil price crises and climate change militated against rapid economic growth. Poor countries were therefore unable to repay either the loans or the interest on the loans and their debt burdens increased.

The SAPs set preconditions for recovering aid or loans as noted in study unit 5. Students must incorporate this into their discussion.

Following protests against punitive SAPs in different countries, some reforms for IMF loan repayments were suggested. Also, the IMF replaced the SAPs with Poverty Reduction Strategy Papers (PRSPs). These were simply repackaged SAPs and was therefore unable to lead to actual poverty reduction.

Globalisation

To what extent can we argue that conditions of slavery, colonialism and globalisation have caused all the inequality and poverty that pervade the developing world? What accounts for the fact that only 20% of the entire world dominates 80% of the whole world? These “Great Discoveries” for Europe marked the beginning of a “great disaster”, as Adam Smith put it, for those who came under the hegemony of Europe (Magubane, 2007:227).

According to Magubane (2007: 227-244), the European slave trade and economic expansion (colonialism) – which was called “civilisation” – increased suffering. Slavery not only robbed countries of their human capital, but it also led to the view that black people were inferior to white people, and therefore their slavery and all other forms of maltreatment were justified. Slavery and colonialism represent political times during which the seeds of inequality and poverty were planted among nations.

In addition, students should explore the Marxist school of thought, which explains poverty and inequality through looking at the structure of society and the market-based capitalist economy. Students should also include the role of the MNCs and TNCs in causing poverty and inequality in developing countries.

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.

Terms of trade and trade barriers

Trade simply means the buying and selling of items. A producer might sell items or provide a service, and a customer pays them for it. The problem with international trade is that richer countries don't play by fair rules. Richer countries often put a high tax on items that they buy from poorer countries, which makes these items more expensive for people to buy. This means that poorer countries do not earn as much for their goods as they could. Also, richer countries sometimes cheat by giving their own producers extra money (subsidies) to help them make a profit. This is unfair to the producers in poorer countries, because their products are taxed, and they don't receive the same assistance. It is therefore difficult for them to make a living.

To ensure fairness, richer countries must stop charging taxes on the products from poorer countries. They must also stop giving the extra money to their own producers. That way, everybody will have the same chance of making a living. Why is it that the developing world produces 80% of the world's wealth, but it is still the least developed?

The developing world has been used as sources of wealth for the nations of the North. While the South produces raw materials, the North manufactures products that are also destined for consumption by the South. It is the North that possesses technology and patent rights, to the disadvantage of the South. The South also has little say in determining the prices of the goods they trade. Products from the North are cheaper than local produce, because of subsidies. Through the SAPs, the South is prohibited from subsidising its products. This means that local products can be more expensive than imported products. As consumers turn to buying imported products, local industries and local employment opportunities can be negatively affected.

Aid can be in the form of loans to governments to boost their development. Loans to African governments increased from 9,9 billion US dollars in 2006 to 23,4 billion US dollars in 2012. This boom in loans was due to private banks and other financial institutions in Japan, China, Germany, and France borrowing money at low rates in Europe and the United States, and lending this to African governments, thus making large profits from interest. The debt burden on the loan recipients, and the further consequences of this, will only become clear in years to come. The main point is that a lot of money that could be put to better use are taken up in expensive debt repayments (Health Poverty Action, Jubilee Debt Campaign, World Development Movement, African Forum and Network on Debt and Development, Friends of the Earth Africa, Tax Justice Network, People's Health Movement Kenya, Zimbabwe and UK, War on Want, Community Working Group on Health Zimbabwe, Medact, Healthworkers4All Coalition, groundWork, Friends of the Earth South Africa, and JA!Justica Ambiental/Friends of the Earth Mozambique 2014:9).

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.