

**COURSE DATA****Data Subject**

Code	34409
Name	Development, inequality and North-South relations
Cycle	Grade
ECTS Credits	6.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1310 - Degree in Sociology	Faculty of Social Sciences	3	First term
1924 - D.D. in Political and Public Admin. Sciences-Sociology	Faculty of Law	5	First term
1925 - D.D. in Sociology-Political and Public Admin. Sciences	Faculty of Social Sciences	5	First term

Subject-matter

Degree	Subject-matter	Character
1310 - Degree in Sociology	3 - Social structure and change	Obligatory
1924 - D.D. in Political and Public Admin. Sciences-Sociology	7 - Year 5 compulsory subjects	Obligatory
1925 - D.D. in Sociology-Political and Public Admin. Sciences	7 - Year 5 compulsory subjects	Obligatory

Coordination

Name	Department
ARRIBA BUENO, RAUL DE	110 - Applied Economics
MARCH I POQUET, JOSEP MARIA	110 - Applied Economics

SUMMARY

This course, required of 6 credits, taught in the first semester of the third year of the degree in sociology, is part of the module Sociological Theory, Social Structure and Change.



The course covers six essential content to be studied simultaneously. First, the concept of development: dimensions contained on this idea, the way it is measured, the heterogeneity of situations of development and underdevelopment and its perception as a dynamic and contentious process. Second, a theoretical approach based on the concept of development style, which enables the development and inequality as the result of the interaction of social forces in a particular historical moment and within a systemic and structural framework that facilitates understanding why a particular development is viable and why is in crisis and transformed. Third, a historical perspective of North-South relations, which addresses morfogénisis a world center and periphery, the rise and fall of the proposal for a New International Economic Order and as globalization is leading us towards a World "upside down". A fourth content, is the analysis of concrete situations of development and underdevelopment, ie, the concept of development style is applied to the most important historical experiences of (under) development: exporting companies of primary goods, the Fourth World, the industrialization "inward" tiger, self-development. Fifth theoretically content addresses how to plan a development process using a method which is based on key categories as genoestructura, fenoestructura, situation, social groups, power resources and social forces. This method allows to describe a development policy as a path containing situations progress, setbacks, consolidations and jumps. The latest content is the practical application of the above method to a hypothetical situation specific and underdevelopment, for which, step by step, we will design a project of development cooperation.

The contents of this course, in which economic policy is given special importance in social dynamics, especially the study of historical development experiences complement some subjects already studied by / students, and applied Economics and History contemporary political and social (studied in 1st). Also, being focused on the processes of change and transformation, complements the content of the subjects on the Structure and Social Change (in contemporary societies in Spain and Valencia, studied in 2nd and 3rd). Moreover, learning planning methods development policies and cooperation, directly related to the intervention group and community subjects (2nd), Comparative Politics (3rd) and the method of the social sciences (4th).

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1310 - Degree in Sociology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.



- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Write reports and diagnoses on social problems.
- Analyse the relationships between population, resources and environment and the social conditions of sustainability.
- Analyse empirical data on social structure, change and problems.
- Describe and explain social inequalities based on social theories and indicators and detect emerging processes.
- Analyse social phenomena adopting a multidisciplinary perspective (sociological, psychosocial, economic, political, historical and anthropological).
- Understand the political-economic organisation and the historical evolution of contemporary societies at the global and local level, and their relationship with social dynamics and processes.
- Know the tools needed to create, implement and evaluate public policy programmes and social intervention projects.
- Understand the cultural diversity of societies.
- Know the impact and the social and ecological costs of development projects.
- Know the tools to intervene in situations of social crisis and conflicts.
- Identify and measure social vulnerability factors.

LEARNING OUTCOMES

If the student successfully passes the course will be able to:

- Characterize development situations (underdevelopment) and analyze them from different evaluative positions.
- Explain a situation of social development as a result of the historical interaction of global trends and specific local factors.
- Apply the concept of development style to the particular evolution of a society, assess their economic, political and social viability and identify conflicts and contradictions that can generate its crisis.
- Suggest policies (end-targets-instruments-shares), using methodologies of policy planning.



DESCRIPTION OF CONTENTS

1. The concept of development

Dimensions of the idea of development.

Development as a dynamic and contentious process.

Criteria for the quantification of development and inequality.

Heterogeneity of development and underdevelopment situations.

2. Historical development of North-South relations

Morfogénisis a world center and periphery.

Rising and setting of the idea of a New International Economic Order.

Meaning of globalization from the North-South perspective.

The world "upside down".

3. Style Development

Historical moment, social forces and frame.

Social power structure, institutional arrangements and economic mechanism.

The physical environment, population and composition, productive organization, social structure and the external relation.

Feasibility and crisis of a development style.

4. Analysis of concrete situations of (under) development.

The primary export model.

The Fourth World.

The inward development.

The Asian Tiger economies.

The autonomous development.

5. Policies and development organizations.

Policies and organizations fighting hunger.

Policies and conflict prevention organizations i peacebuilding.

Policies and aid organizations.

Policies and organizations linked to foreign debt.

Other Policies and development organizations.

**6. Stress analysis of development.**

The ownership of natural resources.

Violence and governance.

Labor exploitation and globalization.

New social classes.

Social Responsibility of Business.

Migration flows.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of individual work	20,00	0
Study and independent work	20,00	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Participatory lecture.

Oral presentations by the students.

Case studies.

Debates.

Development of schemes, concept maps and summary tables.

Search documentary and statistical data.

Discussion sessions and group analysis from materials such as films, documentaries, exhibitions, conferences, etc..

EVALUATION

Written exam, test type exam and / or oral examination: 70%.

Continuous assessment of the theoretical and practical activities and problem solving exercises, case studies, panels, poster preparation, essays and articles, oral presentations, reports, projects, fieldwork and recording instruments, laboratory ...: 30 %.

Regular attendance and active participation of the students both face classroom sessions, and tutorials, and additional activities will be assessed.



REFERENCES

Basic

- March Poquet, José M (2013): Desarrollo económico: estilos y políticas. Tirant lo Blanch, Valencia.

Additional

- Berzosa, C., Bustelo, P. y de la Iglesia, J. (1996): Estructura Económica Mundial, Ed. Síntesis, Madrid. Capítulo 7 (Orígenes y características del subdesarrollo)
- Dickenson, J.P. et al (1985): Geografía del Tercer Mundo. Omega, Barcelona, Capítulo 2 (Perspectiva histórica, pp.25-53).
- Lacoste, Y. (1984): Geografía del subdesarrollo. Ariel, Barcelona. Capítulo 6 (Problemas agrícolas y problemas agrarios, pp.149-179).
- Prebisch, Raúl (1981): Capitalismo periférico. Crisis y transformación. Fondo de Cultura Económica, México. pp.30-49.
- Bustelo, P. (1990): Economía política de los NPI asiáticos. Siglo XXI, Madrid.
- Berzosa, C., Bustelo, P. y de la Iglesia, J. (1996): Estructura Económica Mundial, Ed. Síntesis, Madrid. Capítulo 12 (La transición II: El caso de China).
- Comisión Europea (EuropeAid Oficina de Cooperación) (2001): Manual Gestión del Ciclo de Proyecto.
- Furtado, C. (1983): Breve introducción al desarrollo. Un enfoque interdisciplinar. F.C.E., México.
- Hirschman, A.O. (1984): De la economía a la política y mas allá. F.C.E., México. Capítulo 1 (Orto y ocaso de la economía del desarrollo, pp.11-39)
- Cardoso, F.H. y Faletto, E. (1978): Dependencia y desarrollo en América Latina. Siglo XXI, México, pp.39-53.
- Ghose, A.K.: Hambrunas, en Eatwell, John; Milgate, Murray y Newman, Peter (comp.) (1993): Desarrollo Económico, ICARIA-FUHEM, Barcelona, pp.265-278.
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- Fajnzylber, F. (1981): Reflexiones sobre la industrialización exportadora del sudeste asiático. Revista de la CEPAL, nº 15, diciembre.
- Petras, J. F. (1986): Clase, Estado y poder en el Tercer Mundo. Casos de conflictos de clases en América Latina. Fondo de Cultura Económica, México
- Matus, Carlos (2006): MAPP Método Altadir de Planificación Popular. Lugar Editorial, Buenos Aires.



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available