

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

<b>Code</b>	34409
<b>Name</b>	Development, inequality and North-South relations
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1310 - Degree in Sociology	Faculty of Social Sciences	3	First term
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Faculty of Law	5	First term
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Faculty of Law	5	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1310 - Degree in Sociology	3 - Social structure and change	Obligatory
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	7 - Year 5 compulsory subjects	Obligatory
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	7 - Year 5 compulsory subjects	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
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



## **COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)**

### **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 (RD 1393/2007) // NO CONTENT (RD 822/2021)**

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
<b>TOTAL</b>	<b>150,00</b>	

**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.
- Sen, A.K. (2000): Desarrollo y libertad. Planeta

### Additional

- Acemoglu, D. y Robinson, J. A. (2012): Por qué fracasan los países. Los orígenes del poder, la prosperidad y la pobreza. Deusto, Barcelona
- Alonso, J.A. (2019): Lecciones sobre economía mundial. Introducción al desarrollo y a las relaciones económicas internacionales. Ed. Civitas
- Arroyo, F. (2018): Exclusión y subdesarrollo en el mundo contemporáneo: la otra cara de la globalización. Ed. Síntesis
- Collier, P. (2008): El club de la miseria. Qué falla en los países más pobres del mundo. Ed. Turner
- Chang, Ha-Joon (2009): Retirar la escalera. La estrategia del desarrollo en perspectiva histórica. La Catarata
- Chaves, J. y Mariano, L. (eds.) (2018): Cooperación al desarrollo. Anthropos Editorial, Barcelona
- Gomez, C. (2017): Objetivos de Desarrollo Sostenible (ODS): una revisión crítica, Papeles de relaciones ecosociales y cambio global, 140
- Goycoolea, R. y Megías, M. (eds.) (2010): Objetivos del Desarrollo Sostenible. Una mirada crítica desde la universidad y la cooperación al desarrollo. Universidad de Alcalá, Alcalá de Henares
- Naciones Unidas (2018): Informe de los Objetivos de Desarrollo Sostenible 2018. New York.
- Payne, A. y Phillips, N. (2012): Desarrollo. Alianza Editorial, Madrid
- PNUD (2019): Panorama general. Informe sobre Desarrollo Humano 2019. Más allá del ingreso, más allá de los promedios, más allá del presente: Desigualdades del desarrollo humano en el siglo XXI. Programa de las Naciones Unidas para el Desarrollo (PNUD), Nueva York
- Rist, G. (2002): El desarrollo: historia de una creencia occidental. La catarata
- Ros, J. (2013): Rethinking Economic Development, Growth, and Institutions. Oxford University Press, Oxford
- Sampedro, J.L. (1996): Conciencia del subdesarrollo. Veinticinco años después. Taurus, Barcelona
- Sotillo, J.A. (2017): El ecosistema de la cooperación. La agenda 2030 para el desarrollo sostenible. La Catarata, Madrid
- Zamora Rodríguez, A. (2008): Ensayo sobre el subdesarrollo. Latinoamérica, 200 años después. Foca, Ediciones y Distribuciones, Madrid



## **ADDENDUM COVID-19**

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

### **1. CONTENTS**

Contents of the original teaching guide will be maintained.

### **2. VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING**

The activities and volume of work of the original teaching guide will be maintained. The planning of sessions will be specified at the beginning of the semester.

### **3. TEACHING METHODOLOGY**

The course will consist of face to face sessions, as well as practical activities and collective tutorials established in the original teaching guides. Individual tutorials will be preferably individuals. Regarding affected or vulnerable students, methodology will be adapted to the following activities non face-to-face (select): individual works, individual projects, study of specific bibliography or tutorials through videoconference and questionnaires through the virtual classroom. If sanitary situation imposes on-line classes, all sessions will be substituted for materials in virtual classroom, synchronous videoconferencing, registered presentations or questionnaires through the virtual classroom. Practical activities will guarantee the interaction with students by videoconference, forum or chat in virtual classroom. Teaching team will communicate these adaptations through virtual classroom.

### **4. EVALUATION**

The criteria of the teaching guide will be maintained regarding the estimation of each type of activity.

For vulnerable or affected students, group activities qualification will be considered in individual activities. In case that the sanitary situation impose that the final proof should be developed on-line, an evaluation by the modality will be done individual written exercise by questionnaire in a virtual classroom synchronous task.

### **5. BIBLIOGRAPHY**

The bibliography of the guide will be maintained. If the sanitary situation imposes shutdown of libraries, materials of support will be facilitated through virtual classroom.