



COURSE DATA

Data Subject

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| Code | 34409 |
| Name | Development, inequality and North-South relations |
| Cycle | Grade |
| ECTS Credits | 6.0 |
| Academic year | 2023 - 2024 |

Study (s)

| Degree | Center | Acad. year | Period |
|--|----------------------------|-------------------|---------------|
| 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 Social Sciences | 5 | First term |
| 1931 - Double Degree Program in Sociology-Political Sciences and Public Administr. | Faculty of Social Sciences | 3 | First term |

Subject-matter

| Degree | Subject-matter | Character |
|--|--|------------------|
| 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 |
| 1931 - Double Degree Program in Sociology-Political Sciences and Public Administr. | 3 - Asignaturas obligatorias de tercer curso | 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

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 |
| 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.
- 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.) (20107): 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