

BACHELOR OF ARTS IN DEVELOPMENT STUDIES

Admission requirements:

- Minimum NSC statutory requirements for degree entry must be met.
- An applicant with NSC Grade 12 Mathematics or Technical Mathematics requires a minimum Applicant Score of 350
- An applicant with NSC Grade 12 Mathematical Literacy requires a minimum Applicant Score of 365.
- NSC achievement rating of at least level 40% for Mathematics or Technical Mathematics or 70% for Mathematical Literacy.

Re-admission:

The re-admission of students is in accordance with the policy for re-admission approved by Council and as published in the prospectus of the Faculty of Business & Economic Sciences of the Nelson Mandela University for the Baccalaureus qualification.

Site of Delivery:

All three years of the programme will be offered on the Nelson Mandela University South Campus.

Duration:

The qualification shall extend over a period of three years of full-time study.

Curriculum:

	Module Name	Semester	Code	Credit Value
FIRST YEAR: SEMESTER 1				
A	COMPULSORY MODULES			
1.	<i>Economics</i>			
	Introduction to Micro Economics	1	ECC101	12
	Economic History A	1	EGV101	10
2.	<i>Development Studies</i>			
	Introduction to Development Studies	1	DEVE101	10
	Development Issues in Contemporary Africa	1	DEVE111	10
	<i>Computer Science & Information Systems</i>			
	Computer Literacy	1	ITVL101	6
B	ELECTIVES (Choose ONE of Section 3 or 4)			
3.	<i>Sociology</i>			
	Sociology: an introduction	1	SSV101	12
4.	<i>Industrial & Organisational Psychology</i>			
	Introduction to Organisational Psychology	1	EZZV101	12
	Total credits for Semester 1			60
FIRST YEAR: SEMESTER 2				
A	COMPULSORY MODULES			
1.	<i>Economics</i>			
	Introduction to Macro Economics	2	ECC102	12
	Economic History B	2	EGV102	10
2.	<i>Development Studies</i>			
	Empire, Capital & Development	2	DEVE102	10

	Module Name	Semester	Code	Credit Value
	Development Communication	2	DEVE112	10
B	ELECTIVES: Choose a corresponding section (3 or 4) to the one selected in the first semester			
3.	<i>Sociology</i>			
	Groups & Organisations	2	SSV102	6
	Social Structure & Change	2	SSSV112	6
4.	<i>Industrial & Organisational Psychology</i>			
	Introduction to Organisational Behaviour	2	EZZV102	12
	Total credits for Semester 2			54
	Total credits for Year 1:			114
SECOND YEAR: SEMESTER 1				
A	COMPULSORY MODULES			
1.	<i>Economics</i>			
	Macro economics	1	EC201/ECC201	14
	Project Appraisal	1	ECE101/ECEV101	10
2.	<i>Development Studies</i>			
	Contemporary Development Theories	1	DEV201/DEVE201	12
	Development Planning	1	DEV202/DEVE211	12
B	ELECTIVES: Choose a corresponding section (3 or 4) to the one selected in the first year.			
3.	<i>Sociology</i>			
	Social & Environmental Issues	1	SSS201/SSSV201	10
	Group Dynamics	1	SS202/SSV201	10
	Total credits for Semester 1 (Option 3)			68
4.	<i>Industrial & Organisational Psychology</i>			
	Human Resource Management: Procurement	1	EZA201/EZAV201	12
	Labour Relations	1	EZB201/EZBV201	12
	Total credits for Semester 1 (Option 4)			72
SECOND YEAR: SEMESTER 2				
A	COMPULSORY MODULES			
1.	<i>Economics</i>			
	Microeconomics	2	EC202/ECC202	14
	Demography & Population Economics	2	ECE102/ECEV201	10
2.	<i>Development Studies</i>			
	Global Development Studies	2	DEV203/DEVE202	12
	EIA & Land Planning for Development	2	DEV204/DEVE212	12
B	ELECTIVES: Choose a corresponding section (3 or 4) to the one selected in the first year Please note: If you choose Section 4, you have to select 2 from 3 modules.			
3.	<i>Sociology</i>			
	Contemporary Labour Studies	2	SSS209/SSSV202	10

	Module Name	Semester	Code	Credit Value
	Women in Africa	2	SSA204/SSAV202	10
4.	<i>Industrial & Organisational Psychology</i>			
	Select any <u>two</u> modules from this section			
	Human Resource Management: Development	2	EZC202/EZCV202	12
	Human Resource Management: Reward Systems	2	EZD202/EZDV202	12
	Workplace Negotiations & Dispute	2	EZE202/EZEV202	12
	Total credits for Semester 2 (Section 3 option)			68
	Total credits for Semester 2 (Section 4 option)			72
	Total credits for Year 2:			
	Section 3 Option			136
	Section 4 option			144
THIRD YEAR: SEMESTER 1				
1.	<i>Economics</i>			
	Select any 3 three modules from this section			
	Public Economics	1	ECO301/ECC301	10
	Economics & Financial Markets	1	ECO302/ECC311	10
	Econometrics	1	ECO304/ECC321	10
2.	<i>Development Studies</i>			
	Both modules from this section are compulsory			
	Development Policy	1	DEV301/DEVE301	15
	Research Methods for Development	1 & 2	DEV305/DEVE300	15
	Total credits for Semester 1			60
THIRD YEAR: SEMESTER 2				
1.	<i>Economics</i>			
	Select any 3 three modules from this section			
	Labour Economics	2	ECO307/ECC322	10
	Development Economics	2	ECO305/ECC302	10
	International Economics	2	ECO306/ECC312	10
	Economic & Development Ethics	2	ECO309/ECC332	10
2.	<i>Development Studies</i>			
	Compulsory			
	Case Studies in Developing & Transitional Countries	2	DEV302/DEVE311	15
	Select any one from the following two modules			
	Security, Peace & Reconstruction	2	DEV303/DEVE302	15
	Political Economy of Development	2	DEV304/DEVE312	15
	Total credits for Semester 2			60
	Total credits for Year 3			120

	Module Name	Semester	Code	Credit Value
	Total credits for the programme:			
	Section 3 Option			370
	Section 4 option			378

Syllabus as will appear in the prospectus

■ DEVE101	INTRODUCTION TO DEVELOPMENT STUDIES	Credits: 10
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PURPOSE

This module introduces students to some of the key issues in development studies (past & present). It presents an overview of relevant theories in order to address contemporary questions in the field of development studies.

LEARNING OUTCOMES

The student will be able to

- Describe and assess the origins, principles and some of the applications of major development theories, past and present
- Describe and assess contemporary development issues and development interventions in the light of the fundamental aspects of the theories studied
- Identify the challenges of development praxis
- Explain how the selected trends, problems and challenges of development feed into development praxis

EVALUATION

1 X 3 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- Introduction to development theories
- Introduction to development policies
- Sustainable development
- Dynamics of development
- State and development
- Local government and development in South Africa
- NGO's as agents of development
- Development planning and projects
- Health and development
- Poverty, food Security and famine
- Aid and debt

PREREQUISITE MODULES(S)

None

■ DEVE111	DEVELOPMENT ISSUES IN CONTEMPORARY AFRICA	Credits: 10
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PURPOSE

This module exemplifies contemporary trends, problems and challenges of development in Africa.

LEARNING OUTCOMES

The student will be able to

- Describe and evaluate specific contemporary trends, challenges and problems of development in Africa
- Describe and evaluate specific development interventions in the light of the trends, challenges and problems of development in Africa
- Explain the contemporary African trends, challenges and problems of development in relation to mainstream development theory

- Explain how the selected trends, problems and challenges of development feed into development praxis
- Identify the challenges of development praxis.

EVALUATION

1 X 3 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- Development challenges past and present: Colonialism and Post-Colonialism in Africa and the post-independent state
- Development policy formulation and implementation processes in African economies
- New international and regional development theory and its implications for Africa
- Selected case studies of African economies

PREREQUISITE MODULES(S)

None

■ DEVE102	Empire, Capital and Development	Credits: 10
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PURPOSE

This module provides students with insights into the process of incorporating Africa into the wider, Western orientated world of mercantilist trade, the modern slave trade and the accession and establishment of formal colonisation and modern imperialism and dependence.

LEARNING OUTCOMES

The student will be able to

- Describe development theory of imperialism and capitalism
- Explain the key developments before and after World War II
- Explain how colonialism feeds into current processes of development
- Contextualise current issues of development within the broader historical context of the African continent
- Describe and assess African development issues in light of the theory covered.

EVALUATION

1 X 3 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- Key Perspectives on Imperialism, Capitalism and Economic Development
- From Colonial Development to Post-Independent Development
- Colonial Administration and the growth of modern Development Studies
- The challenges of development administration in the post-independent African state
- Analysis of selected case study material

PREREQUISITE MODULES(S)

None

■ DEVE112	DEVELOPMENT COMMUNICATION	Credits: 10
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PURPOSE

The module introduces students to the growing field of Development Communications through content and language integrated learning (CLIL). Successful CLIL sessions combine the four language practices of listening, reading, speaking and writing with content-progression in knowledge, skills, understanding and concept formation (cognition). Through integrated

teaching and learning practices students are also exposed to alternative perspectives and shared understandings, which deepen awareness of others and self.

LEARNING OUTCOMES

The student will be equipped to:

- Apply academic writing, reading, listening and speaking practices to discuss and critically evaluate Development Communication
- Provide a coherent description of the function of ideology and culture in society
- Describe communication theory critically and coherently as it relates to development theory
- Analyse and explain the psychological process of individual and group identity formation and in particular how this process impacts on and is influenced by the media.
- Contextualise, exemplify, describe and evaluate aspects of development communication in Southern Africa
- Apply development communication theory through designing and implementing communication strategies for particular aspects and areas of development.

EVALUATION

1 X 3 hour examination, 50% class mark + 50% examination mark.

CORE SYLLABUS

- Academic writing, reading, listening and speaking communication practices
- Representation, ideology and communication
- Communication in relation to identity, and culture
- Communication in relation to human behaviour
- Communication in relation to globalisation, power and change

PREREQUISITE MODULES(S)

None

■ DEV201/DEVE201	CONTEMPORARY DEVELOPMENT THEORIES	Credits: 12
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PURPOSE

The purpose of this module is to introduce students to contemporary topics in development theories such as sustainable development, gender and development; people-centred development, neo-liberalism, and social capital.

LEARNING OUTCOMES

The student will be able to

- Describe and assess contemporary development topics in relation to the development theories studied
- Describe and assess specific development interventions in the light of the theories
- Describe contemporary controversies in development studies.
- Explain the interrelationship between the contemporary development theories.
- Explain how the contemporary development theories feed into development praxis

EVALUATION

1 X 3 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- Sustainable Development theory
- Gender and Development theory
- People-centred development practice
- Neo-liberalism and social capital theory

PREREQUISITE MODULES(S)

None

■ DEV202/DEVE211	DEVELOPMENT PLANNING	Credits: 12
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PURPOSE

This module introduces students to and familiarises them with development planning and policy theory, principles, concepts, processes and practices in the context of local and regional development.

LEARNING OUTCOMES

The student will be able to

- Explore and describe current and emerging approaches and practices to promoting economic development at regional and local levels
- Write to-the-point comprehensive, evaluative reports of the impacts of these approaches and practices
- Describe and evaluate issues of equity, participation, conflict, and cooperation in the local and regional economic development planning and implementation process
- Describe different theories of economic development and associated critique
- Describe contrasting and complementary explanations of how economic development occurs at regional and local level
- Describe the historical development of economic development policies, major programs and practices in South Africa
- Describe the current and emerging approaches and practices to promoting economic development at regional and local levels
- Explain the impacts of these approaches and practices on promoting economic development at regional and local levels
- Describe the decision criteria by which projects may be appraised in the energy/water/transport sectors

EVALUATION

1 X 3 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- Processes and practices of local development planning and policy
- Impact assessment of economic development at regional and local level
- Case studies of equity, participation, conflict and cooperation in economic development planning
- Implementation process of economic development

PREREQUISITE MODULES(S)

None

■ DEV203/DEVE202	GLOBAL DEVELOPMENT STUDIES	Credits: 12
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PURPOSE

This module familiarises students with the cultural, political, environmental, scientific, and economic issues of modern times and prepares students, as citizens of the world, to offer creative solutions to today's development challenges.

LEARNING OUTCOMES

The student will be able to

- Describe the major trends in global studies

- Describe the theoretical roots of these trends
- Explain the origins and consequences of global economic disparity
- Explain how the different theories feed into development praxis
- Identify and elaborate the challenges of development praxis
- Describe and evaluate global development theories
- Describe and evaluate global development issues and interventions in the light of the theories covered.

EVALUATION

1 X 3 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- Trends and theory in global studies
- Civil society and global economic disparity
- Development and millennium development goals
- International aid
- Major global development issues and interventions

PREREQUISITE MODULES(S)

None

■ DEV204/DEVE212 FOR DEVELOPMENT	ENVIRONMENTAL IMPACT ASSESSMENT & LAND PLANNING Credits: 12
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PURPOSE

The module familiarises students with both analytic and methodological knowledge, skills and the cognitive tools required for environmental impact assessment and environmental policy development and implementation within the framework of conservation and preservation of natural resources.

LEARNING OUTCOMES

The student will be able to

- Describe and evaluate the main environmental impact assessment and policy development theories
- Assess development interventions in the light of environmental impact policies and laws
- Write and present coherent evaluative descriptions and reports of particular EIA processes and related environmental policies laws
- Describe the basis of the policy guidelines and laws concerning the environment, including the Environmental Impact Assessment legislation
- Describe the processes employed to integrate the ecological and social aspects of development into planning and environmental resource management processes
- Explain the theoretical roots of these processes
- Explain how the different theories feed into development praxis

EVALUATION

1 X 3 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- Analytic and methodological knowledge and skills needed to use and apply tools for environmental impact assessment and environmental policy development
- The dilemma of sustainability
- The roots and the development of sustainable development
- Mainstreaming and delivering sustainable development

- The politics of preservation
- Environmental management tools, laws and policies

PREREQUISITE MODULES(S)

None

■ DEV301/DEVE301	DEVELOPMENT POLICY	Credits: 15
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PURPOSE

The module introduces students to and familiarise them with the concepts, ideas, and strategies employed in the pursuit of sustainable economic development and development policies.

LEARNING OUTCOMES

The student will be able to

- Critically assess alternative development policies and programmes
- Systematically critique goals and objectives of economic development efforts
- Write coherent reports and make presentations about political, social and institutional contexts in which development policy-making occurs
- Contextualise development policy processes and analyse the thinking behind such processes
- Describe and evaluate classical theories of economic development
- Explain economic development versus under-development (regulation approach and basic needs approach)
- Identify, describe and explain key economic, political and institutional contexts in which development policy-making occurs
- Describe the philosophical tenets of positivism, post-positivism and postmodernism and their implications for development policy-making

EVALUATION

1 X 3 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- The philosophical paradigms of positivism, post-positivism and postmodernism
- The Dimensions of Development Policy
- Meta-theory and Policy Analysis
- Policy Actors
- Development policy process in a Global Context
- The East Asian Experience
- National Economic and Industrial Development Policy
- Remodelling the State
- Selected Issues in Meso and Micro Development Policy
- Developmental Local Government: Policy and Practice

PREREQUISITE MODULES(S)

None

■ DEV302/DEVE311	COMPARATIVE STUDIES OF HIGH GROWTH DEVELOPING AND TRANSITIONAL ECONOMIES	Credits: 15
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PURPOSE

The module provides students with case studies for research, reflection and critical analysis and synthesis of high growth developing and transitional economies.

LEARNING OUTCOMES

The student will be able to

- Identify cases of and describe the emergence of high growth developing and transitional economies
- Describe the socio-economic and geopolitical implications of high growth developing and transitional economies
- Critique and assess high growth developing and transitional economies and their significance in the context of globalisation
- Compare and evaluate development policy of high growth development and transitional economies.

EVALUATION

1 X 3 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- The emergence of high growth developing economies in the post-war period
- The decline of socialism and the advent of transitional economies
- The role of the state in economic development
- The East Asian development state
- Models and criteria for classifying and analyzing HPEs (High Performing Economies)
- Comparative development policy for high growth developing and transition economies.

PRE-REQUISITE MODULES(S)

None

■ DEV303/DEVE302 SECURITY, PEACE AND RECONSTRUCTION Credits: 15
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PURPOSE

The module familiarises students with the challenges of security and security enhancement in post-conflict societies.

LEARNING OUTCOMES

The student will be able to

- Analyse and evaluate conflict situations in the light of the theories covered
- Formulate conflict management strategies for concrete situations
- Describe the root causes of conflict and violence
- Explain the current processes of conflict and security management, developmental reconstruction, intervention and policy development.
- Explain the key non-violent mechanisms for conflict transformation and prevention

EVALUATION

1 X 3 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- Perspectives on security, peace and developmental reconstruction
- Security and peace-keeping in post-conflict societies
- From the Marshall Plan to Darfur: Past and present context of economic reconstruction
- Integrating conflict and developmental interventions
- Non-violent mechanisms for conflict transformation and prevention

PREREQUISITE MODULES(S)

None

■ DEV304/DEVE312	POLITICAL ECONOMY OF DEVELOPMENT	Credits: 15
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PURPOSE

The purpose of the module is to introduce students to and familiarise them with significant theoretical approaches to and empirical explanations for the understanding of the processes of late development and economic development in transitional and developing economies.

LEARNING OUTCOMES

The student will be able to:

- Distinguish between classical, contemporary discourses on political economy and critical institutionalist approaches. Describe, analyse and critically evaluate major theoretical and empirical approaches to understanding the process of late development and economic development processes in developing and transitional economies
- Write coherently and persuasively about significant aspects of current theories
- Identify and describe international economic phenomena, organizations and indicators for development
- Identify and describe the determining factors of economic development and constraints to these
- Identify and describe the traits of effective and ineffective development policies
- Describe, analyse and evaluate the current theories of political economy
- Explain the links between political economy and development policy
- Appreciate relevant debates on international and national institutions and by actors in the field of development.

EVALUATION

1 X 3 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- Major theoretical approaches to and empirical explanations for processes of late development and economic development in transitional and developing economies
- The new political economy, neo institutionalist approaches, regulation theory, 21st century Marxism and development, and complexity theory
- The debate about social capital
- Local capitalism, decentralization and deconcentration in economic development
- Key debates on development aid, development finance and international financial institutions
- Beyond the Marshall Plan: Economic reconstruction and development in post-conflict economies
- Institutional building for economic development

PREREQUISITE MODULES(S)

None

■ DEV305/DEVE300	RESEARCH METHODS FOR DEVELOPMENT	Credits: 15
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PURPOSE

The purpose of this module is to familiarize students with the knowledge and skills relevant to conducting development-oriented social science research.

LEARNING OUTCOMES

The student will be able to:

- Develop a coherent and relevant research proposal on which to base a basic research project within the field of development studies
- Complete a mini-research project, within the specified time-frame and appropriate to this academic level
- Present the research report, including a description of the problem, the research design and method, the data collected as well as the findings, conclusions and recommendations, in an appropriately formatted document.
- Demonstrate an appreciation of the nature and scope of development and economic development research
- Apply a range of data gathering and research methods
- Monitor and evaluate development programmes and projects including participatory research, stakeholder analysis and cost-benefit models and simulation modelling.

EVALUATION

Submission of a research report based on a research project.

CORE SYLLABUS

- Philosophical foundations of research
- The research process
 - The research problem
 - The research plan and research design
 - Methodologies appropriate to economic development
 - Data collection and data analysis
 - The research proposal
 - The research report: conventions and formats in the context of development-oriented social science research
- Specific research methods for research on development and economic development
- Participatory and interpretative approaches, focus group analysis, stakeholder analysis, cost-benefit analysis, social capital approaches and social capital indices, simulation modelling
- Monitoring and evaluation of development programmes and projects

CO-REQUISITE MODULES(S)

None

■ ECE101/ECEV101	PROJECT APPRAISAL	Credits: 10
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PURPOSE

The module provides an introduction to project appraisals by providing an overview of the theory and analysis of case studies in the water/energy/transport development sectors.

LEARNING OUTCOMES

- An ability to assess a project appraisal from the water/energy/transport development sector
- An ability to write an analysis report of a project appraisal using a case study from the water/energy/transport sectors
- An ability to determine decision criteria for project appraisal
- Describe each of the steps entailed in appraising projects
- Describe the processes entailed in costing of inputs and valuing the outputs required in an appraisal in the energy/water/transport sector
- Describe the processes followed in including the external effects required in an appraisal in the energy/water/transport sector
- Describe the method by which income multipliers may be estimated

- Describe the decision criteria by which projects may be appraised in the energy/water/transport sectors

EVALUATION

1 X 2 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- Project appraisal steps
- Cost and valuation of projects in the energy/water/transport sector
- Inclusion of external processes in project appraisals
- Introduction to the method by which income multipliers may be estimated
- Introduction to decision criteria by which projects may be appraised in the energy/water/transport sectors

PREREQUISITE MODULES(S)

None

■ ECE102/ECEV102	DEMOGRAPHY AND POPULATION ECONOMICS	Credits: 10
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PURPOSE

The module introduces students to demography and population economics by providing a theoretical overview of population and labour supply, migration and urbanisation and gender and development.

LEARNING OUTCOMES

The student will be able to

- Discuss the relation between demography and population in development economics
- Describe the concept of demographic transition in relation to the developing world
- Relate and discuss gender as a significant variable in the development equation of developing economies.
- Describe how world population has been changing and is expected to change
- Outline and interpret the idea of a demographic transition
- Describe the bearing of population change on per capita economic growth
- Describe the concept of internal migration and relationship to urbanisation
- Analyse gender issues relating to the contemporary development debate
- Describe the processes entailed in costing of inputs and valuing the outputs

EVALUATION

1 X 2 hour examination, 60% class mark + 40% examination mark.

CORE SYLLABUS

- Demographics
- The development equation
- Demographic transition
- Population, population change and labour supply
- Migration and urbanisation
- Gender and development
- Costing inputs and valuing outputs

PREREQUISITE MODULES(S)

None

■ ITVL101	COMPUTER LITERACY	Credits: 6
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Purpose

To enable students to utilise the personal computer as a tool to enhance their capacity for learning and communication

Learning Outcomes

Students will be able to

- Demonstrate an understanding of basic computer hardware and file systems
- Do basic word processing
- Do basic spreadsheets processing
- Write e-mails
- Use the internet for basic research purposes
- Generally, utilise the personal computer as a tool to enhance their capacity for learning, solving problems and communication.

EVALUATION

100% Continuous assessment

CORE SYLLABUS

- Introduction to a basic computer system – hardware components, architecture, software components, guidelines to the market place
- Introduction to operating systems concept with special emphasis on file management
- Introduction to word processing – basic representation and manipulation of text
- Introduction to spreadsheet processing – basic representation and manipulation of numbers, design, mathematical and statistical functions
- Problem solving – techniques and implementation
- Introduction to communications – networks, electronic mail and Internet
- Tools: Operating system utilities, word processor, spreadsheet, communications software

PREREQUISITE MODULE(S)

None