

*Curriculum Reform in Development
Studies: A Case Study of
the Post-Graduate Programme
at the University of Port Elizabeth*

Richard Haines

Introduction

The design and provision of advanced programmes in development studies at university level in South and Southern Africa offer a range of formidable challenges. The continent faces continued economic marginalisation in the early decades of the 21st century at least, notwithstanding new political, economic and ideological initiatives by African political leaders. There is increased competition for resources in the higher education environment, and in many cases a decline in actual spending on higher education. The reception and application of development theory is still overly derivative, and ‘indigenous knowledge’ for the best part is conceived as a quasi-mystical and anthropological experience. This chapter offers an account of curriculum reform in development studies within this context.

Aims and Objectives of the Project

The research project is entitled ‘Curriculum Redesign and Extension of Post-graduate Programmes in Development Studies at the University of Port Elizabeth (UPE)’. It seeks to investigate ways of reforming and extending the current curriculum of the post-graduate Development Studies programme at UPE, which is mainly centred on a Master’s degree programme. In this process it is hoped to enlist and incorporate selected South and Southern African expertise, and to explore, provisionally, inter-institutional links between the partner institutions in the

overarching Ford Foundation project, namely with Eduardo Mondlane University, and the University of Namibia.

The Master's coursework programme in Development Studies at UPE began operations in 1999, and has proved to be particularly successful in attracting students from South Africa and beyond. It is a two-year programme, run, essentially, on a semi-distance and block-release format. Since the second year of its operation it has consistently had between 50 and 70 students collectively registered at both levels of study. Students were originally offered the option of exiting with an Honours degree in Development Studies on completion of the first year of studies.

Given the popularity of the programme, it is now apposite to take stock, and to ensure that the curriculum is benchmarked against similar offerings internationally, as well as in the sub-continent. It is also important to ensure that the revised programme takes due cognisance of the South African government's new and expanded policy *vis-à-vis* higher and continuing education. This policy incorporates, *inter alia*, an emphasis on outcomes-based and learner-centred education. Other factors that should be taken into account in curriculum design and reform include the current drive for regional co-operation and later integration within the Southern African Region (SAR), and the growing emphasis on pan-African development efforts.

Scope and method

The research methodology is essentially qualitative in nature, making use of multiple data sources. Data has been generated, *inter alia*, through:

- ▶ a review of relevant national and international programmes;
- ▶ a review of relevant scholarly literature on curriculum design;
- ▶ a review of relevant recent scholarly literature on the theory and practice of development;
- ▶ Internet searches;
- ▶ focus groups drawn from participants in the current Development Studies Master's coursework programme at UPE;
- ▶ focus groups drawn from participating academics on the Master's coursework programme;
- ▶ using the findings of a contracted consultant;
- ▶ a critical appraisal of a survey of selected post-graduate programmes – which includes the Development Studies Master's programme – undertaken by the Quality Unit of UPE;

- ▶ interviews with academic staff in the Development Studies field in South African universities; and
- ▶ hosting a small symposium (in October 2001) which explored the state of the teaching of advanced development studies in South African universities.

Internal assessment

Internal assessment of the Master's programme in Development Studies, through a focus group study, and by utilising the survey of selected Master's programmes by UPE's Quality Assurance Unit, have provided some useful pointers regarding curriculum reform and redesign. The focus group assessment team, which undertook a more in-depth survey of the programme, concluded their report by noting that 'overall the course was positively rated and experienced as contemporary, relevant and meaningful.' They identified the critical areas for curriculum reform as the following:

- ▶ more flexibility in the choice and range of courses as well as the arrangement of modules;
- ▶ increased availability of both academic and physical support; and
- ▶ change in the relationship between the examinations and coursework (Clark & Nel, 2001).

Curriculum Considerations in Development Programmes in South Africa

A substantive historical and contemporary audit of the nature and scope of post-graduate programmes in the field of development would appear to be a research priority, and it is hoped that the final report of this project will contribute in a small way to such a venture.

Clearly, the 1990s have seen a burgeoning of post-graduate programme offerings in Development Studies and related areas. Key sites of expansion have been the University of Natal, which has a dedicated School of Development, the School of Public Development Management at Wits University, Rhodes University and the University of Port Elizabeth, and University of the Free State (UOFS). The University of South Africa (Unisa) has maintained and restructured its Honours and Master's programme.

Previously the main sites for instruction at both undergraduate and post-graduate level were at Unisa, Stellenbosch, Rand Afrikaans University (RAU), and to

a lesser extent Potchefstroom. With the partial exception of RAU, the offerings at the other three universities were informed directly by a development administrative tradition, which in turn was conditioned by earlier 'native administration' programmes and departments. Stellenbosch and Potchefstroom downgraded and ultimately phased out their Development Administration programmes during the 1990s, and then repositioned their development-oriented courses within the ambit of Public Management. A number of the historically black universities ran Honours and post-graduate diploma programmes in Development Studies in the 1980s and after. In the late 1970s, and early 1980s, Wits attempted to run an inter-disciplinary Honours programme in Development Studies, but logistical difficulties saw the emphasis shift to more technical programmes in areas such as Town and Regional Planning. In the Western Cape, the Universities of Cape Town and Western Cape have tended to look to networked Development Studies offerings, especially at Honours levels.

The main touchstones in recent years for South African programme design appear to be the various coursework Masters programmes in the United Kingdom, although the influence of certain US university programmes in International Development can be detected on occasion. In most cases the South African programmes do not possess the variety of module offerings or the research and teaching depth of their overseas counterparts.

The changes in course options over the years reflect the growing importance of gender, environmental, civil society and human rights issues. There has also been an attempt to extend the skills component, in areas ranging from ICT (*Information and Communication Technology*) to GIS (Geographical Information Systems), although this appears to vary considerably from university to university. Of late there are signs of a more systematic approach to inter-institutional networking and staff exchange at local and international level, to resource and diversify the programmes. There are significant disparities between universities in the resources given to development studies programmes. For instance, there is no formal appointee to Development Studies at UPE, although its MA coursework programme has a substantial number of registered students at all levels. Cost-effective national and international networking helps, as does an inter-faculty involvement in the coursework programme. Certain other universities such as UND (University of Natal, Durban) spend a good deal more per registered student on specialist academic staff and other resources such as library materials.

In addition to formal post-graduate coursework degrees, and an increasing but still relatively small amount of supervisory work on research Master's and Doctoral

students, several of the universities have turned their attention to short and diploma courses at introductory, intermediate and advanced level. Unisa's Department of Development Studies has a dedicated Centre for Development Administration to cater for this growth area. And overall there is evidence of solid curriculum innovation.¹

But there are shortcomings at a number of levels. Not all the institutions have the requisite spread of academic staff with the appropriate teaching and research credentials. There is a continued shortage of supervisory capacity and support staff, and specialised Reading and Writing Centres are non-existent at certain universities. With a more diverse student body, and the growth in the mature and working student market, there is an increased demand for a more diverse and flexible educational product. In addition, students are more concerned than previously with the calibre and international standing of the degree or diploma programme in question. Yet quality assurance is some distance from the norms and practices of the relevant universities in the United Kingdom.

South African post-graduate degree programmes in Development Studies seem relatively competitive. There are signs of increasing innovation and specialisation such as Rhodes University's MA in Rural Development. Most programmes have an expanded practical and applied component, although exit level outcomes do not always ensure that students have the requisite applied skills in areas such as ITC, language proficiency and communication, and GIS and project management. Both in-house (departmental) and broader inter-disciplinary Development Studies programmes seem to struggle to get the right blend of modules. Inter-disciplinary programmes, such as UPE's coursework MA, are sometimes obliged to offer modules that have a fairly strong disciplinary orientation, and are not sufficiently adapted to the particular demands of a dedicated Development Studies curriculum (Clark & Nel, 2001).

Development Studies Teaching and Africa

The rethinking of Development Studies instruction needs to take account of South Africa's increasing involvement in other Southern Africa countries and in Africa more generally.

South Africa's exports to Africa have grown dramatically in recent years (see Table 14.1), with this trade contributing significantly to South Africa's trade surplus with the continent. Barring a dramatic socio-economic collapse, the continent is likely to grow further in importance as a market for South African manufactured

goods. There are several areas in which South Africa is already engaged in assisting neighbouring and other Sub-Saharan African states to improve sectors of weak economies. These include the significant sectors of financial services, mining, agriculture, transport, tourism, and the construction of development infrastructure.

Table 14.1: Value of South African Imports and Exports from and to Africa

Annual Total	Value (R million)	
Year	Imports	Exports
1994	76 257.5	88 811.7
1995	98 513.1	101 503.4
1996	112 931.7	114 589.8
1997	127 024.0	130 460.5
1998	143 142.6	143 701.3
1999	146 328.3	165 645.0

Source: RSA Government Monthly Abstracts of Trade Statistics (January–December 1999)

The later 1990s saw an increased emphasis on closer regional co-operation and lifting of tariff and trade barriers in the Southern African region. In particular, Southern African Development Community (SADC) countries have committed themselves to a free trade zone by 2005, to be followed by further economic co-operation. However, the initiative appears to be on a slower track at the moment – a reflection, *inter alia*, of the national political and strategic interests of the participants. Nevertheless, there are a number of bilateral ventures that are paving the way for increased regional co-operation. Particularly significant is the extension of the Spatial Development Initiative (SDI) component of South Africa's industrial policy, to the Southern African space economy.

A key consideration for SADC is the prior establishment of a new security regime to deal with threats, which a sovereign state cannot adequately handle on its own. Such a regime will require a good deal more co-operation from the ruling political elites than is the case at the moment (Haines, 1997). Security needs to be seen in a multi-dimensional and development-oriented perspectives. This would include more integrated and regionally aligned approaches to migration, human and social capital development, and even food production. With regard to the latter

point, South Africa is adding momentum to efforts to develop a more regionally-based approach to food production. A growing urban population in the region will heighten demand for staple foodstuffs. As both South Africa and Zimbabwe are near the limits of their production of such crops, commercial agriculture will have to be stimulated in Zambia, southern Tanzania, Mozambique, and ultimately Angola. These initiatives, in turn, are tied up with the need to reduce conflict and crime, achieve greater security, and build more vigorous civil society structures within the region. A further area in dire need of regional co-operation lies in efforts to police the relatively unchecked degradation of coastal and marine resources on the coastlines of Mozambique, Namibia and South Africa.

All economies are not the same, and notions of a relatively untroubled path to closer regional co-operation and ultimately integration, are at best simplistic. Furthermore, one needs to question whether regional economic development in Southern Africa can be conceptualised through an application of conventional neo-classical economic models. The experience of structural adjustment programmes (SAPs) in Africa suggests that market-oriented approaches are problematic (Haines et al., 2001). The play of conflict, the centrality of institutions, and the contradictions and complexities of social action surely demand more sophisticated analyses and applications. This in turn raises questions regarding the adequacy of prevailing disciplinary and inter-disciplinary approaches to development.

Theoretical and Methodological Issues

The early 21st century is witnessing a distinct reconfiguration of the terrain of development studies and, more specifically, of development theory. A key trend, which is emerging in the Social Sciences, is the increased contestation between rational choice and institutionalist perspectives. With its avowed inter-disciplinarity and its substantive socio-technical side, the terrain of Development Studies is particularly significant in this escalating conflict. One possible outcome is that Development Studies may become more authentically trans-disciplinary and a more active recipient (or consumer) of theory developed in more conventional disciplinary groupings.

The rational choice perspective is grounded on the assumption of the utility-maximising and 'rational' activity of individuals and groups in a range of political, social and economic settings. This broad-based approach, predicated on the extension of the models and methodological individualism of neo-classical economics, expanded its influence during the 1990s within the Social Sciences in

general, despite growing criticism (e.g. Leys, 1996). Within mainstream development and practice over the past few decades, the influence of the non-economic Social Sciences has declined. Furthermore, development economics, originally conceived of as an extension of traditional institutionalist economics and political economy, has lost a good deal of its analytical distinctiveness from neo-classical economics. A further significant shift was the contextualisation and conflation of development issues with the assumed imperatives of a global economy.

Thus in the early 1980s, the World Bank aligned itself with a US-dominated consensus regarding the structuring of the world economy and new policy models for developing countries. This consensus was informed by monetarist, supply side economics, emphasising the virtues of the non-interventionist state and the doctrine of free trade in (pure) competitive markets. The structural adjustment loans of the Bank and the IMF embodied these notions, and obliged borrowers to cut back state spending and open up their economies to international trade and business. Trade liberalisation and the application of SAPs do not appear to have provided the desired stimulus to industrialisation. Indeed, a substantial body of evidence suggests that such programmes have been counter-productive in a number of respects. This is especially so in Sub-Saharan Africa (SSA).²

Despite the proclaimed advent of the 'Post-Washington consensus', and a growing emphasis on governance, state reform and the exploration of social capital, in World Bank and IMF circles, there appears to be little in the way of a paradigmatic shift that would open up dialogue with critical institutionalist and political economy perspectives. Admittedly, there has been something of a shift within the International Financial Institutions (IFIs) from a strict neo-classical orthodoxy to an approach that pays more attention to the complementarity of state and market, as well as the phenomenon of 'market failures' in developing countries (Fine, 1998). However, despite the growing sophistication of neo-institutional economic models, they are still primarily underpinned by a methodological individualism and a notion of utility optimisation (Fine, 1998).

The continued resilience of rational choice approaches in development theory and policy, is related in part to the relative homogeneity of the discipline of economics, and the prestige of economists in policy advocacy in both developed and developing societies.

The institutionalist perspective in Development Studies, more diverse than rational choice in disciplinary and trans-disciplinary inputs, lost some direction and focus in the 1980s. This was in part a reflection of the increased attractiveness of rational choice approaches. The decline of Marxist scholarship, powerfully

symbolised by the creation of methodological individualist versions of political economy, was a contributory factor. Declining university and research funding for Third World studies, and corresponding growth in post-graduate business schools reinforced a shift to more conservative forms of neo-classical economic analysis.

By the end of the 1990s, however, a range of new intellectual activities could be detected along the institutionalist front. Among the themes that have emerged are the following:

- ▶ a re-discovery of the centrality of an historical understanding of the particularities of developing and transitional societies and regions;
- ▶ an upsurge of interest in the workings of identity politics at sub-national, national and regional levels; and
- ▶ a self-conscious return to more classical forms of political economy, including a rehabilitation of Marxism.

All these themes are caught up in the broad sweep of Hardt and Negri's *Empire* (2000). Michael Perelman's work on the history of primitive accumulation has contributed to a renewed interest in early dependency writers, and macro development paths to capitalism (Perelman, 2000). More specialised studies on issues such as Marx's later views on colonialism are also of relevance (Tairako, 2001). At a more popular level, Hernando de Soto's *The Mystery of Capital* (2000) enlists Marx in the service of Third World popular capitalism. Although its overall message is ideologically ambivalent, it does draw attention to the rich vein of social enquiry that runs through the Social Science classics.

From a somewhat different institutionalist perspective, there is the new business systems approach of Richard Whitley that explores development trajectories within specific institutional contexts and analyses variations in institutional embeddedness. Also worth considering are the emerging syntheses within the field of Development Studies, such as the growing sub-area of development and conflict (e.g. Bradshaw, 2001; Unruh, 1996). At a deep-rooted level it illustrates the structural and conflictual elements deforming or retarding development. Because development is almost always an uneven process, it inevitably involves questions beyond 'Who benefits?'; the questions 'Who benefits first, or most?' demand answers. These questions often bedevil development projects at the practical level, and lead to intense conflict and delays in benefits to all concerned. Typically, the conflict associated with development is multi-faceted, and needs careful analysis. And at an applied level, there is the possibility of using conflict resolution techniques as an integral part of the policy process, especially at meso- and micro-levels.

More synoptic syntheses are required, however, to ensure the epistemological competitiveness of the institutionalist approach. Critical political economy provides some kind of bridgehead into the terrain of economics, and the possibility of contesting the dominance of rational choice models. Nevertheless, development theorists of an institutionalist bent could profit from a closer partnership with social and other dissident economists. Work by feminist economists on the use of narratives to involve target groups in scenario-building exercises (in order to develop sustainable rural development policies), is a case in point.

A growing emphasis in economic policy literature is to consider the role of state and society in the area of economic governance and development. The burgeoning movement of social and institutional economics and a revitalised economic sociology have, for instance, stressed that beyond market and state institutions are a variety of intermediate organisations, institutional structures and practices, as well as modes of thinking and cultural values, which deeply condition economic life. Practitioners and policy makers influenced by such perspectives are rethinking the ways in which state and non-state institutions can intervene in economic and development policy.

A related development is the growing discourse on social capital. The relatively recent exploration of the notion in academic development research has been taken up by the policy-orientated development institutions such as the World Bank, the UNDP (United Nations Development Programme), and the Organisation for Economic Co-operation and Development (Woolcock, 1999). The writings of scholars such as Robert Putnam (1993) and Francis Fukuyama (eg. 1999) have emphasised the centrality of social capital in appreciating the social-cultural embeddedness of economic development, and helping to foster democratic institutional practice. Some scholars even go as far as identifying social capital as the essential ingredient in the success or failure of economic development (Grootaert, 1998). It is also deployed within the so-called 'third way' debate. The expansion of interest in social capital has been such that both rational choice and institutionalist perspectives have tried to colonise it.

Curriculum Reform and Development

Over the past decade, and internationally, there has been an increased emphasis on curriculum reform at theoretical and applied levels. There are a variety of reasons for this phenomenon, including changing expectations of what education should accomplish, serious fiscal problems faced by most governments, and a substantive transformation of working and social environments. In South Africa,

the changing curriculum has been accompanied by large scale reform of the education system.

Reform of the UPE Development Studies Master's programme, and possible extensions and supplements to it, should take account of the economic and theoretical trends and shifts touched on above. In addition, curriculum reform and redesign should take cognisance of the changing environment of higher education in South Africa. The structures and provisions of SAQA and NQF, and the state's emphasis on outcomes-based forms of instruction provide challenges to academics which are not always sufficiently appreciated or implemented.

Aspects of curriculum reform

The adoption of outcomes-based education (OBE) as the means to ameliorate the education system, constitutes a radical break with previous approaches. OBE is being used explicitly to guide classroom practices in schools, but its application has been more implicit and amorphous in higher education. Given the increased regulation of the higher education environment by NQF, SAQA and standards generating bodies (SGBs), as well as endorsement of OBE by these bodies, it is important to understand the theoretical tenets of OBE. Aspects of OBE focus specifically on the use of sound educational practices when developing learning programmes (Spady, 1994), such as:

- ▶ clarity of focus (on exit outcomes of significance);
- ▶ expanded opportunity (and support for learning);
- ▶ high expectations of learners; and,
- ▶ design down (in other words, educators need to begin their planning from what they want their learners to be able to do at the end of their learning experiences).

In addition to the focus on good teaching strategies, other principles of OBE are orientated towards social transformation. Department of Education documents state this clearly, as is seen in the following:

... the curriculum [needs to] be restructured to reflect the values and principles of our new democratic society (DoE 1997: 1).

Learning programmes based on specified outcomes should:

... ensure that learners gain the skills, knowledge and values that will allow them to contribute to their own success as well as to the success of their family, community and the nation as a whole (DoE 1997: 14).

Those involved in the development of curriculum programmes, therefore, should take cognisance of the following (Nxesi cited in Clark & Nel, 2001):

- ▶ the development of values to enhance democracy, human rights and non-racialism, in addition to the teaching of concepts and skills;
- ▶ the needs of a rapidly changing labour market in the era of globalisation, with increased emphasis on imparting marketable skills;
- ▶ the need to move away from highly authoritarian methodologies towards more learner-centred methods, with the aim of developing the full potential of the learner; and
- ▶ the need to include all the relevant stakeholders.

A number of higher education learning programmes fail to address the above needs, and many learners graduate without mastering core skills. Diamond (cited by Clark & Nel, 2001) suggests the reasons for this are as follows:

- ▶ firstly, that higher education rarely deals with the goals of instruction directly, and has avoided stating them in measurable terms;
- ▶ secondly, courses and programmes are rarely designed around the goal of providing each student with the chance to attain relevant competencies;
- ▶ thirdly, academic staff receive little reward for the time spent in improving courses and curricula;
- ▶ fourthly, higher education has been able to avoid hard questions: even with outside criticism, we have not had sufficient impetus to overcome resistance and inertia; and
- ▶ finally, many people in higher education do not know how to design courses and curricula very well.

These challenges support the need for curriculum reform in higher education.

Policy Options and Recommendations

The challenges to teachers and administrators linked to advanced Development Studies programmes at UPE and at South African universities more generally, are considerable. In the first place, there is a need to grasp and respond to regional issues, and yet to benchmark the programmes internationally. Low projected growth rates for South Africa and the tightening of state expenditure, make it unlikely that higher educational institutions will be better funded and resourced in the future. The obverse is more likely the case. Thus more innovative and cost-effective forms of curriculum design, reform and provision are required. Also, it is imperative that we keep abreast, and indeed anticipate world trends in development theory and practice, while ensuring that we take due cognisance of relevant localised

forms of knowledge. Further challenges are posed by a more diverse student body, which includes a growing number of students from SADC, other African countries, and countries overseas. For the larger programmes, it is likely that demands will grow for the provision of multiple modes of delivery. This in turn will require a more systematic usage of ICT. Finally, course and programme design must integrate with SAQA, NQF requirements and processes, and take account of the increased national emphasis on OBE.

In terms of the review and reform of curriculum content, the issues to be addressed should include a consideration of the regional dimension, i.e. of Southern Africa, and an understanding of its linkages to the rest of the continent and the globalising economy. Emphasis should be placed on developing a solid understanding of the dynamics of trade, and regional co-operation and integration. This knowledge should of course be allied to an informed understanding of current debates about globalisation and internationalisation. Also, South Africa's expanding role in the SAR and SSA suggests areas of future specialisation for post-graduate programmes, such as a module on the Spatial Development Initiatives in South and Southern Africa.

Students should also be provided with a sophisticated treatment of development theory, which would incorporate an understanding of the nature and application of rational choice and institutionalist approaches to development analysis and policy. More attention should be paid to equipping students with the ability to engage with economic analysis, even though they may not have a formal undergraduate background in economics. As part of this process, an effort should be made to instruct students in critical quantitative and qualitative modes of research and social inquiry. Crucially too, a substantive historical and comparative overview of the fortunes of the developing and developed world should be provided.

Care must be taken that our module offerings and use of theory are not too derivative. One must look to using expertise from within and without the universities. Work-based learning offers some options, but given the ever-expanding corpus of development knowledge and application, we will have to balance the course content carefully. Apart from formal Master's coursework programmes, there will be more recourse to new and cost-effective courses and shorter (diploma) programmes, to cater for niche student markets. It is here that refresher courses for past Master's students could be considered. Such courses could in turn dovetail with an expansion of MA programmes into the coursework of Doctoral programmes.

While we will not be able to follow Western European and American examples fully in providing for a range of specialised areas for post-graduate instruction in

development, there is some possibility for programme innovation, especially through inter-institutional arrangements with internationally networked academic input. A Master's degree in Maritime Studies jointly offered by the Universities of Eduardo Mondlane, Namibia and Port Elizabeth could be one such venture.

The example of UEM's design of its MSc programme in Agriculture and Development, shows how important it is to take due consideration of local conditions and needs, and to strive for a degree of theoretical autonomy from international development policy models and prescriptions.

With regard to academic and material resources, new kinds of partnerships, possibly underwritten by donor funding, will have to be created to provide suitably flexible, and internationally flexible teaching inputs. Links with large-scale research programmes that have funded internships and research students will help forge a more research-oriented environment, and prove more attractive to the various categories of post-graduate students undertaking instruction in Development Studies. An increased use of ICT and web-based forms of student contact and instruction will be necessary, although this poses additional problems for systems administrators.

Overall, programmes will have to run as professionally as possible, and a new breed of programme administrator will possibly emerge. Such a person will have an expanded work brief, including external fund raising. Academic support services will have to develop in tandem with the programmes, and ensure that students are given more tailored forms of assistance in all areas of study, including state-of-the-art instruction to ensure internationally competitive English proficiency in reading and writing. A further area where 'best practice' will become essential is in the design of study guides, course material and course readers.

Conclusion

Through an examination of select regional development issues in Southern and Sub-Saharan Africa, and the implications of recent theoretical and methodological advances, a number of guidelines are specified for new and updated content for existing and reformed programmes in Development Studies at UPE, and at South African universities in general. A key consideration should be to develop a solid understanding of the dynamics of trade and regional co-operation and integration. This knowledge should be allied to an informed understanding of current debates about globalisation and internationalisation. Also, South Africa's expanding role in the SAR and SSA suggests areas of future specialisation for post-graduate

programmes, such as a module on the Spatial Development Initiatives in South and Southern Africa. A scan of new and emerging meta-theoretical and methodological issues suggests that programme reform must be continuously innovative and flexible to take cognisance of a range of shifts within and across the terrain of Development Studies. A key theme here is the debate at a range of levels between rational choice and institutionalist approaches. The paper stresses that institutions do matter in development theory and practice, and that such insights should be linked to topical areas and concepts, such as social capital. It is also suggested that rather than merely develop and adapt theory from other disciplines and fields of study, Development Studies should look to build more endogenous theoretical models.

Endnotes

- 1 This short discussion is compiled from relevant programme descriptions from the various South African universities, as well as discussions and interviews with some select academics in the field.
- 2 Essential services, such as health and education, rather than costly state bureaucracy and state patronage networks, have been the major casualties of cutting back the state. Trade liberalisation has tended to benefit international firms at the expense of local firms, and imports have been boosted. The lowering of tariffs and industrial subsidies has contributed to a process of de-industrialisation. There has been an under-emphasis on regional infrastructural investment and regional as opposed to national growth strategies.

References

- Amos, T., Pearse, N. and Vorster, J. 2001. 'Making Outcomes Explicit in Designing a New Curriculum: A Case Study.' Paper presented at *Academic Development Conference*, Rhodes University, 4–6 December 2001.
- Bradshaw, G. 2001. 'The Growing Synergies between Development and Conflict Management.' Mimeo. University of Port Elizabeth.
- Clark, C. and Nel, L. 2001. 'Students' Perceptions of Curriculum Reform: A Case Study of the UPE Development Studies Masters Programme.' Mimeo. University of Port Elizabeth.
- Cockroft, C. 2001. 'Curriculum Development in an Age of Rapid Change.' Paper presented at *Academic Development Conference*, Rhodes University, 4–6 December 2001.
- Cooper, D. and Subotzky, G. 2001. *The Skewed Revolution: Trends in South African Higher Education 1988–1998*. Bellville: Education Policy Unit, University of the Western Cape.

- Cornwell, L. 2000. 'Engendering Development Studies.' Inaugural lecture presented at Unisa. Pretoria: University of South Africa.
- Davidson, J. 2000. 'Sustainable Development: Business as Usual or a New Way of Living?' *Environmental Ethics*, 22(1): 25–43.
- Delius, P. and Schirmer, S. 2001. 'Towards A Workable Rural Development Strategy.' *Working Paper 3. Trade and Industrial Policy Secretariat*. Johannesburg: Trade and Industrial Policy Secretariate.
- Department of Education. 1997. 'Curriculum 2005, Senior Phase Policy Document.' Pretoria: Department of Education.
- 2000. 'Towards a New Higher Education Landscape.' CHE Report. Pretoria: Department of Education.
- Department of Trade and Industry. 2001. *Driving Competitiveness: An Integrated Industrial Strategy for Sustainable Employment and Growth*. Pretoria: Department of Trade and Industry.
- De Soto, H. 2000. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. London: Bantam.
- Dunne, P. and Haines, R.J. 2001. 'Defence Industrial Restructuring and Economic Growth in South Africa.' *Trade and Industrial Policy Secretariat*, Annual Forum. Johannesburg: South Africa.
- Fine, B. 1998. 'The Development State is Dead – Long Live Social Capital?' Mimeo. Rhodes University.
- Fukuyama, F. 1999. 'Social Capital and Civil Society.' Mimeo. Institute for Public Policy. Fairfax, Va.: George Mason University.
- Gasper, D. 1996. 'Essentialism in and about Development Discourse.' In *The European Journal of Development Research*, 8(1): 149–177.
- Grootaert, C. 1998. 'Social Capital: The Missing Link?' Working Paper No. 3. *Social Capital Initiative*. Washington D.C.: World Bank.
- Haines, R.J. 1997. *Africa and the New South Africa*. Professorial Inaugural address. Middlesex University, December.
- 2000. 'Development Theory.' In F. de Beer and H. Swanepoel (eds.): *Introduction to Development Studies*, 2nd Edition. Cape Town: Oxford University Press.
- Haines, R.J., Noon, D. and Wood, G.T. 2001. 'Structural Adjustment in Mozambique: Consequences and Options.' Paper presented to *South African Sociological Association Annual Congress*, 2–5 July. Pretoria: University of South Africa.

- Haines, R.J. and Wood, G. (eds.). 1998. *Africa After Modernity: Alternative Perspectives*. Port Elizabeth: University of Port Elizabeth.
- Hardt, M. and Negri, A. 2000. *Empire*. Cambridge, Mass: Harvard University Press.
- Hiwaki, K. 1998. 'Sustainable Development: Framework for a General Theory.' In *Human Systems Management*, 14(4): 267–280.
- Leys, C. 1996. 'Rational Choice or Hobson's Choice? The "New Political Economy" as Development Theory.' In *Studies in Political Economy*, 49: 37.
- Perelman, M. 2000. *The Invention of Capitalism: Classical Political Economy and the Secret History of Primitive Accumulation*. Durham: Duke University Press.
- Pieterse, J.N. 1991. 'Dilemmas of Development Discourse: The Crisis of Developmentalism and Comparative Method.' In *Development and Change*, 22(2): 5–29.
- 1998. 'My Paradigm or Yours? Alternative Development, Post-Development, Reflexive Development.' In *Development and Change*, 29(2): 343–374.
- Putnam, R.D. 1993. 'The Prosperous Community: Social Capital and Public Life.' *The American Prospect*, 4. See <http://www.prospect.org/print/v4/14/putnam-r.html>.
- Spady, W.G. 1994. *Outcome-Based Education: Critical Issues and Answers*. Arlington, Va.: American Association of School Administrators.
- Tairako, T. 2001. 'Marx on Capitalist Globalization.' Paper delivered to *SASA Annual Congress*, 2–5 July. Pretoria: University of South Africa.
- Unruh, J.D. 1996. 'Land Tenure Conflict Resolution in Mozambique: The Role of Conflict Resolution in Land Policy Reform.' In *Land Renure Centre Land Conflict Study No. 1*. University of Wisconsin.
- Wade, R. 1996. 'Japan, the World Bank, and the Art of Paradigm Maintenance.' In *New Left Review*, 217: 3–19.
- Wallerstein, I. 1997. 'Social Science and Contemporary Society: The Vanishing Guarantees of Rationality.' Mimeo. Binghamton: Binghamton University.
- 1999. 'Social Sciences in the Twenty-First Century.' See <http://www.binghamton.edu/fbc/iwunesco.htm>.
- Williams, R. 2001. 'Defence and Development: Some Thematic Issues.' In *Development Southern Africa*, 18(1): 57–77.
- Woolcock, M. 1999. 'Managing Risk, Shock and Opportunity in Developing Economies: The Role of Social Capital.' Research Mimeo. Washington D.C.: World Bank.