Chapter 9 - Development

• How does development vary amongst regions?

• How can countries promote development?

• What are future challenges for development?
**Development** – *process of improving the material conditions of people through diffusion of knowledge and technology*

- **GOAL?**
  - Health & prosperity of its citizens
  - Continuous, never-ending process

- Closely linked to standard of living
  - Economic growth of a state
  - Are there opportunities for their citizens?
  - Can the citizens live a comfortable life?

*Human Development Index (HDI)*

9.1
**Human Development Index (HDI)**

- Measurement used by the UN that calculates development as a decent standard of living, access to knowledge, and a long as well as healthy life.

- Indicator of level of development combines 3 factors:
  - Economic, social, and demographic variables

- Highest possible HDI is 1.0 (100 percent)
  - Who would have high levels of HDI? Lowest?
    - Norway has highest (.963) - Niger has lowest (.281)
    - Western European countries (and Canada) higher level
    - Sub-Saharan African countries lowest level
What patterns do you see? ____________________________________________________

Who has an HDI of 0.90 or higher? __________________________________________

**Fig. 9-1:** Developed by the United Nations, the HDI combines several measures of development: life expectancy at birth, adjusted GDP per capita, and knowledge (schooling and literacy).
- What is the difference?
- Developed versus developing?
HDI Regions ➔ Note: can be varying inside the regions

- **Very High Developed Regions (above 0.79)**
  - North America (US & Canada)
  - Europe ➔ All but handful in Eastern Europe

- **High Developing Regions (0.70-0.79)**
  - Latin America

- **Medium Developing Regions (0.52-0.69)**
  - East Asia
  - Southeast Asia
  - South Asia
  - Central Asia (except Afghanistan)
  - Southwest Asia & North Africa

- **Less developing Regions (below 0.52)**
  - Sub-Saharan Africa
  - Japan & South Pacific are grouped with other developed regions

  - Russia ➔ is a developing state cause of limited progress (economic & ethnic tensions)
What aides a state’s industrial development?

**Raw materials**
Some countries are blessed with an abundance of natural resources, but they may still be lacking some critical ingredients necessary for the production process.

**Capital**
Often indigenous private capital is scarce, yet this is probably the single greatest determinant of whether a country can kick-start its growth. Various strategies—including foreign direct investment, bank loans, foreign aid, and remittances from emigrants—can help increase the amount of money available for growth.

**Infrastructure**
An adequate supply of power and water is crucial for developing economies, as are functioning transportation and communication systems. These items can be unevenly distributed and completely lacking in certain regions of a country.

**Markets**
Many poor countries have a large population, but little purchasing power. The market for manufactured items is confined to a small middle class. Selling products to a global market requires that the items have the price and quality to compete successfully.

**Skilled labor**
This requires an adequate education system and incentives that keep children in school. Many countries lose their best-educated residents to more prosperous situations abroad. Less developed countries can also take advantage of low labor costs, which keep down the price of the final product.
What is infrastructure?

- Basic structures & facilities needed in a society
- Access to communication networks, sanitation, & utilities

Identify examples of infrastructure:
**ECONOMIC INDICATORS OF DEVELOPMENT**

- **GNI**
  - Income

- Economic Structure = Types of Jobs

- **Productivity**

- **Inequality-Adjusted HDI** = Gini Coefficient

- **Consumer Goods**
UN Measures the Standard of Living: **INCOME**

- **GNI (Gross national income)** — value of the output of goods & services produced in a country in a year, including money that leaves & enters the country
  - Cannot measure perfectly the level of a country’s development
  - Per capita GNI measures average (mean) wealth, NOT the distribution of wealth
    - By dividing GNI by total population:
      - Measures the contribution made by the average individual toward generating a country’s wealth in a year.

- **GDP (Gross Domestic Product)** — value of the output of goods & services produced in a country in a year.

- *per capita* — per person
China, GDP per capita by Province

- Where is there development inside of China?
- Why is it there?
- What is that region known for?
- What is going on between GDP between developed & developing?

[Link to YouTube video](https://www.youtube.com/watch?v=E6t7ZZ_FY4o)

Fig. 9-12: GDP per capita, China provinces, 2001. The highest gross GDP per capita is found along the eastern coast where manufacturing is concentrated, while income in much of the interior is far lower.
Income: GNI per capita PPP

- What regions would have the highest income?
- What regions would have the lowest income?

**GNI (Gross national income)** – value of the output of goods & services produced in a country in a year, including money that leaves & enters the country.
Primary economic activities

- Activities that harvest or extract from the earth
  - EX. agriculture, mining, quarrying, fishing, & forestry
- Found in low-income, pre-industrial nations

Secondary economic activities

- Manufacturing of primary products into new products = consumer goods
- Raw materials processed, transformed, & assembled into fabricated manufactured goods
- Grows quickly as societies industrialize

Tertiary economic activities

- Service industry — an activity that fulfills a human want or need & returns money to those who provide it

Why & What will YOU do with a COLLEGE DEGREE?

- EX. Financial (banking), business (trucking, retail), professional (government, education & law), clerical, and personal services (trainer, etc.)

What happens as a country industrializes?  

UN Measures the Standard of Living: Economic Structure

Found in _______ states
All countries have all types of economic activities
- As a country develops → less people in the primary sector

TREND:
- Wealthier countries –
  - more people work in tertiary & quaternary sectors
- Poor countries/LDCs –
  - dominated by primary & secondary activities
    - World’s least developed countries – almost entirely based on primary activities

OBSERVATION:
- TECHNOLOGY plays in determining a country’s level of development
**Spatial division of labor** = tendency for sectors to concentrate in different regions

**Global Economy** = “internationalized spatial division of labor”

How does specialized sectors contribute to GLOBALIZATION?

NICs = Newly Industrializing Countries

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The Sectors of Economic Activity

1. **PRIMARY ACTIVITIES**
   - Agriculture
   - Gathering Industries
   - Extractive Industries

2. **SECONDARY ACTIVITIES**
   - Manufacturing
   - Processing
   - Construction
   - Power Production

3. **TERTIARY ACTIVITIES**
   - Retail and Wholesale Trade
   - Personal and Professional Services

4. **QUATERNARY ACTIVITIES**
   - Information
   - Research
   - Management

5. **QUINARY ACTIVITIES**
   - Executive Decision Makers

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LDCs  | NICs  | MDCs
WHAT DOES THE WORLD SPEND THEIR MONEY ON?

How has the US labor force changed over time?
UN Measures the Standard of Living: **Productivity**

- **Productivity** – *value of a particular product compared to the amount of labor needed to make it*

- **Value Added** – in manufacturing the *gross value of the product minus the costs of raw materials and energy*

- **Workers in developed countries produce more with less effort**
  - Why?
    - Accessibility to more machines, tools & equipment to perform the work.
    - The larger GNI in developed countries pays for part of the purchase of machinery/technology.

- **Developing states relies more on human & animal power.**
**Value Added** – value of a product minus the costs of raw materials & energy

- Why is the United States so wealthy when it comes to value added? ________________________________

**Urban Agriculture in Indonesia**
The world’s major manufacturing regions are found in North America, Europe, & East Asia. Other manufacturing centers are also found elsewhere.
Consumer products do not play major role in Developing states

- Not essential to people living/working in villages/fields
- People in LDCs familiar with consumer goods, although they cannot afford them
  - Government officials, business officials, & elites have these goods = minority
  - “Haves” concentrated in urban areas

Technological change is helping reduce the gap in access to communication between MDCs and LDCs → cell phones
Consumer Goods
What are the social classes inside a state?
- __________________ , __________________ , & ________ CLASS

- **What if a state has too much poverty? Is it developed?**

- **Inequality-adjusted HDI** – indicator of development that modifies the HDI to account for inequality within a country
  - If the IHDI is lower than the HDI, the country has inequality
  - Greater the difference between the 2, the greater the inequality

  - The IHDI is 0.77 in the US & 0.83 in Canada
    - Which country has the greater inequality?

  - Note: Lowest scores = highest inequality
  - Where would it be the highest?
    - sub-Saharan Africa & South Asia ← Why?

- [http://chartsbin.com/view/559](http://chartsbin.com/view/559)
GINI COEFFICIENT / INCOME ADJUSTED HDI

- 0 = Perfect equality  100 = Complete Inequality

How does the U.S. vary?
WHAT TO DO FOR FUN IN JAKARTA?
HOW CAN THIS AFFECT A STATE’S DEVELOPMENT?
## Demographic Indicators of Development

<table>
<thead>
<tr>
<th>Demographic Indicator</th>
<th>MDCs / Developed</th>
<th>LDCs / Developing</th>
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<tr>
<td>Life Expectancy</td>
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<tr>
<td>Natural Increase Rate (NIR)</td>
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<td>Infant Mortality Rate (IMR)</td>
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<td>Crude Birth Rate (CBR)</td>
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<td>Age Structure + Population Pyramid</td>
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<td>Dependents (dependency ratio)</td>
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## Access to...

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<tr>
<th></th>
<th>MDCs / DEVELOPED</th>
<th>LDCs / DEVELOPING</th>
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<tr>
<td>Health Care</td>
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<td>Education</td>
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<td>Utilities</td>
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<td>Sanitation</td>
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UN MEASURES: HEALTH INDICATORS

- UN considers nutrition & access to medical services important for long & healthy life
- **Life expectancy** – average # of years an individual can be expected to live @ current social, economic, & medical conditions
  - Developed – 80 life expectancy - Developing 68
    - Note: variation 75 in Latin America - 65 South Asia
    - sub-Saharan Africa is 55

- People are healthier in Developed than in Developing countries
  - **MDCs** spend $ on health care & protect those unable to work
    - Wealthier MDCs have health care as a **public service**
      - Northern & Western Europe and Canada (not the U.S.)
  - Result: more accessibility to hospitals, doctors, and nurses
    - Longer life expectancy, aging population, & lower infant mortality

- Health of population influenced by diet
  - **MDCs** - more calories & proteins daily than LDCs
    - (less than daily allowance which contributes to higher IMR & lower life expectancy)
Deaths per 100,000 people in the U.S.A. by cause, 1900 and 2010

1900
- Infectious diseases (579.6)
  - Cancer (64)
  - Heart disease (137.4)
  - Cerebrovascular dis. (106.9)
  - Nephropathies (88.6)
  - Accidents (72.3)
  - Frailty (50.2)

2010
- Cancer (195.9)
  - Heart disease (192.9)
  - Cerebrovascular dis. (41.8)
  - Accidents (38.2)
  - Frailty (44.6)

Data source: nejm.org/doi/full/10.1056/NEJMep1113569 | Author: Randy Olson (randalolson.com / @randal_olson)
SLUMS → SÃO PAULO, BRAZIL

- Where are major slum settlements?

- Why can the government can’t keep up with adequate sanitation during the massive urbanization migration?

- How does this influence life expectancy?
Higher the development, the greater quantity & quality of an education → education is ticket to better jobs & higher social status

**Quantity of Schooling:**
- **Years of schooling:** # of years average person aged 25 or older been in school
  - 11 years = Developed
  - 6 years in Developing
  - UN sees as most critical measure → Why?

- **Expected years of schooling:** # of years average 5-year old expected to be in school
  - 16 years = Developed
  - 11 years in Developing

**Quality of education** measured 2 ways:
- **Pupil/Teacher Ratio**
  - Primary school 24 globally
    - 14 in developed
    - 26 developing (nearly twice as high)

- **Literacy Rate**
  - % of country can read & write
    - 99% in Developed
    - less than 70% in South Asia & Africa
EDUCATION ➔ LITERACY
UN: MILLENNIUM DEVELOPMENT GOALS

- UN has set 8 goals to further reduce the gap in development
- Developed (MDCs) & Developing (LDCs) can be seen as Core & Periphery because of the sharp contrasts in political, social, & economic development
  - Global economic disparities + relationships

- **CORE** = ______________________
  - Economic power in wealth, education, & advanced technology

- **PERIPHERY** = ________________
  - Less access to consumer goods, communications, wealth, & power
  - Less standard of living & less wealth
## Relationship Between the Core & Periphery

<table>
<thead>
<tr>
<th></th>
<th><strong>Core</strong> = MDCs = Developed</th>
<th><strong>Periphery</strong> = LDCs = Developing</th>
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<tbody>
<tr>
<td><strong>Involvement in Colonialism</strong></td>
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<td><strong>Economic Sector</strong></td>
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<td>- Majority of population</td>
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<td><strong>Economic Stability / Poverty</strong></td>
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<td><strong>Food distribution</strong></td>
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<td><strong>Level of Education</strong></td>
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<td><strong>Gender Equality, Empowerment, &amp; Maternal Health</strong></td>
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<td><strong>Health Care</strong></td>
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<td>- Life Expectancy</td>
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<tr>
<td>- Child mortality</td>
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<td><strong>Causes of Death</strong></td>
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<td><strong>Environment treatment</strong></td>
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We can identify spatial locations of the CORE versus PERIPHERIAL locations.
- How will this map change as countries like China, India, & Brazil develop?

- **Semi-periphery** are states that have gained success in development
  - But lack political importance with core
GLOBAL COMPETITION LEAD TO:
NEW INDUSTRIAL REGIONS (NIRs)

NEW INTERNATIONAL DIVISION OF LABOR—transfer of low-paid, less-skilled jobs to developing states

- Transnational Corporations – manufacture in Developing States!!
  - AKA ➔ outsourcing !!!!!!
How does Gender Contribute to Development?
History of American Women’s Rights

- **Compulsory education**
  - US varied from Massachusetts in 1652 to Mississippi 1917
  - Federal Law in 1918 with attendance laws
    - Child labor laws

- **Suffrage movement**
  - 1848 in Seneca Falls, NY
  - 1869 Susan B. Anthony & Elizabeth Cady Stanton National Woman Suffrage Association
  - 1920 – August 26 – 19th Amendment
    “The right of citizens to vote shall not be denied because of sex”

- **Family Planning**
  - Varies according to culture
Above: The midnight shift at an Indiana glassworks, 1908.
Following: Breaker boys at a South Pittston, PA. coal mine, 1911.

Washington’s ideal: typical spinner in 1908 Lancaster, SC cotton mill.
Women's suffragists parade down Fifth Avenue, New York, October 1917, carrying the signatures of a million women.

Susan B. Anthony + Elizabeth Cady Stanton
Family Planning

WHAT HAPPENS WHEN YOU EDUCATE A GIRL?

Educating one girl can change her life – but others benefit as well.

As studies show, educated girls improve the lives of their families, their communities and even their countries.
HOW DOES A WOMEN’S EDUCATION AFFECT THE STATE?

ESPN

- Economic ➔ ________________________________
- Social ➔ ________________________________
- Political ➔ ________________________________
  - State would encourage what kind of population policy? ______________
- Nature = Environment ➔ ________________________________

http://www.youtube.com/watch?v=JC7v8XKvb7Y#t=102

Sandra Day O’Connor
1st Women on Supreme Court - 1981

Hillary Rodham Clinton
Only 1st Lady to run for a public office
Gender Empowerment

- Ability of women to achieve improvements in their own status ➔ economic & political power

- Every state (MDCs & LDCs) women hold fewer positions of economic & political power

**Empowerment** measured by

- **Political Power** (% seats held by women in national legislatures)
  - More women vote
  - Few women hold positions of political power ➔ US 1/6 are in Congress
    - Highest % in Europe ➔ ¼ are members of national parliaments

- **Education** (% of women who have completed high school)
  - North America, girls more likely to complete high school than boys
  - Boys are slightly ahead in Europe
  - Developing countries – boys more likely to be high school graduates
    - 10 boys / 8 females graduate
      - South Asia 10 boys / 5 girls
Gender Inequality Measures:  
**LABOR FORCE**

- Female labor force participation rate = % of women holding full-time jobs outside the home.
  - 100 males to X female
- Developed countries = 75% women
- Developing countries = 65% women
  - Lowest rates are in SW Asia & North Africa = 35%
    - Why? _______________________________
    - Note: sub-Saharan Africa with lowest HDI & 77% women work in _______________ with the world’s highest __________ rate!
Gender Inequality Measures:

REPRODUCTIVE HEALTH

- Poor reproductive health contributes to gender inequality around the world. Based on:
  - **Maternal mortality rate**: # of women who die giving birth per 100,000 births
    - Why the difference between developed & developing states? ________________
  - **Adolescent fertility rate**: # of births per 1,000 women ages 15-19.
    - Why is sub-Saharan Africa with the highest rate? ________________
  - When women have fewer children their health & economic stability is stronger? Why? ___________
Gender Inequality Trends

- UN found Gender Inequality is on the DECLINE
  - Greatest improvement in SW Asia & North Africa
  - Why? ______________________________________________________________________

- US GII increased → rank 47 in GII versus HDI of 4
  - Reproductive rights are lower in US than other very high HDI states
  - Percentage of women in National Legislature is much lower than other high HDI states
    - US – 17 women out of 100 senators - 74 of 435 representatives in 2012
    - Canada – 36 of 105 senators - 76 of 307 members of parliament/H of Commons
Gender Inequality Index Improvement