



# Sociology

The Knowledge Organiser

# Paper 2

# Global Development

## **01 Overview**

This will help you know what is required at each stage of your learning

## **02 Powerful Knowledge**

The key information you need to recall

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# Global Development

# The Overview

This will help you know what is required at each stage of your learning.

SOC3.01 Evaluate the usefulness of economic approaches in describing and measuring development

SOC3.01.00 To know and understand global development.

SOC3.01.01 To know and understand a range of definitions of development and the distinguishing features of the developing world.

To **show knowledge**, define a range of definitions of development

To **apply knowledge** and show depth, outline examples of the distinguishing features of the developing world and apply to case studies

To **analyse**, explain the impact of and reasons for a range of features of the developing world on development

To **evaluate**, evaluate how these definitions are value-laden and the underlying reasons for low levels of development

**01.01.01 Definitions of Development** / First, Second and Third World are outdated but link to cold war origins (Western are 1st, Communist are 2nd; Rich Northern vs. Poor Southern Hemisphere; High Income Countries vs. Low Income Countries, Newly Industrialised Countries, BRICS; Brandt line divided up the world roughly the northern countries and Australia; value-laden labels and relative

**01.01.02 Distinguishing features of the developing world** / A colonial past; Economies based on agriculture and the extract of raw materials; Low economic growth; Vast inequalities in ownership and access to land; Large sections of the population may be unemployed or underemployed; A subsistence standard of living; A young and fertile population that is growing rapidly; High rates of child malnutrition; Low life expectancy; High rates of infant mortality; Death from preventable diseases; High levels of adult illiteracy; Lack of access to free schooling; Lack of basic infrastructure and services; Lack of civil and human rights; Totalitarian and repressive governments; Patriarchal forms of inequality

01.01.01 <sup>®</sup>Evaluation Line / Distinguishing Features of the Developing World

01.01.01 <sup>®</sup>BlueSky / Distinguishing Features of the Developing World

SOC3.01.02 To know and understand the usefulness of economic approaches to describe and measure development

To **show knowledge**, describe GDP

To **apply knowledge** and show depth, outline sources of support and examples of the GDP of different countries

To **analyse**, explain the function of GDP as a measure of development

To **evaluate**, evaluate the usefulness of economic indicators as a measure of development

**01.02 Economic Measures** / GDP measures the monetary value of all finished goods and services made within a country during a specific period or in other words how much money a country has made in a year - per capita is divided per person; Can be described as ethnocentric as it only looks at money as a measure of development which is favoured by the rich West; invisible economies (**Black**) are the ways people make money outside of the official (taxed) economy; there are inconsistencies in measurements; doesn't look at the standard of living; focus on production which is ethnocentric; cannot see distribution of wealth as it is an average (may be some who are very rich and some are very poor)

01.02.01 <sup>®</sup>Commandagons / Economic Measures

**01.02 Analyse two reasons why economic indices of development are seen as unsatisfactory as measures of development [10]**

SOC3.01.03 To know and understand the usefulness of social and alternative approaches to describe and measure development

To **show knowledge**, define HDI

To **apply knowledge** and show depth, outline sources of support for and examples of the HDI, GNH and SPI of different countries

To **analyse**, explain the function and usefulness of HDI as a measure of development

To **evaluate**, evaluate how successful social indicators such as HDI, GNH and the Social Progress Index as a measure of development

**01.03 Social Measures** / HDI is composite indicator comprising of GDP (wealth), education (adult literacy rate) and health (life expectancy); is a value between 0 and 1 (which can be read as a %); Millennium Development Goals look at the progress of 8 measures as defined by the UN; GNH is developed by Bhutan and includes happiness as a measure; Social progress index includes basic human needs, foundation of well-being and opportunity

01.03.01 @Commandagons / Social Measures

01.03.02 @Double Bubble / Economic vs. Social

01.03.03 @Conceptagons / GDP, HDI, Millennium Development Goals, GNH, SPI

**01.02 Analyse two reasons why social indicators of development are seen as unsatisfactory as measures of development [10]**

SOC3.02 Evaluate the contribution of modernisation theorists to our understanding of global development

SOC3.02.01 To know and understand functionalist theories of development

To **show knowledge**, describe mechanical and organic solidarity; Gemeinschaft and Gesellschaft

To **apply knowledge** and show depth, outline examples of features of the different types of culture

To **analyse**, explain the differences between different cultures and how societies develop

To **evaluate**, evaluate functionalist theories of development

**02.01 Functionalist Origins of Development** / Tonnies on gemeinschaft (community) and gesellschaft (society); Durkheim on mechanical (in which everyone does the same job and they work like cogs in a machine) and organic solidarity (in which there is a complex division of labour like the body); this is described as an evolution; shifting equilibrium of cultural patterns rather than a big jump including status, equality, division of labour.

02.01.01 @Double Bubble / Tonnies vs. Durkheim

02.01.02 @Conceptagons / Gemeinschaft, Gesellschaft, Mechanical, Organic, Evolution, Shifting Equilibrium

**02.01 Analyse two differences between traditional societies and societies characterised by high mass consumption [10]**

SOC3.02.02 To know and understand the role of Rostow's stage approach and the process of development

To **show knowledge**, describe Rostow's stage approach

To **apply knowledge** and show depth, outline examples of development at different stages

To **analyse**, explain the transformation from stage one to five in context

To **evaluate**, evaluate Rostow's Modernisation Theory

**02.02 Rostow's Modernisation Theory** / Cold war origins which led Western countries to develop a strategy to direct developing (often neutral) countries down a path of capitalism; consists of five stages of development; key stages are take-off in which there is Western intervention towards conspicuous consumption and reinvestment of wealth

02.02.01 @Commandagons / Modernisation Theory

02.02.02 @Brace Map / Modernisation Theory

**02.02 Evaluate Rostow's stage theory of modernisation [6]**

SOC3.02.03 To know and understand the role of traditional cultural barriers in the process of development

To **show knowledge**, describe a range of cultural barriers in the process of development

To **apply knowledge** and show depth, outline examples of a range of cultural barriers in the process of development

To **analyse**, explain how traditional cultural barriers hold back (Western) development

To **evaluate**, evaluate the significance of and ethnocentricity of traditional cultural barriers

**02.03 Cultural Barriers to development** / (Parsons and Inkles); Cultural barriers of traditional societies stop or slow down development, these need to be removed in order for the country to modernise. These include patriarchy; ascribed status (and lack of meritocracy); religion; collectivism

02.03.01 ®Conceptagons / Patriarchy, Ascribed Status, Religion, Collectivism

02.03.02 ®Evaluation Line / Patriarchy, Ascribed Status, Religion, Collectivism

**02.03 Outline and explain the role of two cultural barriers to development in modernisation theory [10]**

SOC3.02.04 To know and understand the role of motors of development in the process of development

To **show knowledge**, describe motors/catalysts of development

To **apply knowledge** and show depth, outline examples of the motors of development

To **analyse**, explain how these motors of development lead to development

To **evaluate**, evaluate the relative importance of these motors

**02.04 Motors of development** / Rostow claimed that the top down trickle down economy was vital in development; (Hoselitz) the importance of meritocracy in training the work force and allowing the best to succeed; (Inkles) the role of mass media in communicating values; (Hoselitz) the importance of urbanisation in having the workforce centred in one industrialised place

02.04.01 ®Conceptagons / Trickle Down Economy, Meritocracy, Mass Media, Urbanisation

02.04.02 ®Evaluation Line / Trickle Down Economy, Meritocracy, Mass Media, Urbanisation

**02.04 Outline and explain the role of two motors of development in modernisation theory [10]**

SOC3.02.05 To know and understand the impact of modernisation theory today and the usefulness of neo-liberal theories for our understanding of development, underdevelopment and global inequality

To **show knowledge**, describe neo-modernisation

To **apply knowledge** and show depth, outline examples of neo-modernisation thinking

To **analyse**, explain how neo-modernisation helps our understanding of modernisation and globalisation

To **evaluate**, evaluate modernisation and the neo modernisation perspective

**02.05.01 Neo-liberalism and development** / New Right perspective; remove the need for government intervention and allow the free market to influence development; favours TNCs for stage 2 intervention; IMF involved in providing loans; encouraging entrepreneurialism; but may have misguided ideas about the free market; harmful to people in recipient countries

**02.05.02 Evaluation of Modernisation** / important idea as a catalyst for change; many are still poor; there is a need to understand local culture; it is ethnocentric based on Western ideas and influence; ignores problems in the developed world

02.05.01 ®Commandagons / Modernisation Theory Today

02.05.02 ®Conceptagons / Origins, Modernisation Theory, Barriers, Motors, Neo-Liberalism

**02.05 Evaluate the contribution of modernisation theorists to our understanding of global development [20]**

SOC3.02.06 To know and understand the origins of Dependency Theory

To **show knowledge**, describe mercantile capitalism

To **apply knowledge** and show depth, outline historical examples of countries experiencing dependency

To **analyse**, explain how mercantile capitalism led to dependency

To **evaluate**, evaluate the connection between mercantile capitalism and dependency

**02.06.01 Origins of Dependency** / Mercantile capitalism (enterprising pirates) established trading centres in the Caribbean; slavery provided a free workforce; colonialism allowed powerful countries to establish colonies in which they could exploit the local resources and workforce

02.06.01 ®Commandagons / Origins of Dependency

**02.05 Explain the origins of dependency [4]**

SOC3.02.07 To know and understand the usefulness of Dependency and World Systems Theory in understanding world development.

To **show knowledge**, describe the dependency and world systems theory including core, semi-periphery and periphery

To **apply knowledge** and show depth, outline examples of countries within the core, semi-periphery and periphery

To **analyse**, explain dependency and world systems theory in relation to global development

To **evaluate**, evaluate the usefulness of world systems theory to our understanding of development

**02.06.02 Dependency Theory** / Developing states become dependent on core states (possibly due to colonialism). Reliant on primary exports and cash crops and suffer from transnational exploitation however it ignores benefits, the creation of home-grown elites and the creation of infrastructure

**02.07 World Systems Theory** / Core such as the USA and Western Europe exploit the rest of the world; semi-periphery include some wealth such as BRICS have production contracted to them, periphery such as the majority of Africa are exploited for their raw materials and cheap labour; similar to class system.

02.07.01 @Double Bubble / Dependency Theory vs. World Systems Theory

02.07.02 @Double Bubble / Dependency and World Systems Theory vs. Modernisation Theory

**02.07 Evaluate the view that the less developed countries have been systematically underdeveloped by western capitalism [World Systems Theory 10]**

SOC3.02.08 To know and understand the influence of dependency theory today and the role of counter industrial movements in providing solutions to dependency

To **show knowledge**, describe counter industrial solutions and other solutions

To **apply knowledge** and show depth by giving examples of counter industrial movements and their work

To **analyse**, explain the role of counter industrial movements within dependency theory

To **evaluate**, evaluate the role and importance of counter industrial movements in dependency

**02.08.01 Influence of Dependency Theory today** / Poor countries are not to blame; need to look towards locally sensitive solutions (not ethnocentric); influence of TNCs; Sachs and Esteva see a failure of development; creating socioeconomic global apartheid;

**02.08.02 People centred Solutions** / Korten and Sen on people centred, local development; Send a cow and micro credit are examples of this;

**02.08.03 Solutions to Dependency** / Isolation, as in the example of China from about 1960 to 2000, which is now successfully emerging as a global economic superpower having isolated itself from the West for the past 4 decades. A second solution is to break away at a time when the metropolis country is weak, as India did in Britain in the 1950s, following world war 2. India is now a rising economic power. Thirdly, there is socialist revolution as in the case of Cuba. This, however, resulted in sanctions being applied by America which limited trade with the country, holding its development back. Many leaders in African countries adopted dependency theory, arguing that and developing political movements that aimed to liberate Africa from western exploitation, stressing nationalism rather than neo-colonialism.

**02.08.04 Criticisms of Dependency** / Some countries appear to have benefited from Colonialism – Goldthorpe (1975) pointed out that those countries that had been colonised at least have the benefits of good transport and communication networks, such as India, whereas many countries that were never colonised, such as Ethiopia, are much less developed. Modernisation theorists would argue against the view that Isolation and communist revolution is an effective path to development, given the well-known failings of communism in Russia and Eastern Europe. Neoliberalists would argue that it is mainly internal factors that lead to underdevelopment, not exploitation – They argue that it is corruption within governments (poor governance) that is mainly to blame for the lack of development in many African countries. According to Neoliberals what Africa needs is less isolation and more Capitalism.

02.08.01 @Evaluation Line / Isolation, Break Away, Socialist Revolution

02.08.02 @Commandagons / Counter industrial, people centred solutions

**02.08.01 Evaluate solutions to dependency [6]**

**02.08.02 Evaluate dependency theory explanations of development and underdevelopment. [20]<sup>18</sup>**

SOC3.02.09 To know and understand different definitions and theories of globalisation

To **show knowledge**, define globalisation

To **apply knowledge** and show depth, outline examples of the impact of globalisation

To **analyse**, explain different theories of globalisation

To **evaluate**, evaluate the impact of globalisation and responses to globalisation

**02.09.01 Definitions of Globalisation** / Sociology for one world; Transformations; connections; homogenisation; 'a set of mutually reinforcing transformations'; time and space; economic markets; shared economic and environmental problems;

**02.09.02 Theories of Globalisation** / Hyper-Globalists (happening and good); Pessimistic Globalists (happening and bad); Traditionalists (not happening, always been there); Transformationalists (exaggerated but happening)

**02.09.03 Responses to Globalisation** / Seabrook on responses to globalisation: Fatalistic; welcoming; resistance; global community Other than welcoming (often from business) there are a number of responses: **Fatalism** A fatalistic response, which states that the world is simply powerless to resist globalization. Seabrook argues that most leaders of the developed world take the position that globalization is inevitable and irreversible. He suggests these leaders are experiencing an 'impotence of convenience' – their confessed powerlessness disguises the fact that the forces of globalization economically advantage their countries and their economic elites. **Reasserting Local Identity** Some cultures may attempt to resist globalization by reasserting local identity. This may involve deliberately highlighting and celebrating local folklore and languages. For example the French government have banned words such as 'email', 'takeaway' and now 'hashtag' and imposed a 'culture tax' on cinemas showing non-French films. Another aspect of this trend is 'commodification' in which local populations package and sell aspects of their local traditional cultures – for example members of the Masai tribe in Kenya perform for tourists, after carefully removing their trainers and watches to make the whole thing more authentic. **Violent Resistance** A final response is the emergence of violent resistance, mostly in the developing world, as some peoples interpret globalization as an assault on their identity. Seabrook argues that this is how we should understand terrorism – not as a response to poverty, but as a response to the 'supposed miracle working, wealth-creating propensities of globalism' as some religious and ethnic groups resist globalization because they interpret the West as having declared an ideological war on local cultures. Other responses include welcoming.

02.09.01 ©Commandagons / hyper globalists, pessimistic, globalists, transformationalists

02.09.02 ©Conceptagons / hyper globalists, pessimistic, globalists, transformationalists

02.09.03 © Evaluation Line / fatalism, reasserting local identity, violent resistance

**02.10 Evaluate the arguments for and against the idea that globalisation is a positive phenomenon [20]**

SOC3.02.10 To know and understand the impact of globalisation

To **show knowledge**, describe cultural, political and economic globalisation

To **apply knowledge** and show depth, outline examples of cultural, political and economic globalisation

To **analyse**, explain global cultural, political and economic relationships between societies

To **evaluate**, evaluate the relative impact of cultural, political and economic globalisation and responses

**02.10.01 Cultural Globalisation** / Homogenisation; cultural imperialism coca-colonisation where one culture is taking over; however, we are not just consumer dopes; the spread of Western consumer lifestyle through cultural imperialism; the development of hybrid cultures in developing countries.

**02.10.02 Political Globalisation** / Greater integration between governments; responding to shared problems such as global terrorism, climate and other shared problems; there is a need for global control

**02.10.03 Economic Globalisation** / Has led to a New International Division of Labour (Froebel); Neo-Marxism; unskilled (deskilled) workers are producing cash crops; McDonaldisation has led to greater efficiency; calculability; predictability; and control (Ritzer)

SOC3.02.10 [Economic, Cultural and Political Globalisation](#)

02.09.01 ©Conceptagons / Cultural, Political, Economic Globalisation

02.09.02 ©Commandagons / Cultural Globalisation

02.09.03 ©Commandagons / Political Globalisation

02.09.04 ©Commandagons / Economic Globalisation

**02.09.01 Analyse two ways in which globalisation may bring about cultural change in developing countries. [10] <sup>18</sup>**

**02.09.02 Analyse two ways in which globalisation may bring about political change in developing countries. [10]**



**02.09.03 Analyse two ways in which globalisation may bring about economic change in developing countries. [10]**

SOC3.03 Evaluate the role of transnational corporations, non-governmental organisations and international agencies in development

SOC3.03.01 To know and understand the role of transnational corporations in the process of global development.

To **show knowledge**, describe TNCs

To **apply knowledge** and show depth, outline examples of the impact of TNCs on a range of factors including employment and the environment

To **analyse**, explain the role of TNCs in development

To **evaluate**, evaluate the impact of TNCs in development

**03.01.01 Transnational corporations** / business that cross international borders; they seek competitive advantage and maximum profits by finding the cheapest and most efficient location around the world; geographical flexibility; workforce is scattered across the world; set up in free trade zones in countries where rules are favourable

**03.01.02 The influence of Transnational organisations** / modernisation sees TNCs as playing a major role; Marxists are critical of their exploitation; may be guilty of illegal and immoral acts for example Shell in Nigeria forcibly seizing land; Matalan's sweatshops; Coca-colas ecological damage in Kerala where they drained a million litres of water; Union Carbide failed to take responsibility for explosion in Bhopal that killed 2800 people; Nestle aggressively influenced mothers to use milk powder where access to water was limited; however is it the responsibility of the TNC of government?

03.01.01 ©Commandagons / Transnational Corporations

**03.01 Evaluate sociological explanations of the role of transnational corporations in development. [20]**

SOC3.03.02 To know and understand the role of intergovernmental organisations in global development

To **show knowledge**, describe a range of different intergovernmental organisations

To **apply knowledge** and show depth, outline examples of the impact of IGOs

To **analyse**, explain the role of IGOs in development

To **evaluate**, evaluate the impact of IGOs in development

**03.02 Intergovernmental Organisations** / UN primary goal is peacekeeping, includes a number of agencies including WHO, UNESCO and UNICEF; EU is a political union and is the world's largest aid donor; The G8 consists of 8 highly industrialised countries that meet to discuss global issues such as economic growth, trade, aid and debt, global security, climate change and terrorism. Primary motivation is protecting neo-liberal dominance of trade; WTO governs global trade and to reduce trade barriers and competition between nations which can harm poor countries; World bank (long term loans) and IMF (short term loans) for developing countries whose economies are weak and in trouble, can be seen as neo-liberals pressuring developing countries to develop along their lines

**03.02 Evaluate sociological explanations of the role of international organisations in development. [20]**

SOC3.03.03 To know and understand the role of NGOs in global development

To **show knowledge**, describe non-governmental organisations

To **apply knowledge** and show depth, outline examples of the impact of NGOs

To **analyse**, explain the role of NGOs in development

To **evaluate**, evaluate the impact of NGOs in development

**03.03 NGOs** / charities that operate globally such as Oxfam; anti-globalisation movement which share common concerns about the way the world favours Western interests and trade; positives include funding and provision of services related to poverty alleviation and welfare, responding to emergencies and disasters, education and consciousness raising, to hold powerful global organisations to account, campaigning for sustainable development and the mobilisation of public opinion and protest; Negatives include often work closely with governments, funding comes from Western governments, reluctant to criticise neo-liberal policies, funding means they are likely to distance themselves from radical groups, neo-liberal influence means they have to abandon bottom up approaches, ethnocentric and fail to consult with local people, and in spite of operating for over 70 years they have failed to bring about any real change. NGO leaders and bureaucrats have a vested interest in poverty as it ensures high salaries and job security. The

impact of neo-liberalism; structural adjustment programmes are loans from the IMF with goals; aid; humanitarianism; disaster relief; accountability; global social movements; people-centred development; grassroots development; bottom-up projects; sustainability.

03.03.01 <sup>®</sup>Double Bubble / Greenpeace vs. Oxfam

03.03.02 <sup>®</sup>Evaluation Line / Positives of NGOs

03.03.03 <sup>®</sup>Evaluation Line / Negatives of NGOs

03.03.04 <sup>®</sup>Conceptagons / TNC, NGOs, IGOs

**03.03.01 Evaluate the contribution of non-governmental organisations to the development process. [10]** <sup>17</sup>

**03.03.02 Evaluate sociological explanations of the role of non-governmental organisations in development. [20]**

SOC3.04 Evaluate the view that increasing trade is a more effective strategy for development than increasing aid

SOC3.04.01 To know and understand the role of aid in modernisation

To **show knowledge**, describe different types of aid

To **apply knowledge** and show depth, outline examples of the application of aid

To **analyse**, explain the role of aid in modernisation

To **evaluate**, evaluate the role of aid in modernisation in creating dependency and future recommendations

**04.01.01 Types of Aid** / Aid may take the form of bilateral (between two countries) and multilateral (through an organisation such as the EU or IMF), can be emergency aid, financial grant or a loan with interest. Often a political and economic agenda in which aid is often tied to particular goals and could be a form of neo-colonialism such as cold war and anticommunism

**04.01.02 Case for aid** / Targeted aid works when it is practical, targeted, science based and measurable. Aid pays for 80% of child vaccinations, seen as stopping the world falling apart and only goes so far but does help, traps exist including conflict (governments are often involved in wars) and funds bad governance failing to distribute aid. Important for modernisation as it kick starts development.

**04.01.03 Case against aid** / Bauer (neo-liberal) claims aid is counterproductive for political, economic, and cultural reasons and creates a dependency culture. Calderisi claims debt is a self-inflicted problem due to poor economic management, lack of African unity, corruption and lack of good government, Collier: four traps of conflict natural resources, land locked with bad neighbours and bad governance. Distributed with little follow up or accountability for spending (Moyo) and it undermines local entrepreneurs. According to Marxists it deliberately functions to bring about and sustain underdevelopment. According to the post-development view it is a way of the US to dominate the world, accelerating the adoption of Western values. The effectiveness of aid is undermined by the debt owed. Needs reform.

**04.01.04 Aid and Gender** / marginalisation of women in aid projects, aid projects aimed at empowering women, e.g. micro credit schemes, aid projects aimed at education of girls, aid projects and reproductive rights, decision making within the aid industry by men and aid that does not take gender into account may reinforce existing inequalities.

04.01.01 <sup>®</sup>Evaluation Line / Cases for and against aid

04.01.02 <sup>®</sup>Evaluation Line / Why Give Aid?

**04.01 Outline and explain two ways in which aid may affect gender inequalities. [10]** <sup>18</sup>

**04.02 Evaluate the role of aid in development [12]**

SOC3.04.02 To know and understand the impact of trade on employment in the developing world

To **show knowledge**, describe trade.

To **apply knowledge** and show depth, outline examples of trade.

To **analyse**, explain the impact of trade and employment on development

To **evaluate**, evaluate the role of trade and fair trade in modernisation

**04.02.01 Case for Trade** / Trade allows a move from subsistence farming and cottage industries through free trade using Taylorism and Fordism. Has an impact on migration and conjugal roles and creates employment. Governments are expected to pull down barriers, to work hard and cheaply without complaint, public services are privatised and social life should be organised around profit (work before family). Globalisation has led to outsourcing, call centres, shifts in labour and the growth of TNCs.



**04.02.02 Case against Trade** / Dependency argues that trade agreements favour Western countries making them over dependent on export earnings (and cash crops), grow more for export to clear debts with raw materials accumulating value when processed in the West and value set by the West

**04.02.03 Fair trade** / People-centred based on cooperatives and minimum prices. Environmental and social responsibility.

04.02.01 <sup>®</sup>Evaluation Line / Trade

**04.02 Evaluate the role of trade in development [12]**

SOC3.04.03 To know and understand the role of industrialisation in development

To **show knowledge**, describing industrialisation.

To **apply knowledge** and show depth, outline examples of industrialisation.

To **analyse**, explain the impact of industrialisation

To **evaluate**, evaluate the role of industrialisation in modernisation

**04.03 Industrialisation** / Exemplar of development and rapid industrialisation such as South Korea (but may be bureaucratic-authoritarian governments) also green revolution leading to advances in farming. New International Division of Labour recreating class system globally

04.03 <sup>®</sup>Commandagons / Industrialisation

**04.03 Evaluate the role of industrialisation in development [12]**

SOC3.04.04 To know and understand the role of tourism in development

To **show knowledge**, describe tourism.

To **apply knowledge** and show depth, outline examples of tourism.

To **analyse**, explain the impact of tourism

To **evaluate**, evaluate the role of tourism in modernisation

**04.04 Tourism** / Brings Western currency, employment, stimulating local economy however it may challenge or insult local beliefs, creating many low skilled jobs, tourists may rarely venture out of resorts, may attract beggars and criminals and lead to environmental degradation.

04.03 <sup>®</sup>Commandagons / Tourism

**04.04 Evaluate the role of tourism in development [12]**

SOC3.05 Evaluate the view that 'Urbanisation is a necessary and desirable aspect of development.' (20 marks)

SOC3.05.01 To know and understand the role of urbanisation in modernisation theory

To **show knowledge**, describe urbanisation and identifying reasons for urban growth

To **apply knowledge** and show depth, outline examples of developed urban centres and global cities

To **analyse**, explain the role of urbanisation and global cities in modernisation theory

To **evaluate**, evaluate the modernisation approach to urbanisation

**05.01.01 Reasons for urban growth** / Push factors including poverty, new agricultural technology, loss of land, natural disasters, disasters caused by poor governance and changes in aspiration. Pull factors such as jobs, perception of higher wages and opportunity, access to education and health and escape from traditional constraints

**05.01.02 Modernisation theory and Urbanisation** / Concentration of workers for mass-production, creating entrepreneurs, individualism and achievement. Allows for a meritocracy and promotes cultural change. Creates global cities that are more connected with other global cities.

05.01.01 <sup>®</sup>Evaluation Line / Push Pull Factors

05.01.02 <sup>®</sup>Commandagons / Urbanisation

**05.01 Evaluate the role of urbanisation in modernisation [12]**

SOC3.05.02 To know and understand the role of urbanisation in dependency theory

To **show knowledge**, describe the Marxist approach to urbanisation

To **apply knowledge** and show depth, outline examples of the negative impact of urbanisation

To **analyse**, explain the role of urbanisation in dependency theory

To **evaluate**, evaluate the contribution of dependency theory to our understanding of urbanisation

**05.02.01 Criticisms of Urbanisation and Modernisation** / Took 200 years for European cities to slowly grow and the rapidity of growth leads to social problems; environmental problems, death of community, creates urban sprawl and leads to a black market.

**05.02.02 Urbanisation and Dependency** / Ethnocentric view and urbanisation is best. Creates an urban underclass that live in slums. Money is often spent on vanity projects in the cities such as airports and conference centres and ignores the rest of the country

05.02.01 <sup>®</sup>Evaluation Line / Urbanisation

05.02.02 <sup>®</sup>Paragraph Chain

**05.02.01 Evaluate the role of urbanisation in dependency [12]**

**05.02.02 'Urbanisation is a necessary and desirable aspect of development.' To what extent do sociological arguments and evidence support this view?**

SOC3.06 Evaluate the impact of development on the environment (20 marks)

SOC3.06.01 To know and understand the impact of development on the environment

To **show knowledge**, describe the impact of development on the environment

To **apply knowledge** and show depth, outline examples of environmental pressure points

To **analyse**, explain the role and impact of development on the environment

To **evaluate**, evaluate the role and impact of development on the environment

**06.01 Development and environmental damage** / Western lifestyles, consumer demand and economic necessity fuel environmental damage. Environmental degradation can be shown in species extinction, deforestation, desertification and water pollution. Environmental pressure points that cause environmental degradation include population growth, economic necessity, industrial and agribusiness development, greed and corruption, poverty and debt and Western consumption; production of goods in factories may generate pollution; higher levels of consumption generate increased waste which may be difficult to recycle or dispose of.

06.01 <sup>®</sup>Evaluation Line / Environmental Pressure Points

**06.01.01 Evaluate the relationship between development in environmental damage [12]**

**06.01.02 Analyse two ways in which industrialisation may affect the environment. [10]**<sup>17</sup>

SOC3.06.02 To know and understand the role of environmentally sustainable and appropriate strategies within development

To **show knowledge**, defining sustainable and appropriate development

To **apply knowledge** and show depth, outline examples of sustainable and appropriate development

To **analyse**, explain the role and impact of sustainable and appropriate development on the environment

To **evaluate**, evaluate the impact of sustainable and appropriate development on the environment

**06.02 Environmental sustainability and development** / Development strategies focussed on solving problems which might threaten chaos at a global level. The Brundtland Commission concluded that economic development should be compatible with greater responsibility for the global environment however the biggest polluters have been slow to commit. Global is thinking globally, acting locally: 'Small is beautiful'; 'think global, act local';

06.02 <sup>®</sup>Commandagons / Environmental Sustainability

**06.02 Evaluate the relationship between environmental sustainability and development [12]**

SOC3.07 Evaluate the impact of war and conflict on development. (20 marks) <sup>Jan 2012</sup>

SOC3.07.01 To know and understand the relationship between War, Identity and Globalisation

To **show knowledge**, define old wars and new wars

To **apply knowledge** and show depth, outlining examples of old wars and new wars

To **analyse**, explain the relationship between war, identity and globalisation including colonial legacies and trade

To **evaluate**, evaluate the relationship between war, identity and globalisation

**07.01.01 Colonial legacies on war and conflict** / Imperialism and colonialism in Rwanda, India and Pakistan and the Middle East

**07.01.02 War, Identity and Globalisation** / Old wars were total wars involving public confrontations, battles, clashes of ideology and technology was focused on the mass production of weapons of destruction. New wars involve diaspora communities, different modes of warfare such as guerrilla warfare and counterinsurgency, globalised financing and shadow economies involving trade in blood diamonds, ivory and oil.

07.01.01 <sup>®</sup>Double Bubble / Old Wars vs. New Wars

**07.01 Evaluate the role of identity and globalisation in war [12]**

SOC3.07.02 To know and understand the effects of conflict on developing countries

To **show knowledge**, describing the effects of war on developing countries

To **apply knowledge** and show depth, outline examples of the effects of conflict on developing countries

To **analyse**, explain the effects of conflict on developing countries and underdevelopment

To **evaluate**, evaluate the impact of war on development

**07.02.01 War and Underdevelopment** / Underdevelopment can lead to civil war. Poverty as a high risk factor and life is cheap Weak state can lead to a coup trap. Civil war reduces economic growth by 2.3%. Disrupts agencies central to development such as education.

**07.02.02 Effect of conflict on developing countries** / Development in reverse, disruption of trade, education and culture, disease, refugees, crime rates, child soldiers and sexual violence

07.02.01 ®Evaluation Line / child soldiers, disruption of trade, disease, education and culture, refugees, crime rates

07.02.02 ®Conceptagons / child soldiers, disruption of trade, disease, education and culture, refugees, crime rates

**07.02 Evaluate the effect if conflict on developing countries [12]**

SOC3.08 Evaluate the relationship between development and employment

SOC3.08.01 To know and understand the role of employment in development

To **show knowledge**, describe the changing nature of employment in development

To **apply knowledge** and show depth, outline examples of the impact of development on employment

To **analyse**, explain the role and impact of development on employment

To **evaluate**, evaluate the role and impact of development on employment

**08.01.02 Development and Employment** / There is now a global division of labour where TNCs increasingly outsource work. 1.65 billion (of 3 billion) have regular wages most in the developed world. The nature of work has changed dramatically moving towards factories, formal work is found in the cities. The majority of workers in the developing world are in the informal economy which often involves maintaining crops or livestock on family plots of land, recycling waste products and casual work, this is not considered a regular income.

**08.01.02 Women and employment** / Having a huge impact on women who earn significantly less than men, more women are employed (in factories) which is positive but is likely exploitative. Women's unemployment is higher than men. The majority of factory work is informal. More likely to be involved in sex work. Dual burden.

**08.01.03 Child Labour** / Work done by under 12 year olds that impedes education or is damaging to health and development. Need for all members of the family to work and no schools available (or not available without money). Skills are important to subsistence.

08.01 ®Commandagons / Employment

**08.01 Evaluate the role of development on employment [12]**

SOC3.08.02 To know and understand the relationship between globalisation and employment

To **show knowledge**, describe the relationship between globalisation and employment

To **apply knowledge** and show depth, outline examples of the impact of globalisation on employment

To **analyse**, explain the role and impact of globalisation on employment

To **evaluate**, evaluate the role and impact of globalisation on employment

**08.02.01 Urbanisation and Employment** / Mass migration to cities. Families may have employment in cities and also have a small holding. Creates more job opportunities. Can increase youth unemployment (or underemployment) by moving to cities

**08.02.02 Employment, Poverty and Migration** / Poverty is decreasing because of increased employment. Global economic downturns can impact employment including changes in stock markets, food prices, banking crisis. High rate of economic migration can lead to 'brain drain' due to push and pull reasons

08.02 ®Commandagons / Migration and Employment

**08.02 Evaluate the role of globalisation on employment [12]**

SOC3.09 Evaluate the view that western models of education are not appropriate for most developing countries.

SOC3.09.01 To know and understand the role of education in modernisation theory as a developmental strategy

To **show knowledge**, describe the role of education in development

To **apply knowledge** and show depth, outline examples of the impact of education in development (e.g. China)

To **analyse**, explain the role and impact of education in development

To **evaluate**, evaluate the role and impact of education in development and on adult literacy

**09.01 Modernisation and Education** / Essential for development. The introduction of a meritocratic education system would speed up the spread of Western values such as universalism, individualism, competition and achievement. Children of the economic and political elites should be educated so they could disseminate Western values to the masses. However many children are not learning basic skills and adult literacy is low. Average number of years in school is half of developed world and education is 100 years behind the West.

09.01 ©Commandagons / Modernisation and Education

**09.01 Evaluate the role of education in modernisation theory [12]**

SOC3.09.02 To know and understand how Western models of education have a negative impact on development

To **show knowledge**, describe inequalities between education in the developed and developing world

To **apply knowledge** and show depth, outline examples of impacts and reasons for the inequalities in education

To **analyse**, explain the dependency theory approach to education

To **evaluate**, evaluate the importance of education in development

**09.02 Negative impact of education** / Can create a Kleptocracy in which educated elites 'steal' power. Conditions that are less attractive to TNCs. Debt stops investment in education and governments can't afford to invest in education. Poverty may mean that parents prefer that their children work and are blind to the positives of education. Patriarchal discrimination keeps girls out of schools. Schools communicate capitalist ideology.

09.02 ©Commandagons / Dependency and Education

**09.02 Evaluate the role of education in dependency theory [12]**

SOC3.10 Evaluate the relationship between health and development

SOC3.10.01 To know and understand the contribution of modernisation theory in explaining inequalities in health

To **show knowledge**, describe the nature of health and illness in developing countries

To **apply knowledge** and show depth, outline examples of diseases of poverty

To **analyse**, explain the role of modernisation theory in health care including the epidemiological transition model

To **evaluate**, evaluate the impact of modern health care systems based on the biomedical model of health intervention

**10.01 Modernisation and Health** / Likely to die from diseases of poverty which are preventable. Have made gains but adults in Africa have a lower life expectancy than in 1990, half a million women die every year from childbirth and pregnancy and infant mortality is still high. Although there are diseases of poverty in the early years modernisation has increased the standard of living and allowed access to clean water, food and health services. Can support solutions such as centralised primary healthcare, mass inoculations and community health care.

**10.02 Impact of Development** / Rapid urbanisation leads to crowded unsanitary conditions in shanty towns, and hence high levels of infectious diseases in children; immunisation leads to falling infant and child mortality rates. Impact of dangerous and exploitative working conditions on health chances, greater availability of medicines and medical care, spread of infectious diseases in crowded urban areas, impact of improvements in hygiene and sanitation on health chances, pollution caused by industries can lead to high levels of e.g. cancer, trained health personnel emigrate to MEDCs ('brain drain'), consumer lifestyle and change to Western style diet and increase in chronic diseases.

10.01 ©Commandagons / Modernisation and Health

**10.01.01 Outline and explain two ways in which the process of development may affect people's health chances. [10] <sup>17</sup>**

**10.01.02 Evaluate the role of healthcare in modernisation theory [12]**

SOC3.10.02 To know and understand the contribution of dependency theory in explaining inequalities in health

To **show knowledge**, describe the link between neo colonialism and inadequate health care

To **apply knowledge** and show depth, outline examples of the impact of neo-colonialism on health care

To **analyse**, explain the impact of neo-colonialism on health care

To **evaluate**, evaluate the role of bottom up, holistic health care solutions

**10.02 Health and dependency** / Poverty caused by the West is the main cause of health inequalities including malnutrition, lack of investment in health services and immunisations.

Pharmaceutical companies may exploit countries through the AIDS epidemic for example.

Western countries may poach home grown professionals. Health care systems are often based on the Western biomedical model which believes in treatment by doctors and pharmaceuticals however a bottom up approach may be more effective which focus on hygiene, contraception and childcare. Traditional and spiritual medicine is still common

10.02 ©Commandagons / Dependency and Health

**10.02 Evaluate the role of healthcare in dependency theory [12]**

SOC3.11 Evaluate the view that global population growth is becoming 'out of control'.

SOC3.11.01 To know and understand the relationship between modernisation and population growth

To **show knowledge**, describe population trends and defining crude birth rate; fertility rate; crude death rate; infant mortality rate; life expectancy

To **apply knowledge** and show depth, outline examples of the impact of population growth

To **analyse**, explain the link between modernisation and population growth

To **evaluate**, evaluate the impact of population growth on development

**11.01.01 Trends in population growth** / population growth has been rapid and most of this change has been in the developing world, by 2050 9 in 10 people will live in a developing country

**11.01.02 Malthus, neo-Malthusians and overpopulation** / Development is stunted by overpopulation. Malthus (1798) claimed that populations grow faster than they are able to feed themselves so are controlled through natural checks such as war and famine. According to Ehrlich in The Population Bomb, 'the battle to feed all humanity is over'. Over population is responsible for problems in the developing world. Traditional patriarchal beliefs and religion creates barriers. Family planning, Western aid to stabilise population and the education of women are solutions. However predictions have failed to come true.

11.01 ©Commandagons / Malthusian Approach to Population

**11.01 Evaluate the view that population is out of control [12]**

SOC3.11.02 To know and understand the dependency approach to consumption and population

To **show knowledge**, describe the dependency criticisms of the Malthusian approach

To **apply knowledge** and show depth, outline examples of the criticisms

To **analyse**, explain the social context of health and fertility in the developing world

To **evaluate**, evaluate whether overconsumption is more of a threat than overpopulation

**11.02 Dependency, inequality and consumption** / Poverty causes high population as children are economic assets. Eberstadt argues that 'it's not because people started breeding like rabbits. It's that they stopped dying like flies' and Western medicine has contributed to this. Overpopulation is not the problem but overconsumption for example the USA has 6% of the global population but consumes 40% of the world's resources and as such Malthusian thought is racist. Famine is caused by inequalities in land ownership which has resulted in the poor having to farm poor quality land.

11.01 ©Evaluation Line / Consumption vs. Population

**11.02 Evaluate the view that overconsumption is more of a problem than overpopulation [12]**

SOC3.12 Evaluate the relationship between gender and development. (20 marks) Jan 2012

SOC3.12.01 To know and understand the position of women in the developing world including work, education, health and status

To **show knowledge**, describe the position of women in the developing world

To **apply knowledge** and show depth, outline examples of the position of women in the developing world

To **analyse**, explain the position of women in the developing world

To **evaluate**, evaluate the impact development on the role of women

**12.01.01 Women in the developing world** / Equality does lag behind women are increasingly accessing more opportunities. Women experience the conditions of under development to a greater extent than men - women earn less, high chance of dying in pregnancy related causes,

AIDs as a disproportionate effect on women, 90 million girls receive no education at all, more likely to be subjected to violence such as FGM

**12.01.02 Modernisation and Women** / Barriers to development oppress women and low status is an obstacle because their potential contribution to the economy (including girls into education) is not realised and their status as mothers contribute to overpopulation.

12.01 <sup>®</sup>Commandagons / Modernisation and Women

**12.01 Evaluate the impact of modernisation on women [12]**

SOC3.12.02 To know and understand the position of women in the marginalisation and exploitation thesis and solutions to inequality

Will **show knowledge** by outlining marginalisation and exploitation theses

Will **apply knowledge** and show depth by giving examples of the marginalisation and exploitation

Will **analyse** and explain marginalisation and exploitation

Will **evaluate** the solutions to gender inequality

**12.02.01 Feminism and the position of women in the developing world** / Modernisation is patriarchal as it's malestream and developed from a male perspective. Because of this women are marginalised and ignored in development. Since the 1990s Women have been included for example in the MDGs and in NGOs

**12.02.02 Marxist-Feminism and the position of women in the developing world** / Women in the developing world are more exploited by capitalism and are on the margins. TNCs aim to exploit women and don't invest in training and assume women are more likely to put up with lower wages and poorer conditions (exploitation thesis). However they do earn more than previously, work allows women to escape patriarchy in the countryside and this work is more attractive than others available

**12.02.03 Postmodernists and the position of women in the developing world** / Critical of how the 'woman' has been constructed as "ignorant, poor, uneducated, tradition-bound, domestic, family orientated, victimised, etc." Women in the developing world have different priorities to how Western feminism presents them including reproductive rights and violence from pursuing these.

**12.02.04 Future for women in the developing world** / Women do have more rights and opportunities through a new generation of women such as Malala and women involved in the decision making process. However, the vast majority of women still have very little power, FGM still continues, lack of political will to tackle the problems, the rise of religious fundamentalism, the militarisation of the world is having a disproportionate effect as is environmental degradation.

12.02.01 <sup>®</sup>Conceptagons / feminism, Marxist feminism, postmodernists

12.02.02 <sup>®</sup>Conceptagons / Employment, Education, Health, Population and Gender

**12.02 Evaluate the sociological perspectives on the position of women in the developing world [12]**



# The Powerful Knowledge

The key information you need to recall. Use this to generate flashcards, mind maps or essay paragraphs.

**01.01.01 Definitions of Development** / First, Second and Third World are outdated but link to cold war origins (Western are 1st, Communist are 2nd; Rich Northern vs. Poor Southern Hemisphere; High Income Countries vs. Low Income Countries, Newly Industrialised Countries, BRICS; Brandt line divided up the world roughly the northern countries and Australia; value-laden labels and relative

<https://www.bisa.ac.uk/articles/brandt-line-after-forty-years-more-north-south-relations-change-more-they-stay-same>

[https://www.nationsonline.org/oneworld/third\\_world\\_countries.htm](https://www.nationsonline.org/oneworld/third_world_countries.htm)

**01.01.02 Distinguishing features of the developing world** / A colonial past; Economies based on agriculture and the extract of raw materials; Low economic growth; Vast inequalities in ownership and access to land; Large sections of the population may be unemployed or underemployed; A subsistence standard of living; A young and fertile population that is growing rapidly; High rates of child malnutrition; Low life expectancy; High rates of infant mortality; Death from preventable diseases; High levels of adult illiteracy; Lack of access to free schooling; Lack of basic infrastructure and services; Lack of civil and human rights; Totalitarian and repressive governments; Patriarchal forms of inequality

<https://www.intelligenteconomist.com/characteristics-of-developing-economies/>

**01.02 Economic Measures** / GDP measures the monetary value of all finished goods and services made within a country during a specific period or in other words how much money a country has made in a year - per capita is divided per person; Can be described as ethnocentric as it only looks at money as a measure of development which is favoured by the rich West; invisible economies (**Black**) are the ways people make money outside of the official (taxed) economy; there are inconsistencies in measurements; doesn't look at the standard of living; focus on production which is ethnocentric; cannot see distribution of wealth as it is an average (may be some who are very rich and some are very poor)

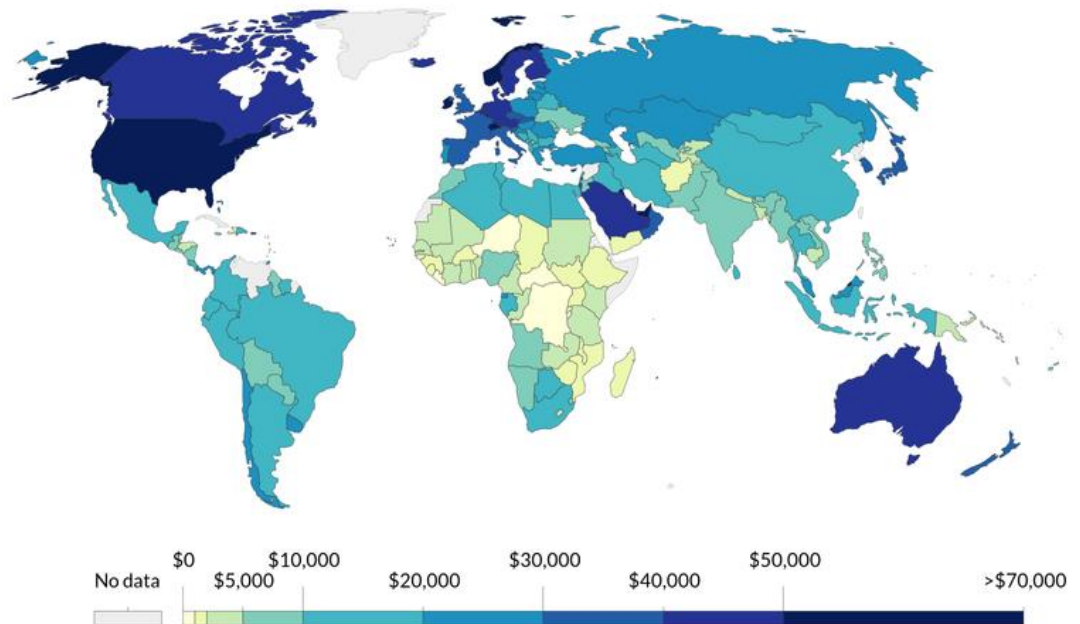
**Economic Development – Growth and Development**

<https://www.youtube.com/watch?v=tVh2kOgAg2E>

GDP definition <https://www.investopedia.com/terms/g/gdp.asp>

## GDP per capita, 2017

Measured in constant international- $\text{\$}$ .



Source: World Bank

Note: Figures are given in constant US- $\text{\$}$ . This means it is adjusted for inflation to allow for comparison over time, but not for price differences between countries.

**01.03 Social Measures** / HDI is composite indicator comprising of GDP (wealth), education (adult literacy rate) and health (life expectancy); is a value between 0 and 1 (which can be read as a %); Millennium Development Goals look at the progress of 8 measures as defined by the UN; GNH is developed by Bhutan and includes happiness as a measure; Social progress index includes basic human needs, foundation of well-being and opportunity

**The Human Development Index** <https://www.youtube.com/watch?v=BF9Mn85O1YI>

Wikipedia: Human Development Index [http://en.wikipedia.org/wiki/Human\\_Development\\_Index](http://en.wikipedia.org/wiki/Human_Development_Index)

**Is HDI the best indicator for measuring development:** <http://youtu.be/gApXueVX-vs>

Human Development Index: <http://www.worldmapper.org/display.php?selected=173>

Human Development Index: <http://youtu.be/EuczJTVGk6c>

**8 Millennium Development Goals: What We Met And Missed**

<https://www.youtube.com/watch?v=A5giOGjj5X8>

Millennium development goals <http://www.un.org/millenniumgoals/UN>

Millennium develop goals by 2015 <http://youtu.be/v3p2VLTowAA>

**How We Can Make the World a Better Place by 2030 (Social Development Index)**

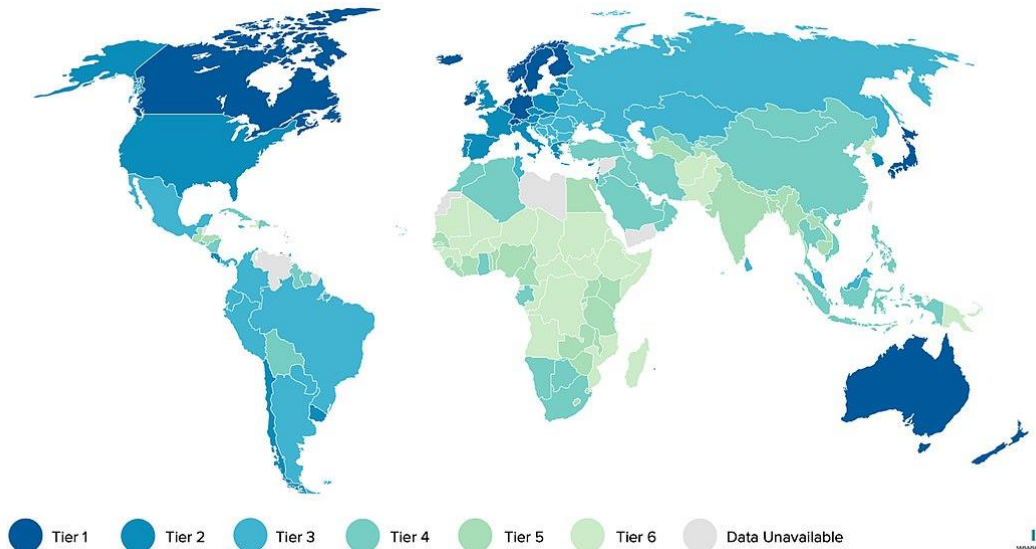
<https://www.youtube.com/watch?v=o08ykAqLOxk>

Social Progress Index <https://www.socialprogress.org/>

**What is GNH?** <http://youtu.be/7Zqdqa4YNvI>

Developing countries experiencing unprecedented growth, says UN report

<http://www.un.org/apps/news/story.asp?NewsID=44371>



**02.01 Functionalist Origins of Development** / Tonnies on gemeinschaft (community) and gesellschaft (society); Durkheim on mechanical (in which everyone does the same job and they work like cogs in a machine) and organic solidarity (in which there is a complex division of labour like the body); this is described as an evolution; shifting equilibrium of cultural patterns rather than a big jump including status, equality, division of labour.

What's the difference between mechanical and organic solidarity?

<http://sg.answers.yahoo.com/question/index?qid=20080318170128AATg87r>

Gemeinschaft-Gesellschaft [http://sociology.about.com/od/G\\_Index/g/Gemeinschaft-Gesellschaft.htm](http://sociology.about.com/od/G_Index/g/Gemeinschaft-Gesellschaft.htm)

Theories of Development (0:00-5:04) <https://youtu.be/om5so5znk-o>

Tonnies and Parsons <http://youtu.be/ihvdkYooilQ>

**02.02 Rostow's Modernisation Theory** / Cold war origins which led Western countries to develop a strategy to direct developing (often neutral) countries down a path of capitalism; consists of five stages of development; key stages are take-off in which there is Western intervention towards conspicuous consumption and reinvestment of wealth

Modernization Theory <https://revisesociology.com/2017/09/19/modernization-theory/>

Capitalism and Socialism: Crash Course World History #33 <http://youtu.be/B3u4EFTwprM>

USA vs. USSR Fight! The Cold War: Crash Course World History #39 <http://youtu.be/y9HjvHZfCUl>

Rostow's Model <https://www.youtube.com/watch?v=sbloIYaLtOs>

Rostow's Model <https://www.youtube.com/watch?v=jgFecxrGceQ>

Rostow's Stage Theory (5:15 - 13:04 <https://youtu.be/om5so5znk-o?t=313>)

Rostow's Stages of Growth [http://en.wikipedia.org/wiki/Rostow's\\_stages\\_of\\_growth](http://en.wikipedia.org/wiki/Rostow's_stages_of_growth)

IB Geography: Development: Rostow Model <http://www.slideshare.net/geographyalltheway/ib-geography-develpent-rostow-model>

Rostow's Model of Development

<http://www.talktalk.co.uk/reference/encyclopaedia/hutchinson/m0097893.html>

W.W. Rostow, The Stages of Economic Growth: A Non-Communist Manifesto (Cambridge:

Cambridge University Press, 1960), Chapter 2, "The Five Stages of Growth--A Summary," pp. 4-16

<https://www.mtholyoke.edu/acad/intrel/ipe/rostow.htm>

<http://www.conspicuousconsumption.org/>

**02.03 Cultural Barriers to development** / (Parsons and Inkles); Cultural barriers of traditional societies stop or slow down development, these need to be removed in order for the country to modernise.

These include patriarchy; ascribed status (and lack of meritocracy); religion; collectivism

<https://revisesociology.com/2017/09/19/modernization-theory/> (from Modernisation Theory:

What Prevents Development?)

**Parsons' cultural barriers (13:04 - 16:29)** <https://youtu.be/om5so5znk-o?t=784>

Parsons, Evolutionary Universals

<http://www.d.umn.edu/cla/faculty/jhamlin/4111/Readings/ParsonsUniversals.pdf>

**02.04 Motors of development** / Rostow claimed that the top down trickle down economy was vital in development; (Hoselitz) the importance of meritocracy in training the work force and allowing the best to succeed; (Inkles) the role of mass media in communicating values; (Hoselitz) the importance of urbanisation in having the workforce centred in one industrialised place

"Whoever controls the media, controls the culture" Discuss.

**Importance of Urbanisation** <https://www.youtube.com/watch?v=EpBbnL3pMRA>

**Meritocracy** <https://www.youtube.com/watch?v=bTDGdKaMDhQ>

**02.05.01 Neo-liberalism and development** / New Right perspective; remove the need for government intervention and allow the free market to influence development; favours TNCs for stage 2 intervention; IMF involved in providing loans; encouraging entrepreneurialism; but may have misguided ideas about the free market; harmful to people in recipient countries

**BBC Ideas: Neo-liberalism** <https://www.youtube.com/watch?v=DLtxUiwY6j8>

**Neo-modernisation** <https://revisesociology.com/tag/neo-modernisation/>

What is neo-liberalism? <https://www.youtube.com/watch?v=dtsOOW6bYQE>

**How does neo-liberalism control development**

<https://www.youtube.com/watch?v=TRTtrRYGGxw>

**Niall Ferguson: 6 killer apps** <https://www.youtube.com/watch?v=xpnFeyMGUs8>

**02.05.02 Evaluation of Modernisation** / important idea as a catalyst for change; many are still poor; there is a need to understand local culture; it is ethnocentric based on Western ideas and influence; ignores problems in the developed world

**Criticisms** <https://youtu.be/om5so5znk-o?t=990>

**02.06.01 Origins of Dependency** / Mercantile capitalism (enterprising pirates) established trading centres in the Caribbean; slavery provided a free workforce; colonialism allowed powerful countries to establish colonies in which they could exploit the local resources and workforce

**Dutch East India Company** <https://www.youtube.com/watch?v=zPIhMJGWIM8>

Mercantile Capitalism <https://www.youtube.com/watch?v=bF9ZUFG4dso>

Imperialism: Crash Course World History #35 <http://youtu.be/aJaltUmrGo>

**02.06.02 Dependency Theory** / Developing states become dependent on core states (possibly due to colonialism). Reliant on primary exports and cash crops and suffer from transnational exploitation however it ignores benefits, the creation of home-grown elites and the creation of infrastructure

Dependency Theory <https://www.youtube.com/watch?v=JN6LIMY2ApQ>

**02.07 World Systems Theory** / Core such as the USA and Western Europe exploit the rest of the world; semi-periphery include some wealth such as BRICS have production contracted to them, periphery such as the majority of Africa are exploited for their raw materials and cheap labour; similar to class system.

**World-Systems Theory, Dependency Theory and Global Inequality**

<https://www.youtube.com/watch?v=79gCqjI6ihQ>



**02.08.01 Influence of Dependency Theory today** / Poor countries are not to blame; need to look towards locally sensitive solutions (not ethnocentric); influence of TNCs; Sachs and Esteva see a failure of development; creating socioeconomic global apartheid;

Full article: Post-development 25 years after The Development Dictionary (tandfonline.com)

<https://www.tandfonline.com/doi/full/10.1080/01436597.2017.1383853>

The Problem with Globalization - YouTube <https://www.youtube.com/watch?v=uZXJYE0ZY0s>

A future imperfect: why globalisation went wrong | Adrian Wooldridge | TEDx London Business School - YouTube <https://www.youtube.com/watch?v=agjGFwpTFaM>

**02.08.02 People centred Solutions** / Korten and Sen on people centred, local development; Send a cow and micro credit are examples of this;

Send a cow <https://sendacow.org/>

People centred development [http://en.wikipedia.org/wiki/People-centered\\_development](http://en.wikipedia.org/wiki/People-centered_development)

Korten on Third Generation NGO Strategies

<http://www.davidkorten.org/sites/files/pdfs/Korten%20Third%20Generation%20NGO%20Strategies.pdf>

<http://www.davidkorten.org/>

Post development theory [http://en.wikipedia.org/wiki/Postdevelopment\\_theory](http://en.wikipedia.org/wiki/Postdevelopment_theory)

Microfinance 101 [PovertyCure Episode 2] - YouTube

<https://www.youtube.com/watch?v=LK4XMF2u8Y>

**02.08.03 Solutions to Dependency** / Isolation, as in the example of China from about 1960 to 2000, which is now successfully emerging as a global economic superpower having isolated itself from the West for the past 4 decades. A second solution is to break away at a time when the metropolis country is weak, as India did in Britain in the 1950s, following world war 2. India is now a rising economic power. Thirdly, there is socialist revolution as in the case of Cuba. This, however, resulted in sanctions being applied by America which limited trade with the country, holding its development back. Many leaders in African countries adopted dependency theory, arguing that and developing political movements that aimed to liberate Africa from western exploitation, stressing nationalism rather than neo-colonialism.

North Korea's Isolation Is Deepening – The Diplomat <https://thediplomat.com/2021/06/north-koreas-isolation-is-deepening/>

How North Korea Became So Isolated | HuffPost UK ([huffingtonpost.co.uk](http://huffingtonpost.co.uk))

[https://www.huffingtonpost.co.uk/entry/north-korea-history-isolation\\_n\\_5991000?ri18n=true](https://www.huffingtonpost.co.uk/entry/north-korea-history-isolation_n_5991000?ri18n=true)

**02.08.04 Criticisms of Dependency** / Some countries appear to have benefited from Colonialism – Goldthorpe (1975) pointed out that those countries that had been colonised at least have the benefits of good transport and communication networks, such as India, whereas many countries that were never colonised, such as Ethiopia, are much less developed. Modernisation theorists would argue against the



view that Isolation and communist revolution is an effective path to development, given the well-known failings of communism in Russia and Eastern Europe. Neoliberalists would argue that it is mainly internal factors that lead to underdevelopment, not exploitation – They argue that it is corruption within governments (poor governance) that is mainly to blame for the lack of development in many African countries. According to Neoliberals what Africa needs is less isolation and more Capitalism.

Dependency Theory – Revise Sociology <https://revisesociology.com/2015/10/17/dependency-theory/>

**02.09.01 Definitions of Globalisation** / Sociology for one world; Transformations; connections; homogenisation; 'a set of mutually reinforcing transformations'; time and space; economic markets; shared economic and environmental problems;

What Is Globalization? (piie.com) <https://www.piie.com/microsites/globalization/what-is-globalization>

Globalization I - The Upside: Crash Course World History #41 - YouTube <https://www.youtube.com/watch?v=5SnR-e0S6lc>

What is globalisation? - Globalisation - GCSE Geography Revision - BBC Bitesize <https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/1>

What is Globalisation? I A Level and IB Economics - YouTube [https://www.youtube.com/watch?v=Oaj\\_hN9z9Gs](https://www.youtube.com/watch?v=Oaj_hN9z9Gs)

**02.09.02 Theories of Globalisation** / Hyper-Globalists (happening and good); Pessimistic Globalists (happening and bad); Traditionalists (not happening, always been there); Transformationalists (exaggerated but happening)

Globalization theories | Society and Culture | MCAT | Khan Academy - YouTube <https://www.youtube.com/watch?v=IQIVIYCZ4ec>

Anti-globalization movement - Wikipedia [https://en.wikipedia.org/wiki/Anti-globalization\\_movement#:~:text=Anti%2Dglobalization%20advocates%20urge%20that,Chomsky%20stated%20in%202002%20that](https://en.wikipedia.org/wiki/Anti-globalization_movement#:~:text=Anti%2Dglobalization%20advocates%20urge%20that,Chomsky%20stated%20in%202002%20that)

**02.09.03 Responses to Globalisation** / Seabrook on responses to globalisation: Fatalistic; welcoming; resistance; global community Other than welcoming (often from business) there are a number of responses: **Fatalism** A fatalistic response, which states that the world is simply powerless to resist globalization. Seabrook argues that most leaders of the developed world take the position that globalization is inevitable and irreversible. He suggests these leaders are experiencing an 'impotence of convenience' – their confessed powerlessness disguises the fact that the forces of globalization economically advantage their countries and their economic elites. **Reasserting Local Identity** Some cultures may attempt to resist globalization by reasserting local identity. This may involve deliberately highlighting and celebrating local folklore and languages. For example the French government have banned words such as 'email', 'takeaway' and now 'hashtag' and imposed a 'culture tax' on cinemas showing non-French films. Another aspect of this trend is 'commodification' in which local populations package and sell aspects of their local traditional cultures – for example members of the Masai tribe in Kenya perform for tourists, after carefully removing their trainers and watches to make the whole thing more authentic. **Violent Resistance** A final response is the emergence of violent resistance, mostly in the developing world, as some peoples interpret globalization as an assault on their identity. Seabrook argues that this is how we should understand terrorism – not as a response to poverty, but as a response to the 'supposed miracle working, wealth-creating propensities of globalism' as some religious and ethnic groups resist globalization because they interpret the West as having declared an ideological war on local cultures. Other responses include welcoming.

Anti-Globalization Activists Spark Violent Protests In Response To The G20 Summit In Hamburg | TIME - YouTube [https://www.youtube.com/watch?v=E\\_u0yYuvzT4](https://www.youtube.com/watch?v=E_u0yYuvzT4)

Responses to Globalization – Revise Sociology <https://revisesociology.com/2017/06/05/responses-to-globalization/>

**02.10.01 Cultural Globalisation** / Homogenisation; cultural imperialism coca-colonisation where one culture is taking over; however, we are not just consumer dopes; the spread of Western consumer lifestyle through cultural imperialism; the development of hybrid cultures in developing countries.

Cultural homogenization - Wikipedia

[https://en.wikipedia.org/wiki/Cultural\\_homogenization#:~:text=Cultural%20homogenization%20is%20an%20aspect,but%20customs%2C%20ideas%20and%20values.](https://en.wikipedia.org/wiki/Cultural_homogenization#:~:text=Cultural%20homogenization%20is%20an%20aspect,but%20customs%2C%20ideas%20and%20values.)

Cultural imperialism - Wikipedia [https://en.wikipedia.org/wiki/Cultural\\_imperialism](https://en.wikipedia.org/wiki/Cultural_imperialism)



**02.10.02 Political Globalisation** / Greater integration between governments; responding to shared problems such as global terrorism, climate and other shared problems; there is a need for global control  
European Union - Wikipedia [https://en.wikipedia.org/wiki/European\\_Union](https://en.wikipedia.org/wiki/European_Union)  
Interpol - Wikipedia <https://en.wikipedia.org/wiki/Interpol>  
Climate Change | United Nations [https://www.un.org/climatechange?gclid=EAlaIqObChMloNP-saPq8gIVSuDtCh2tAwZXEEAAYaIAAEgl0IPD\\_BwE](https://www.un.org/climatechange?gclid=EAlaIqObChMloNP-saPq8gIVSuDtCh2tAwZXEEAAYaIAAEgl0IPD_BwE)

**02.10.03 Economic Globalisation** / Has led to a New International Division of Labour (Frobel); Neo-Marxism; unskilled (deskilled) workers are producing cash crops; McDonaldisation has led to greater efficiency; calculability; predictability; and control (Ritzer)

New international division of labour - Wikipedia  
[https://en.wikipedia.org/wiki/New\\_international\\_division\\_of\\_labour](https://en.wikipedia.org/wiki/New_international_division_of_labour)  
McDonaldisation - YouTube [https://www.youtube.com/watch?v=gCj\\_VhLgcmY](https://www.youtube.com/watch?v=gCj_VhLgcmY)

**03.01.01 Transnational corporations** / business that cross international borders; they seek competitive advantage and maximum profits by finding the cheapest and most efficient location around the world; geographical flexibility; workforce is scattered across the world; set up in free trade zones in countries where rules are favourable

Transnational corporations - Impact of world trade patterns - Higher Geography Revision - BBC Bitesize <https://www.bbc.co.uk/bitesize/guides/z3tttfr/revision/5>

Transnational corporation - Wikipedia [https://en.wikipedia.org/wiki/Transnational\\_corporation](https://en.wikipedia.org/wiki/Transnational_corporation)

**03.01.02 The influence of Transnational organisations** / modernisation sees TNCs as playing a major role; Marxists are critical of their exploitation; may be guilty of illegal and immoral acts for example Shell in Nigeria forcibly seizing land; Matalan's sweatshops; Coca-colas ecological damage in Kerala where they drained a million litres of water; Union Carbide failed to take responsibility for explosion in Bhopal that killed 2800 people; Nestle aggressively influenced mothers to use milk powder where access to water was limited; however is it the responsibility of the TNC or government?

Shell pays \$111m over 1970s oil spill in Nigeria - BBC News <https://www.bbc.co.uk/news/world-africa-58181836>

British retailers sell cheap clothes as workers suffer | The Independent | The Independent  
<https://www.independent.co.uk/news/uk/this-britain/british-retailers-sell-cheap-clothes-as-workers-suffer-415915.html>

MATALAN RETAIL LIMITED – Matalan <https://www.matalan.co.uk/corporate/modern-slavery-act-statement>

Coca-Cola plant must stop draining water | World news | The Guardian  
<https://www.theguardian.com/world/2003/dec/19/india.sciencenews>

Bhopal disaster - Wikipedia [https://en.wikipedia.org/wiki/Bhopal\\_disaster](https://en.wikipedia.org/wiki/Bhopal_disaster)

**03.02 Intergovernmental Organisations** / UN primary goal is peacekeeping, includes a number of agencies including WHO, UNESCO and UNICEF; EU is a political union and is the world's largest aid donor; The G8 consists of 8 highly industrialised countries that meet to discuss global issues such as economic growth, trade, aid and debt, global security, climate change and terrorism. Primary motivation is protecting neo-liberal dominance of trade; WTO governs global trade and to reduce trade barriers and competition between nations which can harm poor countries; World bank (long term loans) and IMF (short term loans) for developing countries whose economies are weak and in trouble, can be seen as neo-liberals pressuring developing countries to develop along their lines

The Bretton Woods Monetary System (1944 - 1971) Explained in One Minute - YouTube  
[https://www.youtube.com/watch?time\\_continue=2&v=RtFz9q26t5A&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=2&v=RtFz9q26t5A&feature=emb_logo)

The International Monetary Fund (IMF) and the World Bank Explained in One Minute - YouTube  
[https://www.youtube.com/watch?v=WG72yk60tbA&feature=emb\\_logo](https://www.youtube.com/watch?v=WG72yk60tbA&feature=emb_logo)

What is OPEC? Video 2 - YouTube <https://www.youtube.com/watch?v=v0btGz3ib7Q>

WHO | World Health Organization <https://www.who.int/>

UNESCO | Building peace in the minds of men and women <https://en.unesco.org/>

Unicef UK - Children's charity - For Every Child in Danger

[https://www.unicef.org.uk/?gclid=EAlaIqObChMIwOSjr47w8wIVh4xRCh3PnwYZEAYASAAAEgK2jfD\\_BwE](https://www.unicef.org.uk/?gclid=EAlaIqObChMIwOSjr47w8wIVh4xRCh3PnwYZEAYASAAAEgK2jfD_BwE)

Group of Eight - Wikipedia [https://en.wikipedia.org/wiki/Group\\_of\\_Eight](https://en.wikipedia.org/wiki/Group_of_Eight)

World Trade Organization - Home page - Global trade (wto.org) <https://www.wto.org/>

World Bank Group - International Development, Poverty, & Sustainability  
<https://www.worldbank.org/en/home>

International Monetary Fund - Homepage (imf.org) <https://www.imf.org/en/Home>

**03.03 NGOs** / charities that operate globally such as Oxfam; anti-globalisation movement which share common concerns about the way the world favours Western interests and trade; positives include funding and provision of services related to poverty alleviation and welfare, responding to emergencies and disasters, education and consciousness raising, to hold powerful global organisations to account, campaigning for sustainable development and the mobilisation of public opinion and protest; Negatives include often work closely with governments, funding comes from Western governments, reluctant to criticise neo-liberal policies, funding means they are likely to distance themselves from radical groups, neo-liberal influence means they have to abandon bottom up approaches, ethnocentric and fail to consult with local people, and in spite of operating for over 70 years they have failed to bring about any real change. NGO leaders and bureaucrats have a vested interest in poverty as it ensures high salaries and job security. The impact of neo-liberalism; structural adjustment programmes are loans from the IMF with goals; aid; humanitarianism; disaster relief; accountability; global social movements; people-centred development; grassroots development; bottom-up projects; sustainability.

Non-governmental organization - Wikipedia [https://en.wikipedia.org/wiki/Non-governmental\\_organization](https://en.wikipedia.org/wiki/Non-governmental_organization)

Oxfam GB | leading UK charity fighting global poverty <https://www.oxfam.org.uk/>

Greenpeace UK <https://www.greenpeace.org.uk/>

**04.01.01 Types of Aid** / Aid may take the form of bilateral (between two countries) and multilateral (through an organisation such as the EU or IMF), can be emergency aid, financial grant or a loan with interest. Often a political and economic agenda in which aid is often tied to particular goals and could be a form of neo-colonialism such as cold war and anticommunism

What Are the Different Types of Foreign Aid? (investopedia.com)

<https://www.investopedia.com/articles/investing/082616/what-are-different-types-foreign-aid.asp>

**04.01.02 Case for aid** / Targeted aid works when it is practical, targeted, science based and measurable. Aid pays for 80% of child vaccinations, seen as stopping the world falling apart and only goes so far but does help, traps exist including conflict (governments are often involved in wars) and funds bad governance failing to distribute aid. Important for modernisation as it kick starts development.

The Case for Aid – Foreign Policy <https://foreignpolicy.com/2014/01/21/the-case-for-aid/>

**04.01.03 Case against aid** / Bauer (neo-liberal) claims aid is counterproductive for political, economic, and cultural reasons and creates a dependency culture. Calderisi claims debt is a self-inflicted problem due to poor economic management, lack of African unity, corruption and lack of good government, Collier: four traps of conflict natural resources, land locked with bad neighbours and bad governance. Distributed with little follow up or accountability for spending (Moyo) and it undermines local entrepreneurs. According to Marxists it deliberately functions to bring about and sustain underdevelopment. According to the post-development view it is a way of the US to dominate the world, accelerating the adoption of Western values. The effectiveness of aid is undermined by the debt owed. Needs reform.

The case against foreign aid (econstor.eu)

<https://www.econstor.eu/bitstream/10419/138832/1/v08-i05-a13-BF02927631.pdf>

The arguments for and against cutting foreign aid | The Week UK

<https://www.theweek.co.uk/news/politics/953035/the-arguments-for-and-against-cutting-foreign-aid>

**04.01.04 Aid and Gender** / marginalisation of women in aid projects, aid projects aimed at empowering women, e.g. micro credit schemes, aid projects aimed at education of girls, aid projects and reproductive rights, decision making within the aid industry by men and aid that does not take gender into account may reinforce existing inequalities.

Gender equality | UK Aid Direct <https://www.ukaidirect.org/learning/gender/>

**04.02.01 Case for Trade** / Trade allows a move from subsistence farming and cottage industries through free trade using Taylorism and Fordism. Has an impact on migration and conjugal roles and creates employment. Governments are expected to pull down barriers, to work hard and cheaply without complaint, public services are privatised and social life should be organised around profit (work before family). Globalisation has led to outsourcing, call centres, shifts in labour and the growth of TNCs.

WTO | Understanding the WTO - The case for open trade

[https://www.wto.org/english/thewto\\_e/whatis\\_e/tif\\_e/fact3\\_e.htm](https://www.wto.org/english/thewto_e/whatis_e/tif_e/fact3_e.htm)

**04.02.02 Case against Trade** / Dependency argues that trade agreements favour Western countries making them over dependent on export earnings (and cash crops), grow more for export to clear debts with raw materials accumulating value when processed in the West and value set by the West

Arguments against free trade - Economics Help

<https://www.economicshelp.org/trade2/arguments-against-free-trade/>

**04.02.03 Fair trade** / People-centred based on cooperatives and minimum prices. Environmental and social responsibility.

Fairtrade International <https://www.fairtrade.net/>

**04.03 Industrialisation** / Exemplar of development and rapid industrialisation such as South Korea (but may be bureaucratic-authoritarian governments) also green revolution leading to advances in farming. New International Division of Labour recreating class system globally

How Did South Korea's Economy Develop So Quickly? | St. Louis Fed (stlouisfed.org)

<https://www.stlouisfed.org/on-the-economy/2018/march/how-south-korea-economy-develop-quickly>

Manufacturing revolutions: The role of industrial policy in South Korea's industrialisation | VoxDev <https://voxdev.org/topic/firms-trade/manufacturing-revolutions-role-industrial-policy-south-korea-s-industrialisation>

Green Revolution - Wikipedia [https://en.wikipedia.org/wiki/Green\\_Revolution](https://en.wikipedia.org/wiki/Green_Revolution)

**04.04 Tourism** / Brings Western currency, employment, stimulating local economy however it may challenge or insult local beliefs, creating many low skilled jobs, tourists may rarely venture out of resorts, may attract beggars and criminals and lead to environmental degradation.

Global tourism industry - statistics & facts | Statista [https://www.statista.com/topics/962/global-tourism/#topicHeader\\_wrapper](https://www.statista.com/topics/962/global-tourism/#topicHeader_wrapper)

International Tourism and covid-19 | UNWTO <https://www.unwto.org/international-tourism-and-covid-19>

**05.01.01 Reasons for urban growth** / Push factors including poverty, new agricultural technology, loss of land, natural disasters, disasters caused by poor governance and changes in aspiration. Pull factors such as jobs, perception of higher wages and opportunity, access to education and health and escape from traditional constraints

Urban growth - push and pull factors - Urbanisation - Edexcel - GCSE Geography Revision -

Edexcel - BBC Bitesize <https://www.bbc.co.uk/bitesize/guides/zwtqnbk/revision/1>

**05.01.02 Modernisation theory and Urbanisation** / Concentration of workers for mass-production, creating entrepreneurs, individualism and achievement. Allows for a meritocracy and promotes cultural change. Creates global cities that are more connected with other global cities.

Modernization Theory – Revise Sociology

<https://revisesociology.com/2017/09/19/modernization-theory/>

Global Cities Documentary - YouTube <https://www.youtube.com/watch?v=V-4oMnmU47Q>

**05.02.01 Criticisms of Urbanisation and Modernisation** / Took 200 years for European cities to slowly grow and the rapidity of growth leads to social problems; environmental problems, death of community, creates urban sprawl and leads to a black market.

Urbanization: a problem for the rich and the poor? | Public Health Reviews | Full Text

(biomedcentral.com) [https://publichealthreviews.biomedcentral.com/articles/10.1186/s40985-019-0116-](https://publichealthreviews.biomedcentral.com/articles/10.1186/s40985-019-0116-0#:~:text=Some%20of%20the%20major%20health,conditions%2C%20and%20related%20health%20conditions.)

[0#:~:text=Some%20of%20the%20major%20health,conditions%2C%20and%20related%20health%20conditions.](https://publichealthreviews.biomedcentral.com/articles/10.1186/s40985-019-0116-0#:~:text=Some%20of%20the%20major%20health,conditions%2C%20and%20related%20health%20conditions.)

The risks of rapid urbanization in developing countries | Zurich Insurance

<https://www.zurich.com/en/knowledge/topics/global-risks/the-risks-of-rapid-urbanization-in-developing-countries>

**05.02.02 Urbanisation and Dependency** / Ethnocentric view and urbanisation is best. Creates an urban underclass that live in slums. Money is often spent on vanity projects in the cities such as airports and conference centres and ignores the rest of the country

urbanisation – Revise Sociology <https://revisesociology.com/tag/urbanisation/>

**06.01 Development and environmental damage** / Western lifestyles, consumer demand and economic necessity fuel environmental damage. Environmental degradation can be shown in species extinction, deforestation, desertification and water pollution. Environmental pressure points that cause environmental degradation include population growth, economic necessity, industrial and agribusiness development, greed and corruption, poverty and debt and Western consumption; production of goods

in factories may generate pollution; higher levels of consumption generate increased waste which may be difficult to recycle or dispose of.

1.4 The environmental crisis (soas.ac.uk) [https://www.soas.ac.uk/cedep-demos/000\\_P500\\_ESM\\_K3736-Demo/unit1/page\\_11.htm](https://www.soas.ac.uk/cedep-demos/000_P500_ESM_K3736-Demo/unit1/page_11.htm)

**06.02 Environmental sustainability and development** / Development strategies focussed on solving problems which might threaten chaos at a global level. The Brundtland Commission concluded that economic development should be compatible with greater responsibility for the global environment however the biggest polluters have been slow to commit. Global is thinking globally, acting locally: 'Small is beautiful'; 'think global, act local';

Episode 1 : Birth of Modern Sustainability | Sustainable Development | SDG Plus - YouTube  
[https://www.youtube.com/watch?v=omtxRNOFv4&list=PLb5SyhPhDyTfB2NKLucvg6HDqX\\_3v9RHs](https://www.youtube.com/watch?v=omtxRNOFv4&list=PLb5SyhPhDyTfB2NKLucvg6HDqX_3v9RHs)

**07.01.01 Colonial legacies on war and conflict** / Imperialism and colonialism in Rwanda, India and Pakistan and the Middle East

Rwanda genocide: 100 days of slaughter - BBC News <https://www.bbc.co.uk/news/world-africa-26875506>

Indo-Pakistani wars and conflicts - Wikipedia [https://en.wikipedia.org/wiki/Indo-Pakistani\\_wars\\_and\\_conflicts](https://en.wikipedia.org/wiki/Indo-Pakistani_wars_and_conflicts)

Britain and the Middle East from 1914 to the Present | Encyclopedia.com  
<https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/britain-and-middle-east-1914-present>

**07.01.02 War, Identity and Globalisation** / Old wars were total wars involving public confrontations, battles, clashes of ideology and technology was focused on the mass production of weapons of destruction. New wars involve diaspora communities, different modes of warfare such as guerrilla warfare and counterinsurgency, globalised financing and shadow economies involving trade in blood diamonds, ivory and oil.

New wars - Wikipedia [https://en.wikipedia.org/wiki/New\\_wars](https://en.wikipedia.org/wiki/New_wars)

**07.02.01 War and Underdevelopment** / Underdevelopment can lead to civil war. Poverty as a high risk factor and life is cheap Weak state can lead to a coup trap. Civil war reduces economic growth by 2.3%. Disrupts agencies central to development such as education.

The consequences of internal armed conflict for development (part 1) | SIPRI  
<https://www.sipri.org/commentary/blog/2015/consequences-internal-armed-conflict-development-part-1#:~:text=Armed%20conflict%20often%20leads%20to,war%2C%20for%20development%20are%20profound.>

**07.02.02 Effect of conflict on developing countries** / Development in reverse, disruption of trade, education and culture, disease, refugees, crime rates, child soldiers and sexual violence

Conflict in the developing world and its impact on development – Balloon Ventures  
<https://balloonventures.com/blog/conflict-in-the-developing-world-and-its-impact-on-development/>

**08.01.02 Development and Employment** / There is now a global division of labour where TNCs increasingly outsource work. 1.65 billion (of 3 billion) have regular wages most in the developed world. The nature of work has changed dramatically moving towards factories, formal work is found in the cities. The majority of workers in the developing world are in the informal economy which often involves maintaining crops or livestock on family plots of land, recycling waste products and casual work, this is not considered a regular income.

Link between economic growth and employment – DCED (enterprise-development.org)  
<https://www.enterprise-development.org/what-works-and-why/evidence-framework/link-between-employment-and-economic-growth/>

The links between employment and development - Global Development Institute Blog (manchester.ac.uk) <http://blog.gdi.manchester.ac.uk/the-links-between-employment-and-development/>

**08.01.02 Women and employment** / Having a huge impact on women who earn significantly less than men, more women are employed (in factories) which is positive but is likely exploitative. Women's unemployment is higher than men. The majority of factory work is informal. More likely to be involved in sex work. Dual burden.

Women's employment - Our World in Data <https://ourworldindata.org/female-labor-supply>

When More Women Join the Workforce, Wages Rise — Including for Men (hbr.org)

<https://hbr.org/2018/01/when-more-women-join-the-workforce-wages-rise-including-for-men>

**08.01.03 Child Labour** / Work done by under 12 year olds that impedes education or is damaging to health and development. Need for all members of the family to work and no schools available (or not available without money). Skills are important to subsistence.

Child labour | UNICEF <https://www.unicef.org/protection/child-labour>

**08.02.01 Urbanisation and Employment** / Mass migration to cities. Families may have employment in cities and also have a small holding. Creates more job opportunities. Can increase youth unemployment (or underemployment) by moving to cities

How Urbanization Affects Employment and Social Interactions <https://ftp.iza.org/dp7914.pdf>

10 things to know about the impacts of urbanisation | ODI: Think change

<https://odi.org/en/publications/10-things-to-know-about-the-impacts-of-urbanisation/>

**08.02.02 Employment, Poverty and Migration** / Poverty is decreasing because of increased employment. Global economic downturns can impact employment including changes in stock markets, food prices, banking crisis. High rate of economic migration can lead to 'brain drain' due to push and pull reasons

Labour Migration (Labour Markets) | tutor2u

<https://www.tutor2u.net/economics/reference/labour-migration>

**09.01 Modernisation and Education** / Essential for development. The introduction of a meritocratic education system would speed up the spread of Western values such as universalism, individualism, competition and achievement. Children of the economic and political elites should be educated so they could disseminate Western values to the masses. However many children are not learning basic skills and adult literacy is low. Average number of years in school is half of developed world and education is 100 years behind the West.

<https://www.tes.com/jobs/browse/thailand>

**09.02 Negative impact of education** / Can create a Kleptocracy in which educated elites 'steal' power. Conditions that are less attractive to TNCs. Debt stops investment in education and governments can't afford to invest in education. Poverty may mean that parents prefer that their children work and are blind to the positives of education. Patriarchal discrimination keeps girls out of schools. Schools communicate capitalist ideology.

**10.01 Modernisation and Health** / Likely to die from diseases of poverty which are preventable. Have made gains but adults in Africa have a lower life expectancy than in 1990, half a million women die every year from childbirth and pregnancy and infant mortality is still high. Although there are diseases of poverty in the early years modernisation has increased the standard of living and allowed access to clean water, food and health services. Can support solutions such as centralised primary healthcare, mass inoculations and community health care.

Health-care in the developing world | Revision World <https://revisionworld.com/a2-level-level-revision/sociology-level-revision/world-sociology/health-care-developing-world#:~:text=Modernisation%20theory%20argues%20that%20the,%2Dstyle%20health%2Dcare%20systems.>

<https://revisionworld.com/a2-level-level-revision/sociology-level-revision/world-sociology/health-care-developing-world#:~:text=Modernisation%20theory%20argues%20that%20the,%2Dstyle%20health%2Dcare%20systems.>

<https://revisionworld.com/a2-level-level-revision/sociology-level-revision/world-sociology/health-care-developing-world#:~:text=Modernisation%20theory%20argues%20that%20the,%2Dstyle%20health%2Dcare%20systems.>

Theories of Development applied to Health – Revise Sociology

<https://revisesociology.com/2021/02/17/theories-of-development-applied-to-health/>

**10.02 Health and dependency** / Poverty caused by the West is the main cause of health inequalities including malnutrition, lack of investment in health services and immunisations. Pharmaceutical companies may exploit countries through the AIDS epidemic for example. Western countries may poach home grown professionals. Health care systems are often based on the Western biomedical model which believes in treatment by doctors and pharmaceuticals however a bottom up approach may be more effective which focus on hygiene, contraception and childcare. Traditional and spiritual medicine is still common

The cultural assumptions behind Western medicine (theconversation.com)

<https://theconversation.com/the-cultural-assumptions-behind-western-medicine-7533>

Neo colonialism and Global Health Outcomes: A Troubled History < Yale School of Public Health

[https://ysph.yale.edu/news-article/neocolonialism-and-global-health-outcomes-a-troubled-history/#:~:text=The%20neocolonialist%20approach%20in%20public,of%20health%20\(SDOH\)%20and%20human](https://ysph.yale.edu/news-article/neocolonialism-and-global-health-outcomes-a-troubled-history/#:~:text=The%20neocolonialist%20approach%20in%20public,of%20health%20(SDOH)%20and%20human)

[https://ysph.yale.edu/news-article/neocolonialism-and-global-health-outcomes-a-troubled-history/#:~:text=The%20neocolonialist%20approach%20in%20public,of%20health%20\(SDOH\)%20and%20human](https://ysph.yale.edu/news-article/neocolonialism-and-global-health-outcomes-a-troubled-history/#:~:text=The%20neocolonialist%20approach%20in%20public,of%20health%20(SDOH)%20and%20human)

**10.02 Impact of Development** / Rapid urbanisation leads to crowded unsanitary conditions in shanty towns, and hence high levels of infectious diseases in children; immunisation leads to falling infant and



child mortality rates. Impact of dangerous and exploitative working conditions on health chances, greater availability of medicines and medical care, spread of infectious diseases in crowded urban areas, impact of improvements in hygiene and sanitation on health chances, pollution caused by industries can lead to high levels of e.g. cancer, trained health personnel emigrate to MEDCs ('brain drain'), consumer lifestyle and change to Western style diet and increase in chronic diseases.

effect of economic development on population health: a review of the empirical evidence | British Medical Bulletin | Oxford Academic (oup.com)

<https://academic.oup.com/bmb/article/121/1/47/2871224>

**11.01.01 Trends in population growth** / population growth has been rapid and most of this change has been in the developing world, by 2050 9 in 10 people will live in a developing country

Population: the numbers | Population Matters [https://populationmatters.org/population-numbers?gclid=EAlaIqobChMI1cHY0dHy8wIV7AyLCh3lvg-0EAAAYASAAEgIfovD\\_BwE](https://populationmatters.org/population-numbers?gclid=EAlaIqobChMI1cHY0dHy8wIV7AyLCh3lvg-0EAAAYASAAEgIfovD_BwE)

**11.01.02 Malthus, neo-Malthusians and overpopulation** / Development is stunted by overpopulation. Malthus (1798) claimed that populations grow faster than they are able to feed themselves so are controlled through natural checks such as war and famine. According to Ehrlich in The Population Bomb, 'the battle to feed all humanity is over'. Over population is responsible for problems in the developing world. Traditional patriarchal beliefs and religion creates barriers. Family planning, Western aid to stabilise population and the education of women are solutions. However predictions have failed to come true.

Malthusianism - Wikipedia <https://en.wikipedia.org/wiki/Malthusianism>

**11.02 Dependency, inequality and consumption** / Poverty causes high population as children are economic assets. Eberstadt argues that 'it's not because people started breeding like rabbits. It's that they stopped dying like flies' and Western medicine has contributed to this. Overpopulation is not the problem but overconsumption for example the USA has 6% of the global population but consumes 40% of the world's resources and as such Malthusian thought is racist. Famine is caused by inequalities in land ownership which has resulted in the poor having to farm poor quality land.

Overpopulation vs. Overconsumption - Video & Lesson Transcript | Study.com

<https://study.com/academy/lesson/overpopulation-vs-over-consumption.html#:~:text=If%20the%20human%20population%20grows,capacity%2C%20resources%20will%20become%20limited.&text=The%20second%20concern%20is%20overconsumption,higher%20than%20the%20production%20rate>

Overconsumption Is the Problem, Not Overpopulation | by Danny Schleien | Climate Conscious | Medium <https://medium.com/climate-conscious/overconsumption-is-the-problem-not-overpopulation-76771f8bac74>

**12.01.01 Women in the developing world** / Equality does lag behind women are increasingly accessing more opportunities. Women experience the conditions of under development to a greater extent than men - women earn less, high chance of dying in pregnancy related causes, AIDs as a disproportionate effect on women, 90 million girls receive no education at all, more likely to be subjected to violence such as FGM

Gender Equality for Development (worldbank.org)

<https://www.worldbank.org/en/research/dime/brief/dime-gender-program>

**12.01.02 Modernisation and Women** / Barriers to development oppress women and low status is an obstacle because their potential contribution to the economy (including girls into education) is not realised and their status as mothers contribute to overpopulation.

Women are the key to economic development in third-world countries (kcl.ac.uk)

<https://www.kcl.ac.uk/news/women-are-the-key-to-economic-development-in-third-world-countries>

**12.02.01 Feminism and the position of women in the developing world** / Modernisation is patriarchal as it's malestream and developed from a male perspective. Because of this women are marginalised and ignored in development. Since the 1990s Women have been included for example in the MDGs and in NGOs

Beyond COVID-19: A feminist plan for sustainability and social justice | Digital library: Publications | UN Women – Headquarters [https://www.unwomen.org/en/digital-library/publications/2021/09/feminist-plan-for-sustainability-and-social-justice?gclid=EAlaIqobChMIoPCW39Xy8wIVRO3tChOXsgJ3EAAAYASAAEgKGFhD\\_BwE](https://www.unwomen.org/en/digital-library/publications/2021/09/feminist-plan-for-sustainability-and-social-justice?gclid=EAlaIqobChMIoPCW39Xy8wIVRO3tChOXsgJ3EAAAYASAAEgKGFhD_BwE)

Only half of women in developing world in charge of their own bodies - UN | Reuters <https://www.reuters.com/article/us-global-women-rights-idUSKBN2C10DN>



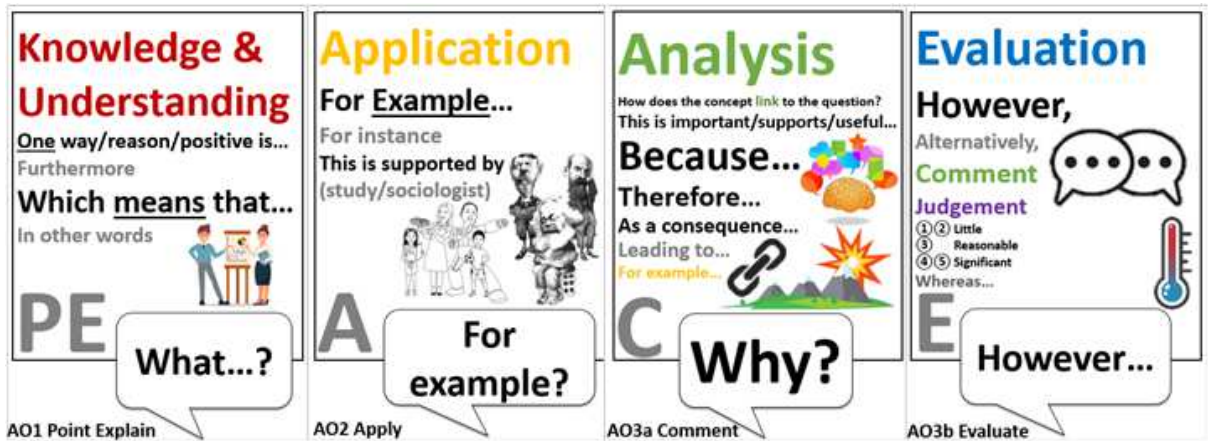
**12.02.02 Marxist-Feminism and the position of women in the developing world** / Women in the developing world are more exploited by capitalism and are on the margins. TNCs aim to exploit women and don't invest in training and assume women are more likely to put up with lower wages and poorer conditions (exploitation thesis). However they do earn more than previously, work allows women to escape patriarchy in the countryside and this work is more attractive than others available

Why empower women? | STOP HUNGER (stop-hunger.org) [http://www.stop-hunger.org/home/priorite-femmes/laautonomisation-des-femmes/pourquoi-autonomiser-les-femmes.html?utm\\_source=googleGrants&utm\\_campaign=boostStopHunger&utm\\_medium=cpc&gclid=EAlaIqobChMIoPCW39Xy8wIVRO3tCh0XSgJ3EAAYAiAAEgKzSfD\\_BwE](http://www.stop-hunger.org/home/priorite-femmes/laautonomisation-des-femmes/pourquoi-autonomiser-les-femmes.html?utm_source=googleGrants&utm_campaign=boostStopHunger&utm_medium=cpc&gclid=EAlaIqobChMIoPCW39Xy8wIVRO3tCh0XSgJ3EAAYAiAAEgKzSfD_BwE)

**12.02.03 Postmodernists and the position of women in the developing world** / Critical of how the 'woman' has been constructed as "ignorant, poor, uneducated, tradition-bound, domestic, family orientated, victimised, etc." Women in the developing world have different priorities to how Western feminism presents them including reproductive rights and violence from pursuing these.

**12.02.04 Future for women in the developing world** / Women do have more rights and opportunities through a new generation of women such as Malala and women involved in the decision making process. However, the vast majority of women still have very little power, FGM still continues, lack of political will to tackle the problems, the rise of religious fundamentalism, the militarisation of the world is having a disproportionate effect as is environmental degradation.

# The Exam Practice



01.02 Analyse two reasons why economic indices of development are seen as unsatisfactory as measures of development [10]

PEACE x2

01.02 Analyse two reasons why social indicators of development are seen as unsatisfactory as measures of development [10]

PEACE x2

02.01 Analyse two differences between traditional societies and societies characterised by high mass consumption [10]

PEACE x2

02.02 Evaluate Rostow's stage theory of modernisation [6]

PEACE

02.03 Outline and explain the role of two cultural barriers to development in modernisation theory [10]

PEAC x2

02.04 Outline and explain the role of two motors of development in modernisation theory [10]

PEAC x2

02.05 Evaluate the contribution of modernisation theorists to our understanding of global development [20]

PEACE x3

02.05 Explain the origins of dependency [4]

PEAC

02.07 Evaluate the view that the less developed countries have been systematically underdeveloped by western capitalism [World Systems Theory 10]

PEACE

02.08.01 Evaluate solutions to dependency [6]

PEACE

02.08.02 Evaluate dependency theory explanations of development and underdevelopment. [20] <sup>18</sup>

PEACE x3

02.09.01 Analyse two ways in which globalisation may bring about cultural change in developing countries. [10] <sup>18</sup>

02.09.02 Analyse two ways in which globalisation may bring about political change in developing countries. [10]

02.09.03 Analyse two ways in which globalisation may bring about economic change in developing countries. [10]

02.10 Evaluate the arguments for and against the idea that globalisation is a positive phenomenon [20]

- 03.01 Evaluate sociological explanations of the role of transnational corporations in development. [20]
- 03.02 Evaluate sociological explanations of the role of international organisations in development. [20]
- 03.03.01 Evaluate the contribution of non-governmental organisations to the development process. [10]<sup>17</sup>
- 03.03.02 Evaluate sociological explanations of the role of non-governmental organisations in development. [20]
- 04.01 Outline and explain two ways in which aid may affect gender inequalities. [10]<sup>18</sup>
- 04.02 Evaluate the role of aid in development [12]
- 04.02 Evaluate the role of trade in development [12]
- 04.03 Evaluate the role of industrialisation in development [12]
- 04.04 Evaluate the role of tourism in development [12]
- 05.01 Evaluate the role of urbanisation in modernisation [12]
- 05.02.01 Evaluate the role of urbanisation in dependency [12]
- 05.02.02 'Urbanisation is a necessary and desirable aspect of development.' To what extent do sociological arguments and evidence support this view?
- 06.01.01 Evaluate the relationship between development in environmental damage [12]
- 06.01.02 Analyse two ways in which industrialisation may affect the environment. [10]<sup>17</sup>
- 06.02 Evaluate the relationship between environmental sustainability and development [12]
- 07.01 Evaluate the role of identity and globalisation in war [12]
- 07.02 Evaluate the effect of conflict on developing countries [12]
- 08.01 Evaluate the role of development on employment [12]
- 08.02 Evaluate the role of globalisation on employment [12]
- 09.01 Evaluate the role of education in modernisation theory [12]
- 09.02 Evaluate the role of education in dependency theory [12]
- 10.01.01 Outline and explain two ways in which the process of development may affect people's health chances. [10]<sup>17</sup>
- 10.01.02 Evaluate the role of healthcare in modernisation theory [12]
- 10.02 Evaluate the role of healthcare in dependency theory [12]
- 11.01 Evaluate the view that population is out of control [12]
- 11.02 Evaluate the view that overconsumption is more of a problem than overpopulation [12]
- 12.01 Evaluate the impact of modernisation on women [12]
- 12.02 Evaluate the sociological perspectives on the position of women in the developing world [12]

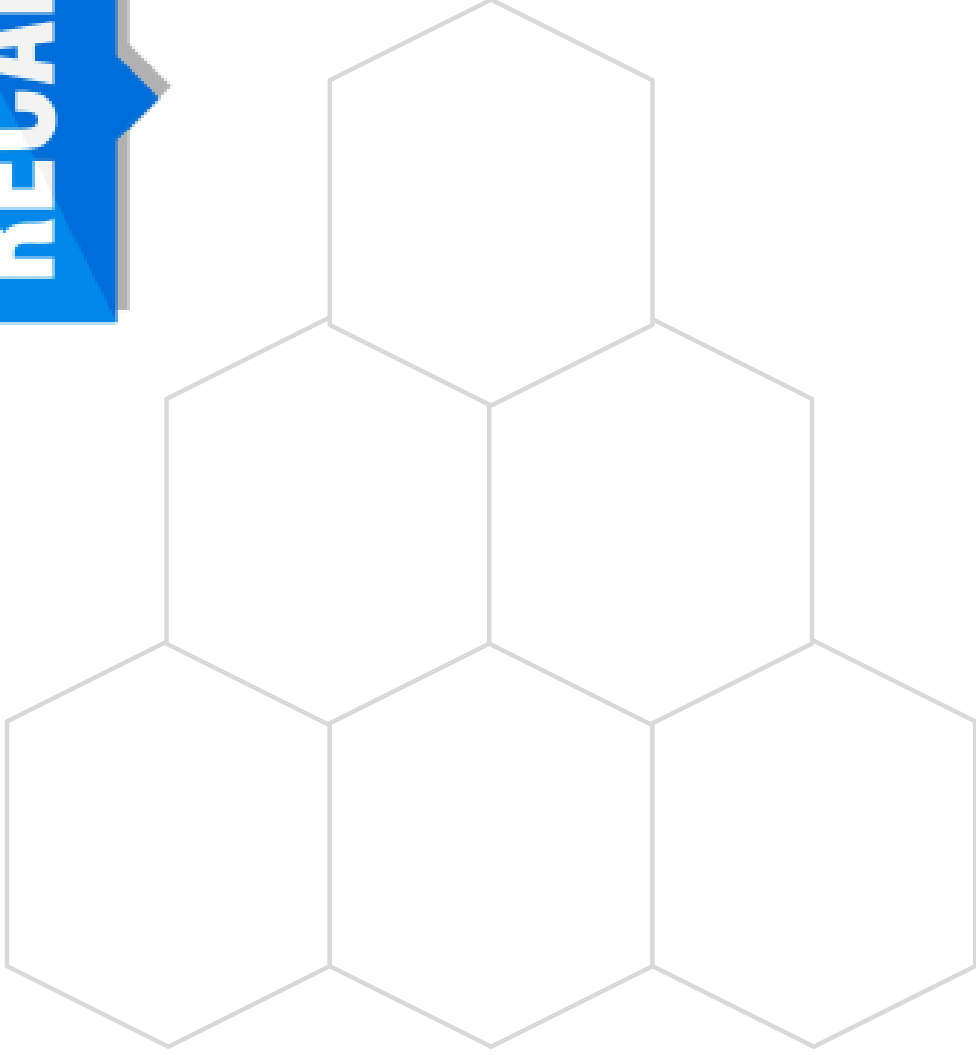
# The Revision Tools

- 01.01.01 ®BlueSky / Distinguishing Features of the Developing World
- 01.01.01 ®Evaluation Line / Distinguishing Features of the Developing World
- 01.03.01 ®Commandagons / Social Measures
- 01.03.02 ®Double Bubble / Economic vs. Social
- 01.03.03 ®Conceptagons / GDP, HDI, Millennium Development Goals, GNH, SPI
- 02.01.01 ®Double Bubble / Tonnies vs. Durkheim
- 02.01.02 ®Conceptagons / Gemeinschaft, Gesellschaft, Mechanical, Organic, Evolution, Shifting Equilibrium
- 02.02.01 ®Commandagons / Modernisation Theory
- 02.02.02 ®Brace Map / Modernisation Theory
- 02.03.01 ®Conceptagons / Patriarchy, Ascribed Status, Religion, Collectivism
- 02.03.02 ®Evaluation Line / Patriarchy, Ascribed Status, Religion, Collectivism
- 02.04.01 ®Conceptagons / Trickle Down Economy, Meritocracy, Mass Media, Urbanisation
- 02.04.02 ®Evaluation Line / Trickle Down Economy, Meritocracy, Mass Media, Urbanisation
- 02.05.01 ®Commandagons / Modernisation Theory Today
- 02.05.02 ®Conceptagons / Origins, Modernisation Theory, Barriers, Motors, Neo-Liberalism
- 02.06.01 ®Commandagons / Origins of Dependency
- 02.07.01 ®Double Bubble / Dependency Theory vs. World Systems Theory
- 02.07.02 ®Double Bubble / Dependency and World Systems Theory vs. Modernisation Theory
- 02.08.01 ®Evaluation Line / Isolation, Break Away, Socialist Revolution
- 02.08.02 ®Commandagons / Counter industrial, people centred solutions
- 02.09.01 ®Commandagons / hyper globalists, pessimistic, globalists, transformationalists
- 02.09.01 ®Conceptagons / Cultural, Political, Economic Globalisation
- 02.09.02 ®Commandagons / Cultural Globalisation
- 02.09.02 ®Conceptagons / hyper globalists, pessimistic, globalists, transformationalists
- 02.09.03 ® Evaluation Line / fatalism, reasserting local identity, violent resistance
- 02.09.03 ®Commandagons / Political Globalisation
- 02.09.04 ®Commandagons / Economic Globalisation
- 03.01.01 ®Commandagons / Transnational Corporations
- 03.03.01 ®Double Bubble / Greenpeace vs. Oxfam
- 03.03.02 ®Evaluation Line / Positives of NGOs
- 03.03.03 ®Evaluation Line / Negatives of NGOs
- 03.03.04 ®Conceptagons / TNC, NGOs, IGOs
- 04.01.01 ®Evaluation Line / Cases for and against aid
- 04.01.02 ®Evaluation Line / Why Give Aid?
- 04.02.01 ®Evaluation Line / Trade
- 04.03 ®Commandagons / Industrialisation
- 04.03 ®Commandagons / Tourism
- 05.02.01 ®Evaluation Line / Urbanisation
- 05.02.02 ®Paragraph Chain
- 06.01 ®Evaluation Line / Environmental Pressure Points
- 06.02 ®Commandagons / Environmental Sustainability
- 07.01.01 ®Double Bubble / Old Wars vs. New Wars
- 07.02.01 ®Evaluation Line / child soldiers, disruption of trade, disease, education and culture, refugees, crime rates
- 07.02.02 ®Conceptagons / child soldiers, disruption of trade, disease, education and culture, refugees, crime rates
- 08.01 ®Commandagons / Employment
- 08.02 ®Commandagons / Migration and Employment
- 09.01 ®Commandagons / Modernisation and Education
- 09.02 ®Commandagons / Dependency and Education

- 10.01 ®Commandagons / Modernisation and Health
- 10.02 ®Commandagons / Dependency and Health
- 11.01 ®Commandagons / Malthusian Approach to Population
- 11.01 ®Evaluation Line / Consumption vs. Population
- 12.01 ®Commandagons / Modernisation and Women
- 12.02.01 ®Conceptagons / feminism, Marxist feminism, postmodernists
- 12.02.02 ®Conceptagons / Employment, Education, Health, Population and Gender



**RECALL**



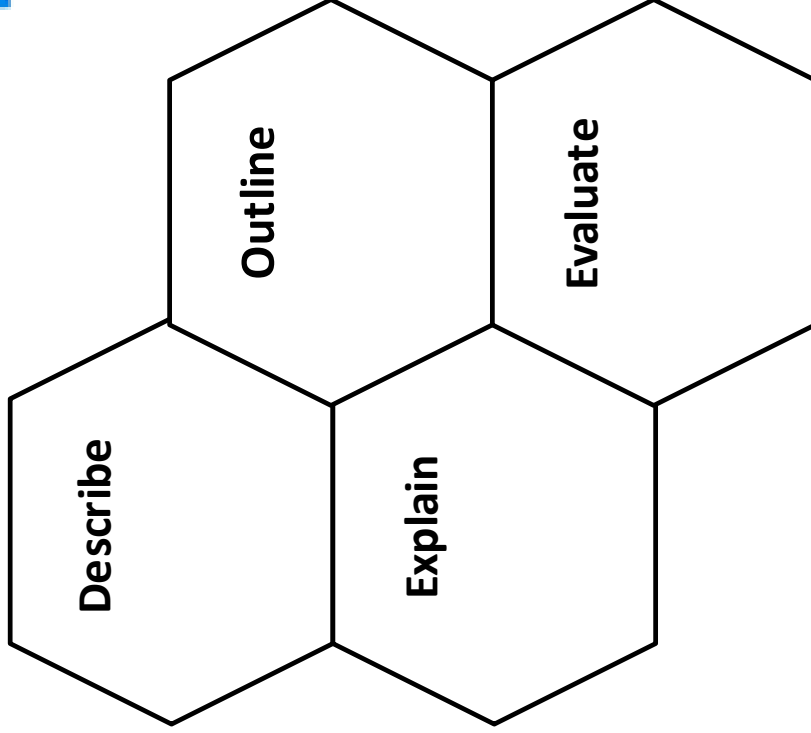
**#Challenge** Link three at the corners

**Conceptagons**  
Connect two concep  
Connect three concep





**RECALL**

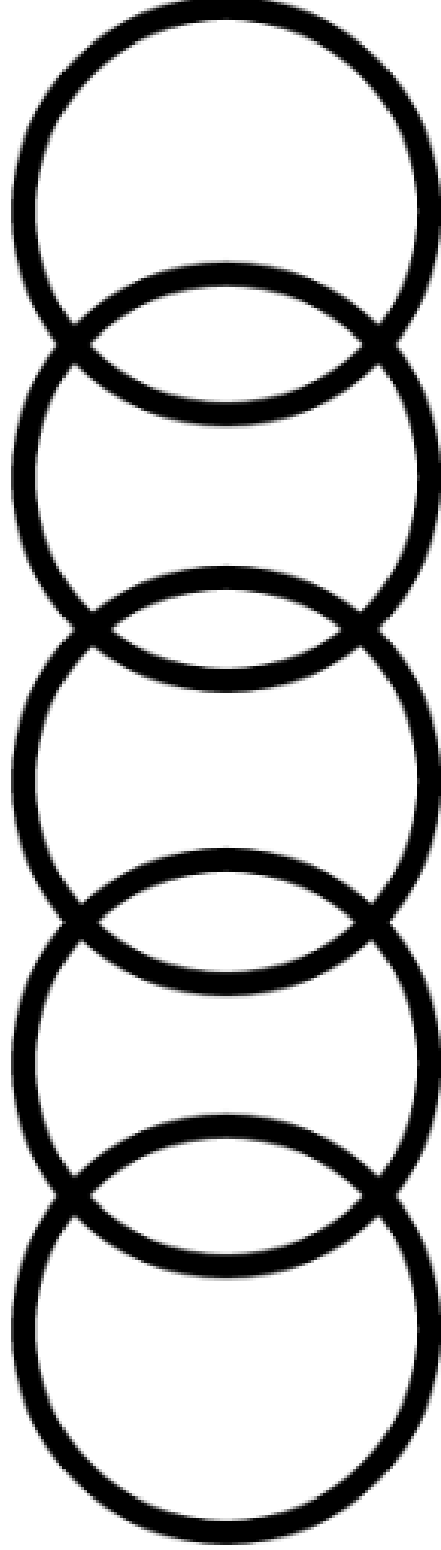


**#Challenge What if?**

**Commandagons**  
Answer the questions in black pen  
**Grow your answer in green**

## Paragraph Chain

Decide on an exam question and use this to sequence and link paragraphs to each other



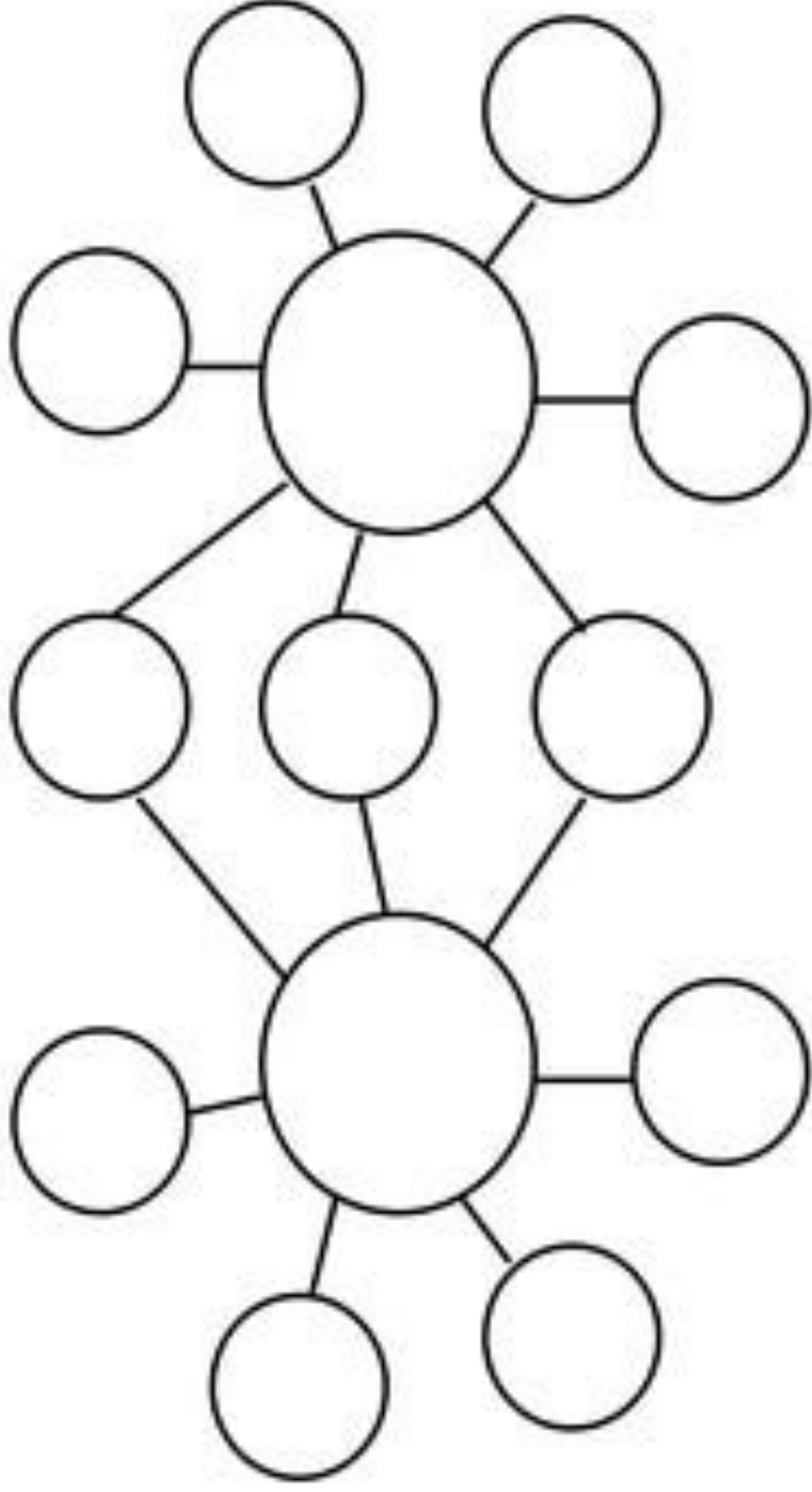
## Evaluation Line

Use this to support conclusions or opinions. Add concepts, ideas or paragraphs rating their support or opposition to the question.



## Double Bubble

Use this by entering two theories or concepts and identify how they are the same and how they are different.



## Brace Map

Use this to break down a big idea. Think of it as a mind map you can convert into an essay easier.

