

Chapter 1 DIVERSITY AMID GLOBALIZATION

LEARNING OBJECTIVES

- Globalization, defined as the increasing interconnectedness of people and places through converging economic, political, and cultural activities, is introduced as the key concept for the book
- This chapter provides an overview of the key themes, including environment; population and settlement; cultural, geopolitical, and economic concepts; and measures that are used in subsequent chapters
- This chapter introduces broad debates surrounding globalization as a concept and as a process
- This chapter introduces tension between globalization and diversity; what it means; and how to understand it from a geographic point-of-view

CHAPTER OUTLINE

1. **Converging Currents of Globalization**
 - A. **Globalization and Cultural Change:** Globalization is accompanied by the spread of a global consumer culture; increasingly Western values and culture are spread through media outlets
 - B. **Globalization and Geopolitics:** Globalizing tendencies have transformed our understanding of national borders and the role of the nation-state
 - C. **Environmental Concerns:** Globalization contributes to the creation and intensification of environmental problems; globalization might also promote global cooperation to respond to environmental threats
 - D. **Social Dimensions:** Globalization has contributed to a greater integration of the world's population through migration; globalization also contributes to the expansion of criminal activities, including drug trafficking and prostitution
2. **Advocates and Critics of Globalization**
 - A. **The Pro-Globalization Stance:** Globalization is a logical and inevitable expression of contemporary capitalism; globalization benefits all nations and peoples through greater economic integration
 - B. **Critics of Globalization:** Globalization is not natural, but instead the product of unfair and unequal economic policies that favor wealthy countries over poorer countries; globalization promotes free-market, export-oriented economies at the expense of localized, sustainable activities
 - C. **A Middle Position:** Through changing technologies (e.g., the Internet) globalization is perhaps inevitable; however, globalization can be managed to reduce economic inequalities

EXERCISE/ACTIVITY

Students should review newspapers and news magazines covering demonstrations against the World Trade Organization (WTO). Students should become familiar both with the issues and the groups that oppose the WTO. At what scale do the opponents of the WTO frame their positions? What spatial connections are made between the different positions?

3. **Diversity in a Globalizing World:** This section questions whether globalization is leading to a culturally homogenous world, or whether (and to what extent) the world remains a highly diverse place with local differences; a "politics of diversity" is introduced, noting that people around the world are both actively promoting and resisting globalizing practices

FOR THOUGHT AND DISCUSSION

How can a globalizing world be both diverse and homogenous? How is globalization both produced and resisted by different individuals, groups, and institutions? What is at stake in the spread of globalization?

4. **Geography Matters: Environments, Regions, Landscapes**
 - A. **Geography and Geographic Inquiry:** Geography refers to the description and explanation of patterns and processes across the Earth's surface; a fundamental component of geographic inquiry is the examination of basic yet highly complex relationships between humans and their environments
 - B. **Areal Differentiation and Integration:** the description and explanation of differences across a region or area
 - C. **Regions:** units of similarity (spatial categories); few regions are completely homogenous; boundaries between regions are subjective and artificial
 - D. **The Cultural Landscape:** humans transform space into distinct places, understood as cultural landscapes; these include the visible, material expression of human settlements and reflects the basic human needs of shelter, food, and work
 - E. **Scale:** the size or geographic extent of an area; common scales include local, regional, and global levels of analysis
5. **Themes and Issues in World Regional Geography**
 - A. **Environmental Geography:** refers to a region's climate, geology, hydrology, and vegetation
 - B. **Population and Settlement:** refers to the size and distribution of the Earth's human population
 - a. Population Growth and Change
 - i. **Rate of Natural Increase (RNI):** a statistic that expressed a country or region's annual growth rate; expressed as a percentage
 - ii. **Total Fertility Rate:** a synthetic rate that expresses the fertility of a country or region; commonly understood as the average number of children a woman would give birth to during her reproductive years
 - iii. **Young and Old Populations:** the proportion of young persons (i.e., those under 15 years of age) compared to the proportion of persons

- over 65 years of age; graphically illustrated by population pyramids, which also reflect sex differences of the population
 - iv. **Life Expectancy:** the average number of years a person is expected to live from birth; influenced by health services, nutrition, and sanitation; used as an indicator of social development
 - v. **The Demographic Transition:** a conceptual model that tracks changes in birth and death rates for a country or region over time
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FOR THOUGHT AND DISCUSSION

Some more-developed countries have higher crude death rates than many less-developed countries. If mortality is affected by such factors as access to clean water and health care, what accounts for the apparent discrepancy in crude death rates between more- and less-developed countries?

b. Migration Patterns

- i. Push and Pull Forces: conditions that influence whether people move or stay; push forces include negative conditions such as civil strife, environmental degradation, and unemployment, while pull forces include positive conditions such as better economic opportunities and climates
- ii. **Net Migration Rate:** a statistic that depicts whether more people are entering or leaving a country or region

c. Settlement Geography

i. An Urban World

- 1. Urbanized population: the percentage of a country's population living in cities; approximately half of the world's population currently lives in cities

ii. Conceptualizing the City

- 1. **Urban primacy:** describes a city that is disproportionately large and dominates economic, political, and cultural activities within a country; cities are termed "primate cities"
- 2. **Urban structure:** a term that refers to the distribution and patterning of land use within a city
- 3. **Urban form:** describes the physical arrangement of buildings, streets, parks, and architecture; provides cities with a unique sense of place
- 4. **Overurbanization:** a process of rapid urban growth; existing infrastructure (e.g., housing, transportation, waste disposal, and water supply) is unable to meet the demands of the growing urban population
- 5. **Squatter settlements:** illegal developments of makeshift housing on land neither owned nor rented by their inhabitants

C. Cultural Coherence and Diversity: The Geography of Tradition and Change

- a. **Culture in a Globalizing World:** culture is a learned and shared behavior; culture includes both abstract and material dimensions; globalization processes highlight that cultures are dynamic, not static
- b. **When Cultures Collide**

- i. **Cultural imperialism:** the active promotion of one cultural system at the expense of another
- ii. **Cultural nationalism:** the process of protecting and defending a cultural system
- iii. **Cultural syncretization or hybridization:** the blending of cultures to form a new type of culture

D. Language and Culture in Global Context

- a. Languages and cultures are intertwined
- b. Languages are classified into families, branches, and groups
- c. Dialect: a distinctive form associated with a specific language (e.g., American and British English)
- d. Lingua franca: a third language that is adopted by people from different cultural groups who cannot speak each other's language (e.g., Swahili is a lingua franca of Africa)

EXERCISE/ACTIVITY

Have your students develop "linguistic" family trees. Students should first construct their family tree and indicate the different languages each of their ancestors spoke. Students could also map out these family trees and relate to historical migration systems. The end product will facilitate students' understanding of both population mobility and of language diffusion, as well as the cultural diversity apparent in their classroom.

E. A Geography of World Religions

- a. Religions are important in defining cultural identity
- b. Universalizing religions attempt to appeal to all peoples and actively seek new converts (e.g., Christianity and Islam)
- c. Ethnic religions remain closely identified with specific groups of people; these usually do not actively seek new converts (e.g., Judaism and Hinduism)
- d. Secularization: a situation whereby people consider themselves either non-religious or atheistic

F. Geopolitical Framework

- a. Geopolitics refers to the relationship between geography and politics; focuses on the relations between power, territory, and space; usually emphasizes state-to-state relations
- b. States: a political entity with territorial boundaries recognized by other countries and internally governed
- c. Nation: a large group of people who share numerous socio-cultural elements, such as language, religion, tradition, and identity
- d. Nation-state: relatively homogenous cultural group occupying its own independent political territory
- e. Colonialism: the formal establishment of rule over a foreign population
- f. Decolonialization: the process of a colony's gaining control over its own territory and establishing an independent government
- g. Global terrorism and insurgency: processes whereby rebellious or separatist groups seek independence, autonomy, and territorial control; terrorism refers to violence directed at non-military targets to achieve political goals

- i. Global terrorism is understood as both a product and a reaction to globalization

FOR THOUGHT AND DISCUSSION

Global terrorism is often conceptualized at a macro-level, as in “the global war on terror.” However, terrorism is often experienced at a very local level. How might an understanding of scale, and of geographic interconnectedness, help to explain the politics of terrorist activities?

G. Economic and Social Development

- a. Economic development refers to increased prosperity to people, regions, and nations; it usually includes social improvements such as improved education systems, better health care, and progressive labor practices
- b. Economic development often exhibits a geographic unevenness of prosperity and social improvement; approximately half of the world’s population is classified as living in poverty
- c. **More- and Less-Developed Countries:** refers to uneven levels of development between countries; usually expressed by the core-periphery model whereby economically “advanced” countries such as the United States, Japan, and England are seen as comprising the core, while economically marginal countries constitute the periphery; other terms used to refer to global economic inequalities include “First” and “Third” worlds and “north-south” differences; the terms “more-developed countries” (MDC) and “less-developed countries” (LDC) are forwarded as more appropriate concepts
- d. **Indicators of Economic Development**
 - i. Development: has both qualitative and quantitative dimensions; measures structural changes, such as shift from agricultural to manufacturing activities and changes in the allocation of labor, capital, and technology; development implies an improvement in standard of living, education, and political organization
 - ii. Growth: refers to the increase in the size of system (e.g., agricultural or industrial output); economic systems may grow yet not lead to increased levels of development
- e. **Measurements of Growth and Development**
 - i. **Gross Domestic Product (GDP):** a traditional measure of the size of a country’s economy; it refers to the value of all final goods and services produced within a country’s borders
 - ii. **Gross National Income (GNI):** formerly known as the gross national product (GNP), this refers to the GDP plus net income from abroad; it is considered misleading and incomplete because it does not consider nonmarket economic activities; nor does it consider the degradation or depletion of natural resources that may limit future economic growth
 - iii. **GNI per capita:** a country’s GNI divided by its population; allows for country-to-country comparisons to be made despite vastly different sizes in population between countries

- iv. **Purchasing Power Parity (PPP):** a concept that provides a sense of the local cost of living that takes into consideration the strength or weakness of local currencies
- v. **Economic Growth Rates:** the average annual percent growth of a country's GDP
- f. **Indicators of Social Development:** measures that relate to the conditions and quality of human life
 - i. **Human Development Index (HDI):** an index that combines data on life expectancy, literacy, educational attainment, gender equity, and income; conveys a sense of a country's human and social development
 - ii. **Poverty:** the international definition of poverty is living on less than US\$2 per day; deep poverty is defined as living on less than US\$1 per day
 - iii. **Under Age 5 Mortality:** a widely used indicator of social conditions, the measurement refers to the number of children who die before 5 years of age per 1,000 people within that age bracket; mortality levels are influenced by availability of and access to food, health services, and public sanitation
 - iv. **Gender Equity:** refers to the different conditions and quality of life between men and women; a common measurement is the ratio of male to female students enrolled in primary and secondary schools

EXERCISE/ACTIVITY

Examine the figures and tables associated with indicators of economic development (e.g., poverty and child mortality). Identify and map the 10 highest and 10 lowest ranked countries for each indicator. What factors might explain the distribution? Relate the spatial pattern to the concepts of core-periphery.

6. Summary

- A. Globalization is driving a fundamental reorganization of cultures and economies through changes in communication technologies, transnational firms, and Western consumer habits
- B. Globalization involves both positive and negative changes; it is controversial
- C. In many developing regions, population and settlement issues revolve around rapid population growth, family planning, migration, and rapid urbanization
- D. The trends of global cultural homogenization and the counter-currents of local cultural and ethnic identity result in considerable tension
- E. Terrorism has emerged as a primary global geopolitical issue
- F. The increasing disparity between the rich and the poor is a major economic and social issue of globalization

KEY TERMS

areal differentiation (page 11)	economic convergence (page 6)	population pyramid (page 21)
areal integration (page 13)	ethnic religion (page 30)	purchasing power parity (PPP) (page 41)
bubble economy (page 9)	globalization (page 2)	rate of natural increase (RNI) (page 18)
colonialism (page 35)	gross domestic product (GDP) (page 40)	region (page 13)
core-periphery model (page 38)	gross national income (GNI) (page 40)	secularization (page 31)
cultural imperialism (page 28)	gross national income (GNI) per capita (page 41)	squatter settlement (page 25)
cultural landscape (page 13)	lingua franca (page 29)	sweatshops (page 6)
cultural nationalism (page 29)	nation-state (page 33)	total fertility rate (TFR) (page 18)
cultural syncretism (page 29)	net migration rate (page 23)	transnational firm (page 4)
culture (page 27)	overurbanization (page 25)	universalizing religion (page 30)
decolonization (page 35)		urban form (page 25)
demographic transition model (page 22)		urban primacy (page 24)
		urban structure (page 24)
		urbanized population (page 24)

RESEARCH OR TERM PAPER IDEAS

- Compare and contrast the colonial experiences of countries in two different regions. For example, you might select Brazil and Angola, both of which were colonies of Portugal. When did the colonizers arrive? How did they gain control? How did the colonizers change the countries they colonized? When and how did the colonies gain their independence?
- Examine terrorism in different parts of the world. What terrorist groups are in operation? What are their geopolitical objectives? Do they have any geographic claims to territory? Are the groups justified in their political claims? What tactics other than terrorism might be used?
- Select a city in a different part of the world. Describe the historical founding and growth of the city, as well as the current form and structure of the city. How is the city interconnected with the global economy? How has globalization shaped the form and structure of the city?

SAMPLE RESPONSES TO REVIEW QUESTIONS

1. *What is globalization? What are the different components or attributes? Give examples of each.*

Globalization refers to the interconnectedness of people and places through converging economic, political, and cultural activities. Globalization entails many different components, such as transportation systems, transnational businesses, global treaties and agreements, and international flows of migrants and tourists.

2. *Summarize the arguments used by proponents and opponents of globalization.*

Proponents of globalization argue that globalization is inevitable and natural; that the benefits of globalization will reduce economic disparities as wealth is transferred from more- to less-developed countries; that economic globalization will enhance competition and encourage the spread of beneficial ideas and technologies; that international barriers to trade will

disappear, thereby encouraging local industries and businesses to become more efficient; and that access to capital will be easier, thereby resulting in global economic growth and development. Opponents of globalization argue that it is not a natural process but instead is the result of economic policies promoted by free-trade advocates, capitalist countries, financial interests, international investors, and transnational firms; that globalization is creating greater inequality and inequity between the rich and the poor; that globalization promotes free-market, export-oriented economies at the expense of localized, sustainable activities; that cultures are becoming more homogenized; and that terrorism is actually fostered by globalization.

3. *Why is scale important to geographic analysis?*

Scale is important to geographic analysis because it highlights the many levels at which activities take place (e.g., local, national, regional, global) as well as the interconnections between these levels.

4. *Define three kinds of geographic regions. Give examples of each.*

There are three different kinds of geographic regions: vernacular, formal, and functional. Vernacular regions, such as “The Midwest” or “The Deep South,” are abstract regions that have indistinct cognitive borders; these are often “mental” regions. Formal regions, such as that for the Santa Clara Valley, have distinct boundaries. Functional regions, such as the civic government of San Jose, are based on certain activities or organizational structures, such as legal city limits.

5. *How do you calculate the RNI for a country? How and why does RNI vary amongst different countries?*

The RNI is calculated by subtracting the crude death rate from the crude birth rate. For example, the crude birth rate for the world in 2010 was 20 births per 1,000 population, while the crude death rate was 8 deaths per 1,000 population. Subtracting these two provides a rate of natural increase of 12 per 1,000. Converting that figure to percentage gives a growth rate of 1.2 percent per year. Rates of natural increase differ widely among countries because of demographic factors (e.g., differences in age composition, as well as differences in birth and death rates).

6. *What are the four stages of the demographic transition? Explain how they differ from each other, and what the outcome is in terms of RNI.*

The demographic transition is a visual representation of the change from high birth rates and high death rates to low birth rates and low death rates. In Stage 1 birth and death rates are both high. Because these rates are in equilibrium, population is steady. In Stage 2 the death rate begins to fall. Because the birth rate exceeds the death rate, the population begins to grow. During this stage, the rate of natural increase is highest. In Stage 3 the birth rate begins to decline, while the death rate continues to decline. The population continues to increase,

but at a slower rate than in the previous stage. In Stage 4 birth and death rates are both low. Once again, the rates are in equilibrium and the population becomes steady.

7. What is overurbanization and why is it happening? What are the consequences?

Overurbanization is expressed by an urban population that has grown more rapidly than the services (e.g., housing, transportation, waste disposal, and water supply) needed to support the population. In many cities, but especially those in the less-developed world, extensive squatter settlements may result. This illegal land occupancy, in turn, may result in political conflicts over accessibility to land, shelter, and services.

8. What is a workable definition of culture in this age of globalization?

Culture broadly defined refers to learned and shared behavior. Culture includes both abstract (e.g., language, religion, livelihood, values) and material (e.g., technology, architectural styles, food, music) dimensions. In an age of globalization, “culture” becomes more difficult to define. Transnational connections, such as the Internet and other forms of media, have increasingly blurred the “boundaries” of cultures.

9. Define and give examples of cultural hybridity.

Cultural hybridity refers to the blending of cultures to form a new type of culture. Different musical and food styles, such as “Tex-Mex” along the U.S.-Mexican border are examples of cultural hybridity.

10. What is the global distribution of Islam? What are the two major divisions within Islam? Give examples of countries where each group is dominant.

Islam is prevalent throughout the world; however, the most adherents to Islam are found throughout North Africa, the Middle East, Central Asia, and Southeast Asia. The two main branches within Islam are Shiite and Sunni. The former is most prevalent in Iran and southern Iraq, while the latter is dominant in Saudi Arabia and Indonesia.

11. Define the GNI. What are its shortcomings as a measure of development?

The Gross National Income (GNI) is a traditional measure of the size of a country’s economy. It is equivalent to the value of all the final goods and services produced within the country’s border, plus net income from abroad. GNI is considered to be an incomplete or misleading measure of development because it does not consider ecological degradation or resource depletion of natural resources, both of which might limit future economic growth. Also, the GNI does not consider “illegal” activities, such as the bartering and trade that occurs outside of the market.

12. *What are the best indicators of social development in Less Developed Countries (LDCs)?*

The best indicators of social development for less developed countries (LDCs) are the Human Development Index (HDI), under-age-five mortality rates, poverty rates, and measures addressing gender inequity. The HDI is a synthetic measure that attempts to capture a range of social indicators, including life expectancy, literacy, income, and educational attainment. The under-age-five mortality is important because young children are often most susceptible to illnesses resulting from the lack of access to health and social services. Poverty rates provide a snapshot of the extent of poverty for a country. Measurements such as the ratio of male to female school enrollment are good indicators of gender equity.

SAMPLE RESPONSES TO THINKING GEOGRAPHICALLY QUESTIONS

Note that these questions require some research and thought. Answers will vary, depending on the country or region selected by the student. These answers are to provide guidance and are not meant to be the only correct response.

1. *Select an economic, political, or cultural activity in your city and discuss how it has been influenced by globalization.*

Answers will vary depending on the topic and city selected. It is expected that students will identify how these activities are interconnected to other cities and regions *globally* and the implications of this interconnectedness. Students should draw upon the concepts of cultural change, geopolitics, the global economy, and the environment.

2. *Choose a specific country or region of the world and examine the benefits and liabilities that globalization has posed for that country or region. Remember to look at different facets of globalization, such as the environment and cultural cohesion and conflict, as well as the economic effects on different segments of the population.*

Answers will vary depending on the country or region selected. The Philippines, for example, has benefitted from globalization through its encouragement of foreign direct investment; this has provided numerous employment opportunities. This investment, however, has occurred with a price. The Philippines has experienced significant environmental degradation, such as forest loss, as a result of globalization. The Philippines likewise has been at the center of the global war on terror. Groups such as the Moro Islamic Liberation Front and the Abu Sayyaf Group have engaged in terrorist activities in an attempt to carve out an autonomous Islamic state in the southern Philippines.

3. *Drawing on information in current newspapers and magazines and on TV and the Internet, apply the concepts of cultural imperialism, nationalism, and syncretism to a region or place experiencing cultural tensions.*

Answers will vary. For example, the Xinjiang Uygur Autonomous Region of western China is a place that is currently experiencing cultural tensions. This area has experienced cultural imperialism represented by an influx of Han Chinese; the indigenous Uygurs, in turn, have

promoted a strong nationalist identity in an attempt to maintain their separateness from China. These cultural and political tensions have resulted in significant violence over the past decade.

4. *Select an African country with a colonial past and, first, trace out its pathway of decolonization, and then, second, describe and analyze its contemporary relations with its former colonial master.*

Answers will vary depending on the African country selected. Rwanda, for example, was colonized by both the Germans and the Belgians. It achieved its independence during the 1950s, but ethnic differences—largely imposed and augmented by colonial practices—resulted in mass violence and genocide in subsequent years. Rwanda remains at the center of Africa’s ongoing “world” war. It retains significant economic relations with Belgium and other European countries.

5. *Using the tables of social indicators in the regional chapters of this book, identify traits shared by countries in which there is a high percentage of female illiteracy. What general conclusions do you reach based on your inquiry?*

When one compares countries in which there is a high level of female illiteracy, certain similarities become apparent. These countries also experience high levels of mortality for children under five; lower life expectancies; and lower participation of women in the labor force. A general conclusion is that these countries are failing to develop their entire population and systematically leave many people behind. The overall quality of life is hindered by gender inequities.

MapMaster™ Interactive Maps for Geography

Pearson’s new MapMaster™ Interactive Maps offer students place/name and layered/thematic maps as tools to enhance geographic literacy, explore geographical concepts, and test critical thinking. Have students go to www.mygeoscienceplace.com and click on the textbook cover for *Diversity Amid Globalization 5/e*. Using their textbook access code card, they can log into the website to access the MapMaster™ Interactive Maps for each individual chapter.

Chapter 1: Diversity Amid Globalization MapMaster™ Activity

1. Have students study the maps showing the diffusion of the Internet for 1995 and 2000. What other maps might help explain these patterns?
2. After analyzing the maps, ask students: What regions are most affected by desertification? What is the overall economic condition of these regions? What do you think the future holds for these regions?

Chapter One: Globalization and Diversity

Exercise One: Population Indicator Comparison

Using Table 1.1 Population Indicators of the World's Ten Largest Countries (p. 19) and Mapping Workbook map 1.2, complete the following exercise.

Using the data provided in the Population Density (per square kilometer density) column of Table 1.1 "Population Indicators of the 10 Largest Countries" (p. 19), use a colored pencil to shade in the countries with a per kilometer density of 8.0–77.6. Use different colored pencils for each category, shade the countries that possess a per kilometer population density of 77.7–147.2, 147.3–216.8, 216.9–286.4, and 286.5 and above. Mark your shading scheme in the map's legend. Once you have done this, answer the following questions.

Of the mapped countries, which have the highest population density?

India, Bangladesh, and Japan

Is there a regional pattern associated with countries possessing high population densities?

Yes, all are within Asia

Of the mapped countries, which have the lowest population density?

The United States, Brazil, and Russia

Does there appear to be a regional pattern associated with countries possessing low population densities?

No. These countries are not confined to one region.

Compare those countries you shaded with population distributions displayed in Figure 1.21 "World Population" (p. 18-19).

Would you say that the population is evenly distributed (i.e., dispersed) within the majority of countries or does it appear to display a concentration?

Within the majority of countries the population does appear to be concentrated.

Refer to the shaded physical features in Figure 20 "World Regions" and/or global physical features displayed in a world atlas. Explain the reasons for either observed pattern. More specifically, is there one or more common landscape characteristics that tend to determine where population is concentrated?

Yes. Globally, population tends to be concentrated along coastal areas and within river valleys. The higher population densities exist in river valleys because they tend to contain the most fertile

lands, as well as serve as transportation corridors. Population densities tend to be higher along the coastal regions because of this is also where much fertile agricultural land is located, and ports provide access to other regions.

Using the data provided in the total fertility rate (TFR) column of Table 1.1 “Population Indicators of the World’s Ten Largest Countries” (p. 19), use a colored pencil to pattern in the countries with a TFR of 1.4–2.26. Using different colored pencils for each category, pattern the countries that possess TFRs of 2.27–3.12, 3.13–3.98, 3.99–4.84, 4.85–5.7. Mark your patterning scheme in the map’s legend. Once you have done so, answer the following questions.

Compare your population density map with the population density map you created.

Does there appear to be a correlation between countries possessing high total fertility rates and high population densities? Please specify which countries display this pattern.

No. The only country that displays this pattern is Pakistan. The next closest country would be Nigeria.

Does there appear to be a correlation between countries possessing low total fertility rates and low per square kilometer population densities? Please specify which countries display this pattern.

Yes. Russia, the United States, Brazil, and China have lower population densities and TFRs.

Are there outliers to either of these scenarios (i.e., countries with high population densities and low total fertility rates and vice versa)? If so, name these countries and explain the possible reasons as to why this is the situation.

Yes. Japan, Bangladesh, and India all have high population densities but low TFRs. Japan’s high density is a factor of a large national population (127.4 million) being confined to a relatively small land area (377,915 sq km). Japan’s high density is also exacerbated by the fact that the country is quite mountainous and this characteristic has limited the amount of arable and overall inhabitable land in the nation. Bangladesh’s high population density is a factor of a large national population (164.4 million) being confined to a small land area (143,998 sq km). India’s high population density is chiefly a factor of a large national population (nearly 1.2 billion).

Exercise Two: Development Indicator Comparison

Using Table 1.2 Development Indicators for the World’s Ten Largest Countries (p. 40) and mapping workbook map 1.3, complete the following exercise.

Using the data provided in the GNI Per Capita, PPP 2008 column of Table 1.2 “Development Indicators of the 10 Largest Countries” (p. 30), use a colored pencil to shade in the countries with a GNI of 1,000–2,000. Using different colored pencils for each category, shade the countries that possess GNIs of 2,001–4,000, 4,001–6,000, 6,001–10,000, and 10,001 and above. Mark your shading scheme in the map’s legend. Once you have done this, answer the following questions.

Using the data provided in the Human Development Index (HDI) 2007 column of Table 1.2 “Development Indicators for the World’s Ten Largest Countries” (p. 40), use a colored pencil to shade in the countries with a HDI of 0.499–0.590. Using different colored pencils for each category, shade the countries that possess HDIs of 0.5905–0.6818, 0.6819–0.7732, 0.7733–0.8646, 0.8647–0.956. Mark your shading scheme in the map’s legend. Once you have done this, answer the following questions.

Define GNI.

Gross National Income. The value of all goods and service produced within a country’s borders (gross domestic product, or GDP) plus the income from abroad (formerly referred to as gross national product, or GDP).

Define HDI.

Human Development Index. For the past three decades the United Nations has tracked social development in the world’s countries through the human development index, which combines data on life expectancy, literacy, educational attainment, gender equity, and income.

Is one of these development indicators a better measure than the other? If so, which one and why?

Yes. GNI merely examines the economic well-being of a country, whereas, HDI provides a better indicator of a country’s human and social development through the examination of several non-economic variables.

Among the ten most populous countries, is there a regional pattern of high, medium, and low GNI countries? If so, what is that pattern?

High GNI countries include: The United States, Japan, and Russia

Medium GNI countries include: China

Low GNI countries include: Bangladesh, Nigeria, Indonesia, India, and Pakistan

Among the ten most populous countries, is there a regional pattern of high, medium, and low HDI countries? If so, what is that pattern?

Not with the high and medium GNI countries. The low GNI countries are located in Africa, and through South Asia, and Southeast Asia. These are locations that have traditionally been defined as the developing world.

Now observe the maps together. What correlation is there between countries whose development is measured by GNI as compared to HDI? For example, do the same countries that possess a high HDI also display a high GNI and countries that display a low HDI display a low GNI?

Yes there is a correlation. The high GNI countries (The United States, Japan, and Russia) all have higher HDI rankings, and low GNI countries (Bangladesh, Nigeria, Indonesia, India, and Pakistan) have lower HDI rankings.

Name the countries that display this correlation.

See above question.

Looking at the maps together once again, do you see outliers to the above? Specifically, are there countries that have a different ranking with their GNIs and the HDIs?

Yes. There are several countries that possess slight differences in their GNI and HDI rankings.

Name any countries that display this pattern.

Russia, Pakistan, Indonesia, and China

What do you believe would account for such differences in GNI and HDI in outlier countries?

Given that in all cases the separation between GNI and HDI is only slight (i.e., separated by only one data category) a likely explanation lies in how the numerical data are categorized. However, further explanations in such factors as the current government control and distribution of resources in the communist nation of China and the legacy of the government control and distribution of resources in the former communist country of Russia. Likewise, although not an impoverished country, Brazil is still developing its economy and faces challenges given its relatively large rural and urban population, as well as overcoming the historical legacy of a socially biased land ownership system (i.e., the Latifundia system). Within Pakistan, similar factors come into play, as well as cultural issues surrounding women's rights. Overall, these factors present challenges to social development in these countries.

Based on this, which do you believe is a better measure of development? Why?

While both measurements overlook the diversity of development within countries, HDI is most likely a better measurement. GNI merely examines the economic well being of a country, whereas, HDI provides a better indicator of a country's human and social development through the examination of several non-economic variables. HDI does provide a greater notion of the health and well being of the population of a country.

Table

GNI	Color	HDI	Color
1,000–2,000		0.499–0.5904	
2,001–4,000		0.5905–0.6818	
4,001–6,000		0.6819–0.7732	
6,001–10,000		0.7733–0.8646	
10,001 and above		0.8647–0.956	