

Key Ideas

This chapter helps you investigate these questions:

- Why is it helpful to be able to study the world's countries in groups rather than to study each country individually?
- What methods can be used to group countries?
- In what group is Canada?

Key Terms

global village	life expectancy
developed countries	GDP per capita
newly industrializing countries	foreign aid
developing countries	cash crops



To examine maps of individual countries, check www.pearsoned.ca/makingconnections2.

Many people would suggest that the growing interconnectedness is making the world a "smaller" place.

Of course, many people in the world are not able to take advantage of these new travel opportunities or forms of communication.

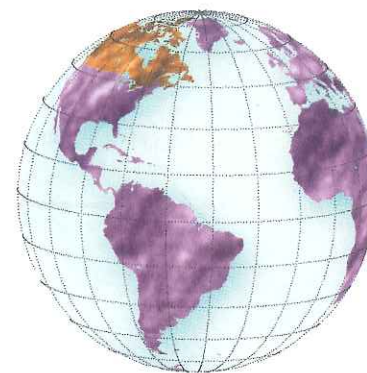
Most often when Canadians see a map of the world, it is like the one shown in Fig. 32-1: it is centred on the Atlantic Ocean. A map organized in this way reflects Canada's history for most of the last 300 years. During this time, thousands of settlers came across the Atlantic Ocean from European countries and, as a result, Canada had strong political, military, and cultural ties with Europe.

Fig. 32-2, on the other hand, reflects a newer reality for Canada. It is centred on the Pacific Ocean and shows Canada in relationship to its neighbours on the Pacific Rim. This second map makes sense since most immigrants to Canada now come from Asian countries, and a growing percentage of our trade is with this region.

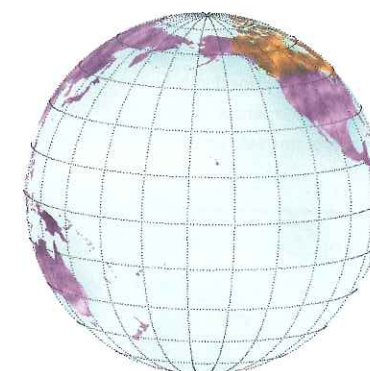
The final map (Fig. 32-3) is a view of the world that we rarely see. It shows the world with Canada at its centre. Looking at the world in these ways encourages you to ask some very important questions: What is Canada's place in the community of nations? How does Canada compare with other nations? In what ways is the world becoming a more interconnected place? Is being more interconnected a good thing or a bad thing?

There are several reasons for the increase in international connections.

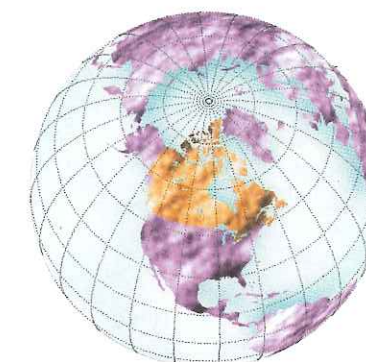
- More people are travelling to more places. They are more likely to visit foreign countries than were any previous generations.
- Communication by phone and the Internet allows a level of contact in the world that is faster, easier, and cheaper than ever before. The result is a more closely connected **global village**.



▲ Fig. 32-1 This Atlantic-centred view of the world is the traditional one that Canadians have been used to seeing for more than a century. The centre of this map is at 10°N and 50°W.



▲ Fig. 32-2 In recent years, Canadians are more likely to have a view of the world that is focused on the Pacific. The centre of this map is at 10°N and 160°W.



▲ Fig. 32-3 Rarely do Canadians take a Canada-centred view of the world. How does looking at the world in this way change our perspective? This map is centred at 60°N and 95°W.

- International trade grows enormously every year. The economies of the world's countries are becoming more closely linked.
- Although the peoples of the world still exhibit considerable diversity, they increasingly share a common culture.
- Natural hazards, wars, and terrorism also link nations—often in ways we would not choose.

Grouping Countries

Understanding the connections among countries is not an easy thing to do. In fact, there is no clear agreement about what a country is. A commonly used way of identifying the world's countries is to consider the membership of the United Nations. In 2005, the United Nations had 191 members. Each country has a unique combination of culture, history, government, and economic development. One way to simplify our view of the world's countries is to group them according to their similarities. The most frequently used method is by comparing them on the basis of their economic and social development. Using these two measures, we can divide countries into three groups: **developed countries**, **newly industrializing countries**, and **developing countries** (Fig. 32-4).

Countries can be grouped together on the basis of several criteria. Complete the activity on page 436 to learn about these criteria and to see how countries are grouped together into one of the three groups.

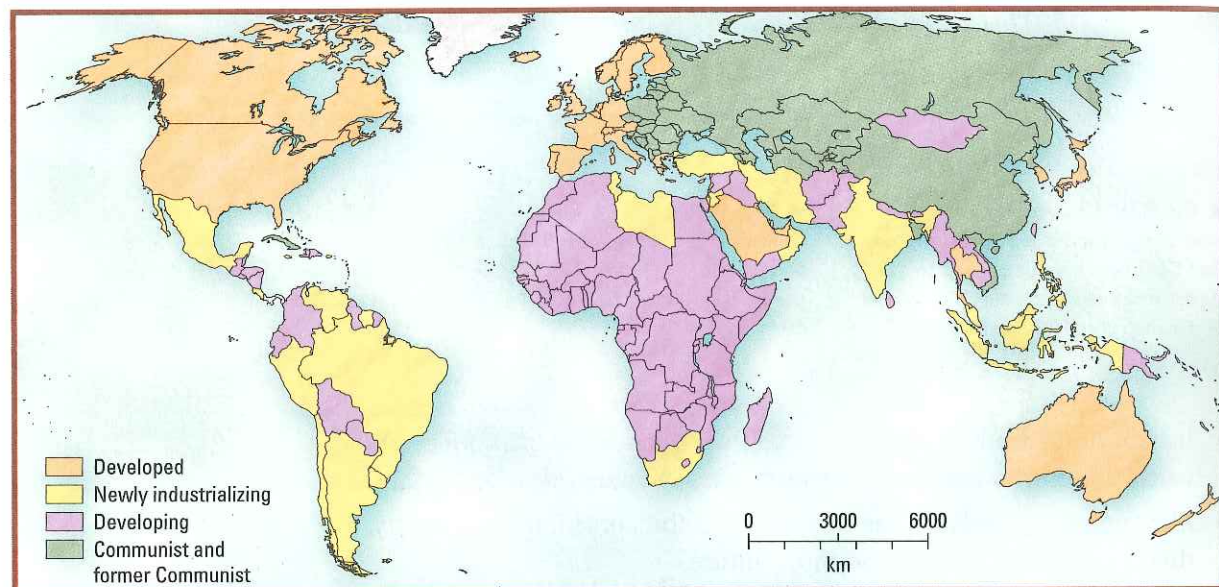
GeoLit Reminder

Interpreting diagrams:

- What type of visual text is shown in Figs. 32-1, 32-2, and 32-3? What is the purpose of these diagrams?
- What do the captions tell you about these visuals?
- State the main idea of the visuals, giving evidence to support your answer.
- How might these diagrams express bias? Explain your answer.

Other methods of grouping involve as few as two groups, five groups, or as many as nine groups.

▼ **Fig. 32-4** This map identifies developed, newly industrializing, developing, and Communist and former Communist countries. The Communist and former Communist countries are gradually evolving to become more like their neighbours. For example, countries in Eastern Europe like Poland and Hungary have joined the European Union and are slowly developing economies and social systems like their European neighbours: They now operate under the same economic rules, share a common currency, and have eliminated duties (taxes) between member countries. Countries like Kazakhstan and Vietnam are each becoming like their neighbours in Central and East Asia.

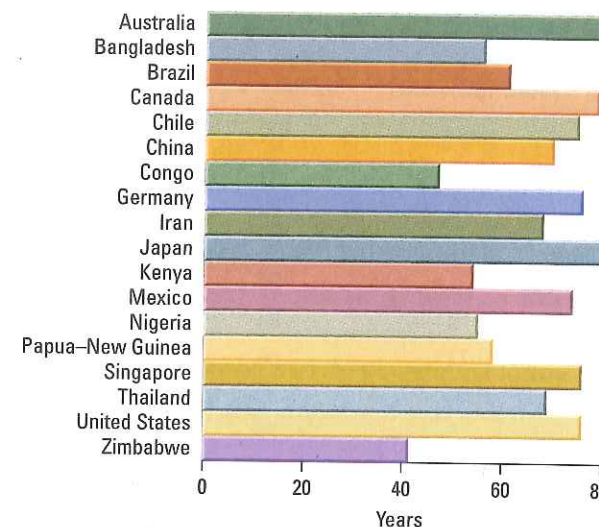


LIFE EXPECTANCY

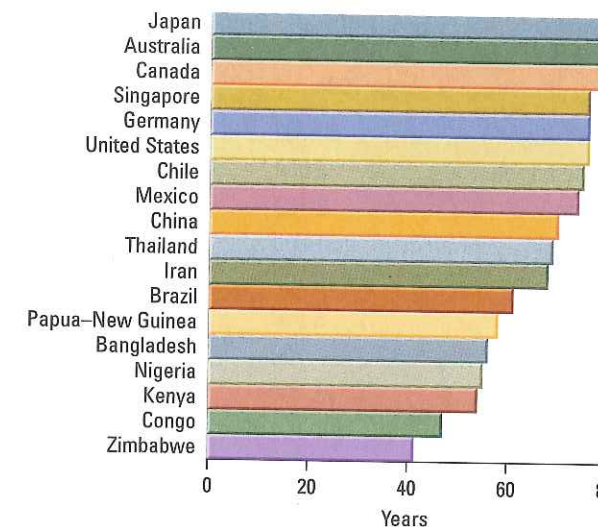
How long a country's people can hope to live is an indicator of development of a country's healthcare and social system. Fig. 32-5 shows how long a person can expect to live in 18 different countries. As you can see, there are large differences in **life expectancy** among these countries. Fig. 32-6 rearranges the same data to show life expectancy from shortest to longest. We can see that countries such as Canada, Japan, and Germany have much longer life expectancies than countries such as Nigeria, Bangladesh, and Kenya.

The HIV/AIDS epidemic in Africa has caused the life expectancy in some countries to drop below 40 years.

1. a) Use the information in Figs. 32-5 and 32-6 to rank the countries from 1 to 18, with 1 being the longest life expectancy.
- b) Average the rankings for any countries that are tied. For example, since Australia and Japan are tied for first and second place, give each a ranking of 1.5 $[(1 + 2)/2 = 1.5]$. The United States, Germany, and Singapore are tied for fourth, fifth, and sixth place so each should have a ranking of 5 $[(4 + 5 + 6)/3 = 5]$.
- c) Copy the organizer in Fig. 32-7 into your notebook. List the countries alphabetically in the first column. Transfer the rankings of life expectancy from the list you created in 1a) and 1b).



▲ **Fig. 32-5** This graph shows the average life expectancy in a sample of 18 countries.



▲ **Fig. 32-6** If we sort countries according to life expectancy (from longest to shortest), it becomes easier to see that certain countries can be grouped together. If we had data for all of the countries in the world, we would follow the same process—it would just be a lot more work. Note that it would be much faster if we could find a data source that already gave us the statistics sorted from high to low (or low to high) rather than sorted alphabetically. Many on-line data sources give the user the option to display the data in various ways.

▼ **Fig. 32-7**

	Life Expectancy (years)	GDP per Capita (US\$) PPP	Natural Increase Rate %	Undernourished People as % of Total	Literacy Level (%)	Doctors per 100 000 People, 2004	TOTAL
Australia							
Bangladesh							
Brazil							
Canada							

WEALTH

GDP per capita (PPP) is the most commonly used measure of a country's wealth. It measures the total value of goods and services a country produces in a year on a per person basis. In developing countries, even the basics of life—food, shelter, and clothing—may not be available to most people. On the other hand, in developed countries, new products are constantly being created for people to purchase. More powerful video game systems, designer clothing, and the latest athlete-endorsed running shoes are just a few of the non-essential items that some people in developed countries may feel they "need." You can probably think of other examples.

The Purchasing Power Parity (PPP) version of GDP per capita is used here. It is more accurate than the simple GDP per capita measure since income is related to the cost of living in the country.

	GDP per Capita (US\$, PPP, 2004)	Natural Increase Rate (per 1000), 2005	Undernourished People as % of Total, 1998–2000	Literacy Level (%), 2003	Doctors per 100 000 People, 2004
Australia	30 700	4.8	neg.	100	240
Bangladesh	2 000	21.6	35	43	23
Brazil	8 100	10.7	10	86	206
Canada	31 500	3.1	neg.	97	209
Chile	10 700	9.7	4	96	109
China	5 600	6.2	9	86	164
Congo, Dem. Rep.	700	29.9	73	66	7
Germany	28 700	-2.2	neg.	99	362
Iran	7 700	11.3	5	79	105
Japan	29 400	0.5	neg.	99	201
Kenya	1 100	25.5	44	85	13
Mexico	9 600	16.2	5	92	171
Nigeria	1 000	23.5	7	68	27
Papua–New Guinea	2 200	22.6	27	66	5
Singapore	27 800	5.3	neg.	93	140
Thailand	8 100	8.7	18	95	30
United States	40 100	5.9	neg.	97	549
Zimbabwe	1 900	5.1	38	91	6

neg. = negligible

▲ Fig. 32-8 Use these data to complete the activity.

- Fig. 32-8 shows the GDP per capita for the sample of 18 countries. Sort these statistics from high to low GDP per capita. The highest GDP per capita would be ranked 1 and the lowest 18. Add the rankings to your organizer.

NATURAL INCREASE RATE

As a country develops, it is typical for the natural increase rate to decrease. There are many reasons for this. For example, in a developed country most women have control over how many children they will have. In addition, people in countries with pension systems and effective health care do not feel the need to have large families to support them in their old age.

- Using the data in Fig. 32-8, sort the statistics from low to high natural increase rates for the 18 countries, with 1 being the lowest population growth rate. Add these rankings to your organizer.

Natural Increase Rate =
Birth Rate – Death Rate
You can learn more
about the natural increase
rate in Chapter 16.

FOOD SUPPLY

Food supplies energy to the human body. The amount of food energy needed to survive varies from country to country. This is because of differences in average body size, the age composition of the population, and the climate. Generally speaking, people in tropical regions need less food energy than those in colder climates. Canada, for example, has an average daily requirement of 11 172 kJ (kilojoules), while Indonesia has an average of only 9072 kJ. In this study we measure food supply by examining how many people in the country are undernourished, i.e., do not have enough to eat based on what is needed in that country.

- Use the data in Fig. 32-8 to sort the countries' food supply from high to low, with 1 being the highest level of food supply. (Assume that **negligible** is equivalent to zero.) Transfer the ratings to your organizer.

Why do people in cooler countries like Canada need to eat more than those in warmer countries?

negligible
insignificant

EDUCATION LEVEL

Many experts would suggest that the best way to advance a country's economic and social development is to improve the education of the country's citizens. Educational achievement can be measured in many ways. One of the simplest is to determine the **literacy** level, that is, the percentage of the population that can read and write. Experts know that if literacy is higher, it is easier to spread information about such things as better farming methods and health issues.

- Sort the literacy levels in Fig. 32-8 from high to low, with 1 being the highest literacy level. Place the rankings in your organizer.

HEALTHCARE

You may have suffered from diarrhea on occasion. Your parents probably had measles when they were children and had to stay home from school for a few weeks. In developed countries, we assume that we will recover from what we think of as minor illnesses like diarrhea, and we are able to eliminate diseases like the measles almost entirely. In developing countries, though, thousands of children die each year from illnesses like these.

You almost certainly have not had measles, formerly a common childhood disease, since you likely received vaccines to prevent it.

An effective healthcare system is an important indicator of a country's level of development. One way to measure the quality of the health care system is to know how many people, on average, each doctor must look after.

6. The final column of data in Fig. 32-8 shows the number of doctors per 100 000 people for the 18 countries. Rank these from lowest to highest, with 1 having the highest number of doctors per 100 000 people. List the rankings in your organizer.
7. For each country, total the rankings for the six measures used. Based on these totals, divide the countries into three groups of six, from most to least developed. These three groups of countries represent different levels of development: developed countries, newly industrializing, and developing countries.



To get detailed information about countries, check www.pearsoned.ca/makingconnections2.

The Three Levels of Development

Developed Countries

Countries classified as “developed” are at the highest level of economic and social development. What are the characteristics of developed countries?

- Citizens of the developed countries have the highest standard of living in the world. Even the poorest people in these countries live well compared to many people in developing countries.
- Their economies are based increasingly on the service sector. They have well-developed services such as education, healthcare, banking, transportation, and information technologies.
- While most of these countries developed because of advanced manufacturing, manufacturing is a less important economic activity today than in the past.
- Primary industries, while highly efficient, are the least important part of the economy in terms of value and providing jobs.

The wealth and high living standard of developed countries have been achieved at great cost. Despite the fact that they have only about 20% of the world's population, they use most of the world's resources and produce most of its pollution. In the years to come, it will be a great challenge for these countries to maintain their standard of living while reducing their impact on the world's environment.

See Chapter 22 for more information on primary industry.

See Chapter 39 for more information on the ecological cost of development.

Developing Countries

Of the three groups, “developing countries” have the lowest levels of economic and social growth. Most of the countries of Africa and many countries in Asia are members of this group. They tend to share the following characteristics:

- In contrast to the developed world, developing countries have economies that are dominated by primary industries and, in particular, by agriculture (Fig. 32-9). In most developing countries, the majority of people are farmers who consume most of what they produce.
- Much new development is focused on manufacturing since these countries often have raw materials that can be used in manufacturing. Furthermore, their rapidly growing populations need manufactured goods of all types.
- The service sector of the economy tends to be poorly developed since most people have little money to spend on services such as telephones, movies, schools, and restaurants.
- Citizens earn little cash income. Most of their production is for their own use or is traded to supply their needs.
- Since citizens earn so little, they do not pay taxes. As a result, the government is not able to provide money for education, healthcare, or economic development. Frequently, developing countries have to rely on **foreign aid** to pay for such things.



▲ Fig. 32-9 The economy of developing countries is dominated by agriculture.

Not enough foreign aid is available to meet all of these needs.

Newly Industrializing Countries

Different countries in many parts of the world are moving from the category “developing countries” to the category “newly industrializing.” The economies of these countries were once based mainly on agriculture. Over time, different manufacturing industries became established.

As the industrial base grows and diversifies, the service industry will also increase in size, and this will help improve the standard of living. This process takes many years to occur. Perhaps the best examples of this change in the last 60 years or so have occurred in southeast Asia, especially in the “Four Dragons”: Taiwan, South Korea, Hong Kong, and Singapore. Each has progressed from the developing stage to the developed stage since the end of World War II. They progressed by achieving economic growth rates much greater than those that were occurring in developed countries. The enormous changes involved in becoming developed are currently occurring in other countries of Asia such as China and Malaysia, and in Latin America countries such as Brazil and Chile.

Limitations of Grouping Countries

While there are some obvious and important advantages to grouping countries as we have done here, there are also some problems with this method.

- One problem is deciding what “progress” and “development” really are. For example, by the definition we have used here, a country can be seen to “develop” when it increases its GDP per capita, even if this increase may not improve the quality of life for the country’s citizens. For instance, if a country spends a great deal of money on its military or on industrial development that causes major environmental damage, it will increase its GDP but might cause harm to its citizens.
- Consider what isn’t revealed in GDP statistics. In some countries, most people produce their own food. This fact would not be reflected in GDP statistics since this food was not sold to anyone. On the other hand, farmers may grow **cash crops** like coffee and sugar, which they sell and thus add to the GDP. However, the land used for cash cropping is no longer available for growing food and the coffee and sugar workers may not earn enough to provide their families with adequate healthcare, education, or even food.
- A third problem is that there are only three groups. This means that each group contains countries that can be very different from each other. For example, compare Bangladesh and Nigeria. Bangladesh has a huge population and few marketable natural resources, while Nigeria has vast **reserves** of natural resources like oil and natural gas.
- A fourth problem is that this approach assumes that a country’s level of economic and social development is the same throughout the population. Clearly this is not the case. In Canada, we have people who are billionaires and others who live on the street. In countries such as China and India, some people drive luxury automobiles and live in fancy homes while hundreds of millions struggle to feed their families. Each group gives only a broad picture of the level of economic and social development of the countries within it.
- Not all countries fit neatly into one or another of the three groups. You have seen that countries with the most advanced economies usually have the most highly developed social programs. Countries that were once allies of the Soviet Union or part of the Soviet Union itself, however, had more highly developed social programs than economic development. So, in which group do they belong? The level of economic development in the former Soviet bloc countries is beginning to match that of their neighbours. Former Soviet **bloc** countries such as Estonia, Hungary, and even Russia itself, may move into the developed countries category. Others, such as Kazakhstan and Uzbekistan, may fall into the newly industrializing category.

Remember that high military expenditures might be used to keep a dictator in power.

When the farmer buys food and other items this increases the GDP as well.

reserves
amounts

Cuba, for example, has levels of economic development that you would expect to find in a developing country, but levels of social development typical of a developed country.

bloc
group of countries with a shared aim such as the group of eastern European communist countries formerly controlled by the Soviet Union

- A final problem is that these groupings are only a snapshot of the situation at a particular time. They do not reflect the fact that rapid changes may be occurring.

QUESTIONS

KNOWLEDGE AND UNDERSTANDING

1. Describe the characteristics of developed, developing, and newly industrializing countries. Give two examples of each that are not listed in Fig. 32-8.
2. a) Copy Fig. 32-10 into your notebook and complete it using the information from

Figs. 32-6 and 32-8. The first row has been completed for you.

- b) Briefly describe the importance of each characteristic to a country’s well-being.

▼ Fig. 32-10

Characteristic	Developed	Newly Industrializing	Developing
Life Expectancy (years)	76–80	61–78	41–56
GDP per Capita			
Natural Increase Rate (per 1000), 2005			
Undernourished People (%)			
Literacy Level (%)			
No. of Doctors per 100 000 People			

THINKING

3. a) Using Fig. 32-4, identify the parts of the world where most of the developed and developing countries are located.
b) Sometimes these two groups of countries are called the North and the South. What is meant by this, and what significance does it have?

APPLICATION

5. a) Assume that you thought that using three groups of countries was too complicated. How would you divide the world into only two groups? What would be the main advantage and main disadvantage of having two groups?
b) It is possible to criticize the three-country group model for being oversimplified—consider the problem of having countries like Nigeria and Bangladesh in the same group or Chile and China together. Assume that you decide to have more than three groups, how many additional groups would you add? What would be the distinctive characteristics of each of these groups? What would be the main advantage and main disadvantage of having more than three groups?

COMMUNICATION

4. What do you think are the two most serious problems facing most developed countries? How should we deal with them? Share your ideas with a partner. Then, as a class, reach a consensus on what the two most serious problems are and create a master list of ideas for dealing with them.