

Summary and Review

KEY ISSUE 1

Why Does Development Vary among Countries?

Development is the process by which the material conditions of a country's people are improved. The world is divided into developed countries and developing ones. Developed and developing countries can be compared according to a number of indicators.

LEARNING OUTCOME 9.1.1: Identify the HDI standard of living factor.

- The HDI, which measures the level of development of each country, is calculated by combining three measures.
- Standard of living is measured through gross national income per capita at purchasing power parity.

LEARNING OUTCOME 9.1.2: Identify the HDI health factor.

- The HDI health factor is life expectancy at birth.

LEARNING OUTCOME 9.1.3: Identify the HDI access to knowledge factor.

- The HDI knowledge factors are years of schooling and expected years of schooling.

LEARNING OUTCOME 9.1.4: Describe variations in level of development within countries and regions.

- Some developing countries, especially larger ones, have large variations among regions in level of development.

THINKING GEOGRAPHICALLY 9.1: In what ways would you expect the severe recession of the early twenty-first century to change some of the development indicators?

GOOGLE EARTH 9.1: Vehicle ownership rates are extremely low in Kenya, yet if you zoom into the center of Nairobi, what is the volume of traffic on the roads?



KEY ISSUE 2

Why Does Development Vary by Gender?

The UN has not found a single country in the world where the women are treated as well as the men.

LEARNING OUTCOME 9.2.1: Describe the UN's measures of gender inequality.

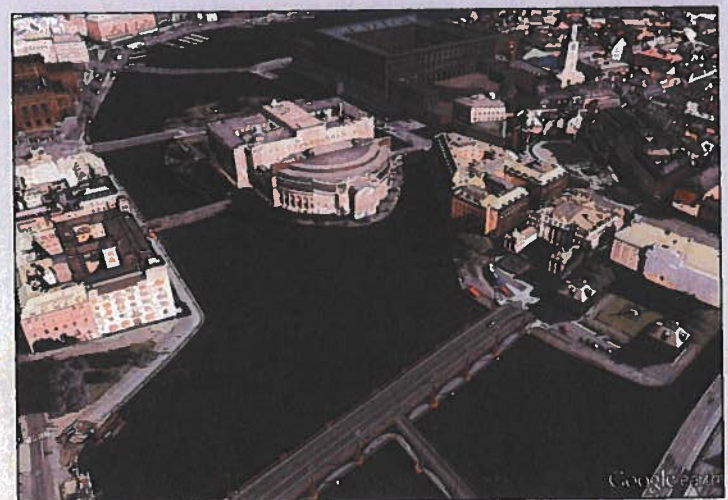
- The GII measures the extent of gender inequality.
- The GII combines measures of empowerment, labor force participation, and reproductive rights.

LEARNING OUTCOME 9.2.2: Describe changes since the 1990s in gender inequality.

- Gender inequality has declined in most countries since 1990, although not in the United States.

THINKING GEOGRAPHICALLY 9.2: Review the major economic, social, and demographic characteristics that contribute to a country's level of development. Which indicators can vary significantly by gender within countries and between countries at various levels of development? Why?

GOOGLE EARTH 9.2: Women comprise nearly one-half of Sweden's Parliament. Fly to Parliament of Sweden, Stockholm. What is the distinctive physical site on which the Parliament is located?



Key Terms

Active solar energy systems (p. 326) Solar energy systems that collect energy through the use of mechanical devices such as photovoltaic cells or flat-plate collectors.

Adolescent fertility rate (p. 312) The number of births per 1,000 women ages 15 to 19.

Biomass fuel (p. 324) Fuel that derives from plant material and animal waste.

Breeder reactor (p. 323) A nuclear power plant that creates its own fuel from plutonium.

Demand (p. 314) The quantity of something that consumers are willing and able to buy.

Developed country (more developed country [MDC] or relatively developed country) (p. 300) A country that has progressed relatively far along a continuum of development.

Developing country (less developed country [LDC]) (p. 300) A country that is at a relatively early stage in the process of economic development.

Development (p. 300) A process of improvement in the material conditions of people through diffusion of knowledge and technology.

Fair trade (p. 336) An alternative to international trade that emphasizes small businesses and worker-owned and democratically run

KEY ISSUE 3

Why Are Energy Resources Important for Development?

Development depends on abundant low-cost energy.

LEARNING OUTCOME 9.3.1: Explain the principal sources of demand for fossil fuels.

- Most energy is supplied by three fossil fuels: coal, petroleum, and natural gas.
- Developed countries and developing countries each consume approximately half of the world's energy.

LEARNING OUTCOME 9.3.2: Describe the distribution of production of the three fossil fuels.

- Fossil fuels are not distributed uniformly around the world, and they are nonrenewable sources of energy.

LEARNING OUTCOME 9.3.3: Analyze the distribution of reserves of fossil fuels and differentiate between proven and potential reserves.

- Reserves are divided into proven (fields already discovered) and potential (fields thought to exist).
- Proven reserves are not distributed uniformly.

LEARNING OUTCOME 9.3.4: Describe the role of OPEC and changes in the price and availability of petroleum.

- Much of the world's petroleum reserves are located in countries that belong to OPEC.
- The United States has increased its dependence on petroleum imported from neighbors in the Western Hemisphere.

LEARNING OUTCOME 9.3.5: Describe the distribution of nuclear energy and challenges in using it.

- Nuclear is the principal source of energy other than the three fossil fuels in the United States and a couple dozen other countries.
- Numerous problems limit the use of nuclear power, including threat of accidents, disposal of waste, use in making weapons, limited reserves, and high costs.

LEARNING OUTCOME 9.3.6: Identify challenges to increasing the use of alternative energy sources.

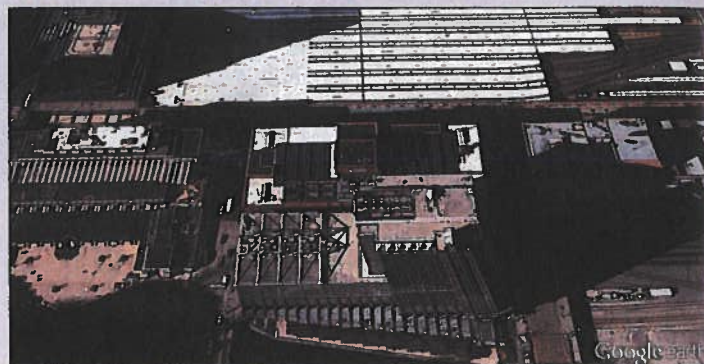
- Leading renewable energy sources include biomass, hydroelectric, geothermal, wind, and solar.

LEARNING OUTCOME 9.3.7: Compare and contrast between passive and active solar energy.

- Active solar energy captures energy with special devices, such as photovoltaic cells, whereas passive solar energy does not.

THINKING GEOGRAPHICALLY 9.3: The average American consumes approximately 500 gallons of gas a year in his or her car. Does your family use more or less than the average? To answer this, you need to know how many miles your or your family's vehicles are driven and the vehicles' fuel efficiency (average miles per gallon). The fuel efficiency can be found by Googling "fuel efficiency" plus the vehicle model and year.

GOOGLE EARTH 9.3: If you fly to 1301 W 120 St., Chicago, what type of energy is being supplied by the large rectangular feature?



cooperatives and requires employers to pay workers fair wages, permit union organization, and comply with minimum environmental and safety standards.

Female labor force participation rate (p. 311) The percentage of women holding full-time jobs outside the home.

Fission (p. 322) The splitting of an atomic nucleus to release energy.

Foreign direct investment (FDI) (p. 332) Investment made by a foreign company in the economy of another country.

Fossil fuel (p. 314) An energy source formed from the residue of plants and animals buried millions of years ago.

Fracking (hydraulic fracturing) (p. 319) The pumping of water at high pressure to break apart rocks in order to release natural gas.

Fusion (p. 325) Creation of energy by joining the nuclei of two hydrogen atoms to form helium.

Gender Inequality Index (GII) (p. 310) A measure of the extent of each country's gender inequality.

Geothermal energy (p. 325) Energy from steam or hot water produced from hot or molten underground rocks.

Gross domestic product (GDP) (p. 302) The value of the total output of goods and services produced in a country in a given time period (normally one year).

Gross national income (GNI) (p. 302) The value of the output of goods and services produced in a country in a year, including money that leaves and enters the country.

Housing bubble (p. 335) A rapid increase in the value of houses followed by a sharp decline in their value.

Human Development Index (HDI) (p. 301) An indicator of the level of development for each country, constructed by the United Nations, that is based on income, literacy, education, and life expectancy.

Hydroelectric power (p. 324) Power generated from moving water.

Inequality-adjusted HDI (IHDI) (p. 303) Modification of the HDI to account for inequality within a country.

Literacy rate (p. 307) The percentage of a country's people who can read and write.

Maternal mortality ratio (p. 312) The number of women who die giving birth per 100,000 births.

Microfinance (p. 337) Provision of small loans and other financial services to individuals and small businesses in developing countries.

Millennium Development Goals (p. 339) Eight international development goals that all members of the United Nations have agreed to achieve by 2015.

KEY ISSUE 4

Why Do Countries Face Obstacles to Development?

To develop more rapidly, developing countries must adopt policies that successfully promote development and find funds to pay for it.

LEARNING OUTCOME 9.4.1: Summarize the two paths to development.

- To promote development, developing countries choose either the self-sufficiency path or the international trade path.

LEARNING OUTCOME 9.4.2: Analyze shortcomings of the two development paths and give reasons international trade has triumphed.

- Self-sufficiency has protected inefficient businesses.
- International trade has increased dependency on declining resources and developed countries.
- Most countries have adopted international trade because of evidence that it promotes more rapid development.

LEARNING OUTCOME 9.4.3: Identify the main sources of financing development.

- Finance comes from direct investment by transnational corporations and loans from banks and international organizations.

LEARNING OUTCOME 9.4.4: Explain problems with financing development in developing and developed countries.

- Developing countries have been required to adopt structural adjustment programs.
- Developed countries have had to choose between policies that promote short-term growth and those that promote austerity.

LEARNING OUTCOME 9.4.5: Explain the principles of fair trade.

- Fair trade attempts to protect workers and small businesses in developing countries.
- Fair trade involves a combination of producer and worker standards.

LEARNING OUTCOME 9.4.6: Describe ways in which differences in development have narrowed or stayed wide.

- Developing countries have closed the gap with developed countries in some respects, such as health, but not in other respects, such as income.

THINKING GEOGRAPHICALLY 9.4: Some developing countries claim that the requirements placed on them by lending organizations such as the World Bank impede rather than promote development. Should developing countries be given a greater role in deciding how much the international organizations should spend and how such funds should be spent? Why or why not?

GOOGLE EARTH 9.4: A portion of the Trans-African Highway can be seen in the center of Voi, Kenya, running east-west in a curving arc immediately south of the center. Drag to street view, exit street view, and rotate so that north is to the right. For approximately what distance is the highway divided?



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Nonrenewable energy (p. 317) A source of energy that has a finite supply capable of being exhausted.

Passive solar energy systems (p. 326) Solar energy systems that collect energy without the use of mechanical devices.

Photovoltaic cell (p. 326) A solar energy cell, usually made from silicon, that collects solar rays to generate electricity.

Potential reserve (p. 319) The amount of a resource in deposits not yet identified but thought to exist.

Primary sector (p. 302) The portion of the economy concerned with the direct extraction of materials from Earth's surface, generally through agriculture, although sometimes by mining, fishing, and forestry.

Productivity (p. 303) The value of a particular product compared to the amount of labor needed to make it.

Proven reserve (p. 318) The amount of a resource remaining in discovered deposits.

Purchasing power parity (PPP) (p. 302) The amount of money needed in one country to purchase the same goods and services in another country; PPP adjusts income figures to account for differences among countries in the cost of goods.

Radioactive waste (p. 322) Materials from a nuclear reaction that emit radiation; contact with such particles may be harmful or lethal to

people; therefore, the materials must be safely stored for thousands of years.

Renewable energy (p. 317) A resource that has a theoretically unlimited supply and is not depleted when used by humans.

Secondary sector (p. 302) The portion of the economy concerned with manufacturing useful products through processing, transforming, and assembling raw materials.

Structural adjustment program (p. 334) Economic policies imposed on less developed countries by international agencies to create conditions encouraging international trade, such as raising taxes, reducing government spending, controlling inflation, selling publicly owned utilities to private corporations, and charging citizens more for services.

Supply (p. 314) The quantity of something that producers have available for sale.

Tertiary sector (p. 302) The portion of the economy concerned with transportation, communications, and utilities, sometimes extended to the provision of all goods and services to people, in exchange for payment.

Uneven development (p. 340) Development of core regions at the expense of those on the periphery.

Value added (p. 303) The gross value of a product minus the costs of raw materials and energy.