



Contents

	How To Use Social Science and the Humanities	2
1	Social Science and the Humanities	4
1.1	Society	6
1.2	What Is Social Science?	9
1.3	What Are the Humanities?	15
2	Philosophy and Ethics	18
2.1	Philosophy	20
2.2	Epistemology	21
2.3	Ethics	24
2.4	Philosophies from around the World	32
3	The Environment	34
3.1	What Is the Environment?	36
3.2	Maintaining a Balance in Nature	38
3.3	Resources	41
3.4	Human Impacts on the Environment	46
4	Economics	62
4.1	What Is Economics?	64
4.2	Microeconomics	66
4.3	Macroeconomics	73
4.4	Economic Indicators	78
4.5	Taxes and Fiscal Policy	84
4.6	International Trade	88
5	Development	92
5.1	What Is Development?	94
5.2	A History of Development	96
5.3	Economic Development	100
5.4	Criticisms of 'Economic Development' Models	103
5.5	Measuring Development	106
5.6	Measuring Poverty	108
5.7	Social and Community Development	110
5.8	Sustainable Development and the SDGs	116
5.9	Impacts of Development	118
6	Public Health	122
6.1	Health	124
6.2	Public Health	132
6.3	Public Health Policy	150
	Sources and Acknowledgements	154

How to use *Social Science and the Humanities*...

Before you use this book, read the information on these pages. It will help you to understand how it works. The aim of this book is to help you learn more about a range of social science and humanities subjects, to develop relevant skills, and to reflect upon important ideas in the social sciences and humanities.

Task Types

To help you in your learning, there are three kinds of tasks:

- **Exercises** focus on increasing your *knowledge* of the subjects in this book.
- **Activities** focus on developing and practicing important social science *skills* such as inferring, reasoning, comparing and contrasting, interpreting graphs and charts and statistics, understanding cartoons and thinking critically.
- **Discussions** focus on how the issues and ideas in the book relate to you, your community and society. They encourage you to develop your understanding by expressing your opinion and listening to the views of others.

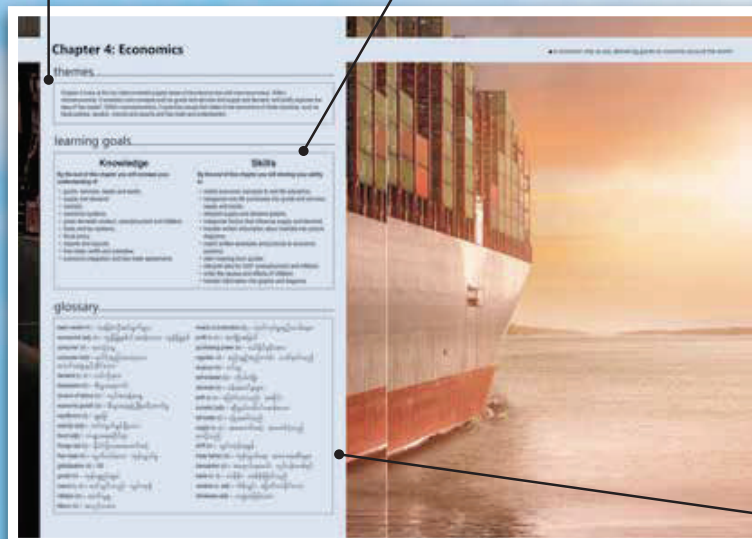
Structure

This book is divided into six chapters. Chapter 1 briefly introduces social science and the humanities and some of the main subjects within those areas of study. Chapters 2–6 explore some of those subjects in detail. We look at philosophy and ethics, the environment, economics, development and public health. Throughout the book we build upon, and show links between, topics that we have previously explored.

Before each chapter...

... read the *Themes* to prepare you for the main ideas in each chapter.

... look at the *Learning Goals*. These will help you to identify key knowledge and skills covered in the course. They will also provide guidelines to evaluate your progress through the course.



... there is a *glossary* of key words and phrases. Read them before the chapter or refer to them if you see a word in **bold** in the text that you do not know.

As you read...

... every section and subsection starts with a *Preview*. These encourage you to think about the topic you are going to study. They focus on what you already know, and your ideas about the topic.

... *Activities* are designed to help you practise useful skills. These include inferring, interpreting data, comparing and contrasting and thinking critically.

Social Science and the Humanities

Chapter 5: Development

5.5 Measuring Development

preview

1. Why measure development?
2. How can we measure development?

A lot of attention in development has been on economic growth. Therefore, economic results have often been used to measure development. The most commonly used economic measures of development have been *gross domestic product* (GDP) and *gross national income* (GNI) (see 4-4), but how else can development be measured?

Human Development Index

The United Nations Development Programme (UNDP) created an indicator to measure development that is not just economic. This is called the Human Development Index (HDI). HDI measures health, education and standard of living as well as income. Health is measured by life expectancy. Education is measured by the average number of years that people are in education and by how many years they are expected to be in school. Standard of living is measured by GNI per capita.

The index gives countries a score from 0 to 1. For example, Chad had an estimated HDI of 0.396 in 2015. Life expectancy was 51.9 years, the number of years that someone is expected to attend school was 7.3 years, and the mean years of actual schooling was 2.3 years. In the same year, Norway had an estimated HDI of 0.949. Life expectancy was 81.7 years, the number of years someone is expected to attend school is 17.7 years, and the mean years of actual schooling was 12.7.

The Human Development Index (HDI) and how it works

DIMENSIONS: A LONGER HEALTHY LIFE, MORE YEARS OF SCHOOLING, A BETTER STANDARD OF LIVING

INDICATORS: LIFE EXPECTANCY AT BIRTH, MEAN YEARS OF SCHOOLING, GNI PER CAPITA

DIMENSION INDEX: LIFE EXPECTANCY INDEX, EDUCATION INDEX, GNI INDEX

HUMAN DEVELOPMENT INDEX

activity

Interpreting Data – The HDI

This 2015 table shows the HDI report data for 20 countries. 1. Answer the questions.

a. Which country has the lowest mean years of schooling?
b. Which country has the highest life expectancy?
c. Which two countries have the highest mean years of schooling?
d. Rank the 20 countries in order from highest to lowest by HDI.

2. What things do the countries with the lowest HDI have in common? How might those things have affected their development?

Country	HDI	Life expectancy from birth	Expected years of schooling	Mean years of schooling	GNI per person (US \$)	Rank (1-20)
Australia	0.939	82.5	20.4	13.2	42,812	
Bangladesh	0.579	72.0	10.2	5.2	3,341	
Bolivia	0.674	68.7	13.8	8.1	4,315	
Cambodia	0.564	68.8	10.9	4.7	3,095	
Chad	0.396	51.9	7.3	2.3	1,391	
China	0.738	75.0	13.9	7.8	18,945	
Japan	0.903	83.7	15.3	12.5	37,208	
Malaysia	0.789	74.9	13.1	10.1	24,620	
Myanmar	0.556	66.1	6.1	4.7	4,544	
Niger	0.353	61.9	5.8	1.7	889	
Norway	0.949	81.7	17.7	12.7	67,614	
Russia	0.804	70.3	15.8	12.0	33,288	
Saudi Arabia	0.847	74.4	16.1	9.6	31,320	
South Africa	0.666	57.7	13.0	9.9	13,087	
Sweden	0.913	82.3	16.1	12.1	46,251	
Thailand	0.740	74.6	13.6	7.9	24,518	
United States	0.926	79.2	16.5	13.2	53,245	
Vietnam	0.683	73.9	12.6	8.0	5,335	
Yemen	0.482	64.1	9.0	3.0	2,300	
Zimbabwe	0.516	59.2	10.3	7.7	1,558	

Source: UNDP Human Development Report 2015 (p.158-201)

exercise

Answer the questions.

1. Which is the odd one out?

- How long someone is expected to live.
- One person's share of the GDP.
- One person's share of the GNI.
- The number of years someone is expected to be in school.

2. What do the other three have in common?

3. What dimension of the HDI does each one measure?

discussion

1. Do you think the HDI is a better measure of development than only economic data like GDP? Why or why not?
2. What other things not included in the HDI do you believe could be useful to measure development? Why?

... *Exercises* develop your ability to work with information. They ask you to find and think about information in texts by answering questions about them.

... *Discussions* encourage you to discuss the ideas in the text and how they relate to important or controversial issues affecting your community and society.

Additionally...

FOCUS ON ... MYANMAR

DEFORESTATION THREATENS BIODIVERSITY AND COMMUNITIES

13/05/15 — Clearing forests for commercial agriculture is increasing in Myanmar. According to a new report from a forest conservation organisation, this puts biodiversity at risk. It also increases the chances of conflicts over land. The government has allocated at least 5.2 million acres of forestland and identified a further eleven million acres as suitable to be cleared for private agribusiness projects.

Many of the forests are on land where there have been historical conflicts and current land claims by local ethnic minority groups. Forest clearance could increase armed conflict in these areas. The report also predicted the loss of wildlife in Myanmar from increased deforestation.

... there are *Focus on...* sections, which look at the main theme of the section in relation to one or more countries in the region.