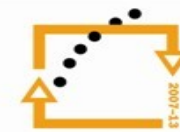




MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY



OP Vzdělávání
pro konkurenceschopnost



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

Alice Navratilová

GEOGRAPHIES OF DEVELOPMENT

GEOGRAPHIES OF DEVELOPMENT

AN INTRODUCTION TO DEVELOPMENT STUDIES

THIRD EDITION



Geographies of Development – the structure of the course I

- 1) Conceptualising development
 - a) Questioning development
 - b) Understanding colonialism
 - c) Theories and strategies of development
 - d) Globalization, development and underdevelopment

Geographies of Development – the structure of the course II

● 2) Development in practice

- A) methodologies of development – project cycle management
- Logical framework analysis
- B) participatory development
- C) institutions of development

Geographies of Development – the structure of the course III

- **3) Spaces of development**
- A) Local social movements and development
- B) Global civil society and development
- C) Urban spaces
- D) Rural spaces

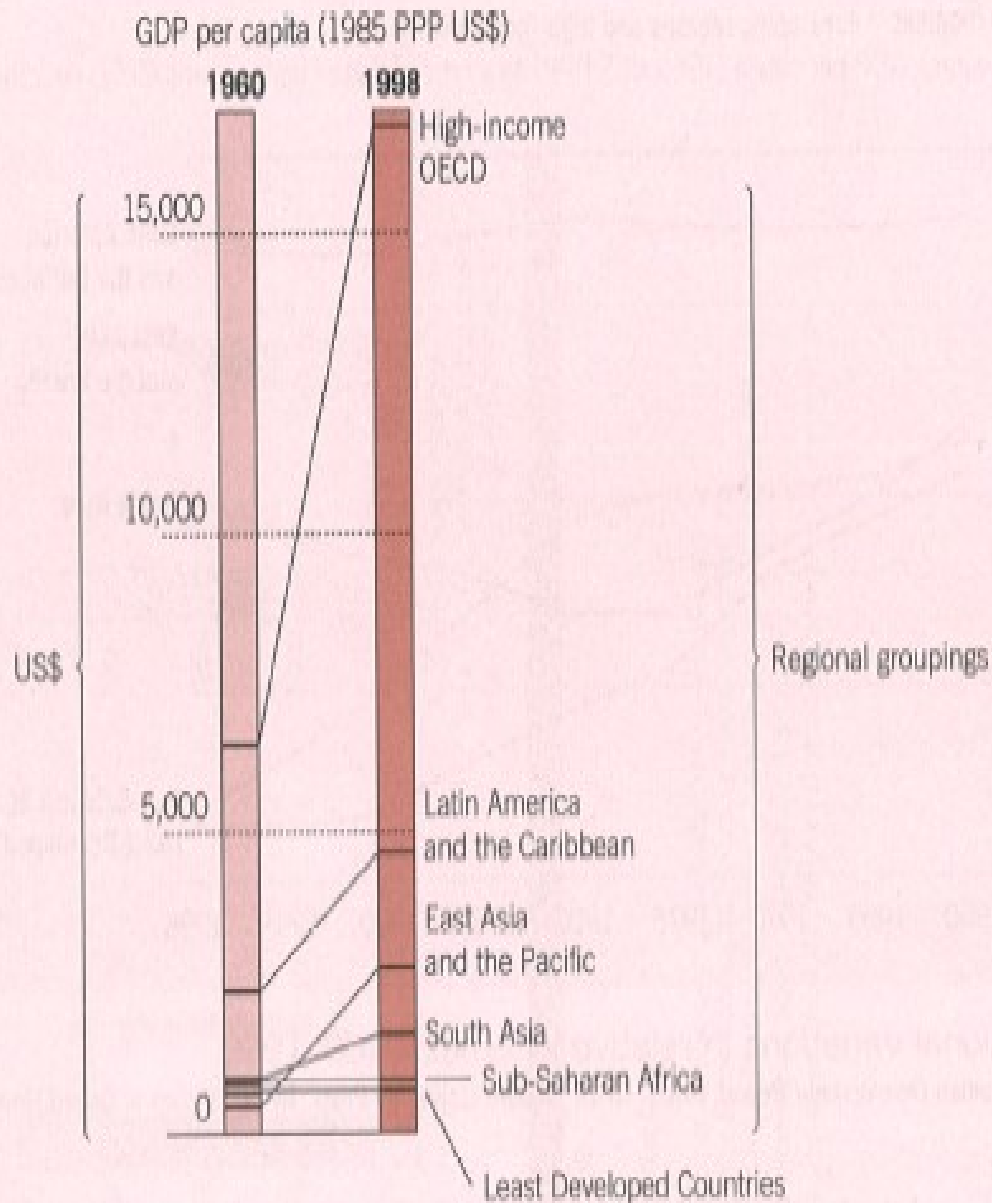


Figure 1.10 The widening gap in absolute incomes between world regions 1960-1998

Source: Adapted from United Nations (2001)

Growth of Inequalities

Table 1.3 Income ratios between the richest and poorest nations, 1820–2000

Year	Income of richest 20% divided by income of poorest 20%
1820	3:1
1913	11:1
1960	30:1
1970	32:1
1980	45:1
1990	59:1
2000	70:1

Sources: Fik (2000), Seitz (2000), UNDP (1998)

QUESTIONING DEVELOPMENT

- Overviews of different ways of development definition
- Quantitative counts and qualitative conception of development
- Focus on socio-economic improvements since 70s, but net increase in inequalities

The nature of development

Thomas (2001)

- ⦿ Different usages of 'development'
- ⦿ 1) development as fundamental or structural change
- ⦿ Development as intervention and action aimed at improvement
- ⦿ Development as the platform for improvement encompassing changes that will facilitate development in the future

The 'essence' of development

- ⦿ Different views on development
- ⦿ What is your definition of development?
- ⦿ A) what constitutes development?
- ⦿ B) who participates in development?
- ⦿ C) which institutions promote development?

Positive interpretation of development

SUPPORTERS OF DEVELOPMENT:

- brings economic growth
- national progress
- modernisation along Western lines

Positive connotation wt development

- Improves the provision of basic needs
- Can help create sustainable growth
- Improves governance
- (Potter et al., 2008:5)

Alternative interpretations of development

- ① Critiques of development :
- ② Development is a dependent and subordinate process
- ③ Development creates and deepens spatial inequalities

Alternative interpretations of development

- D. undermines local cultures and values
- D. perpetuates poverty and poor working and living conditions

Critiques of development

- D. is environmentally unsustainable
- D. infringes human rights and undermines democracy
(Potter et al., 2008:5)

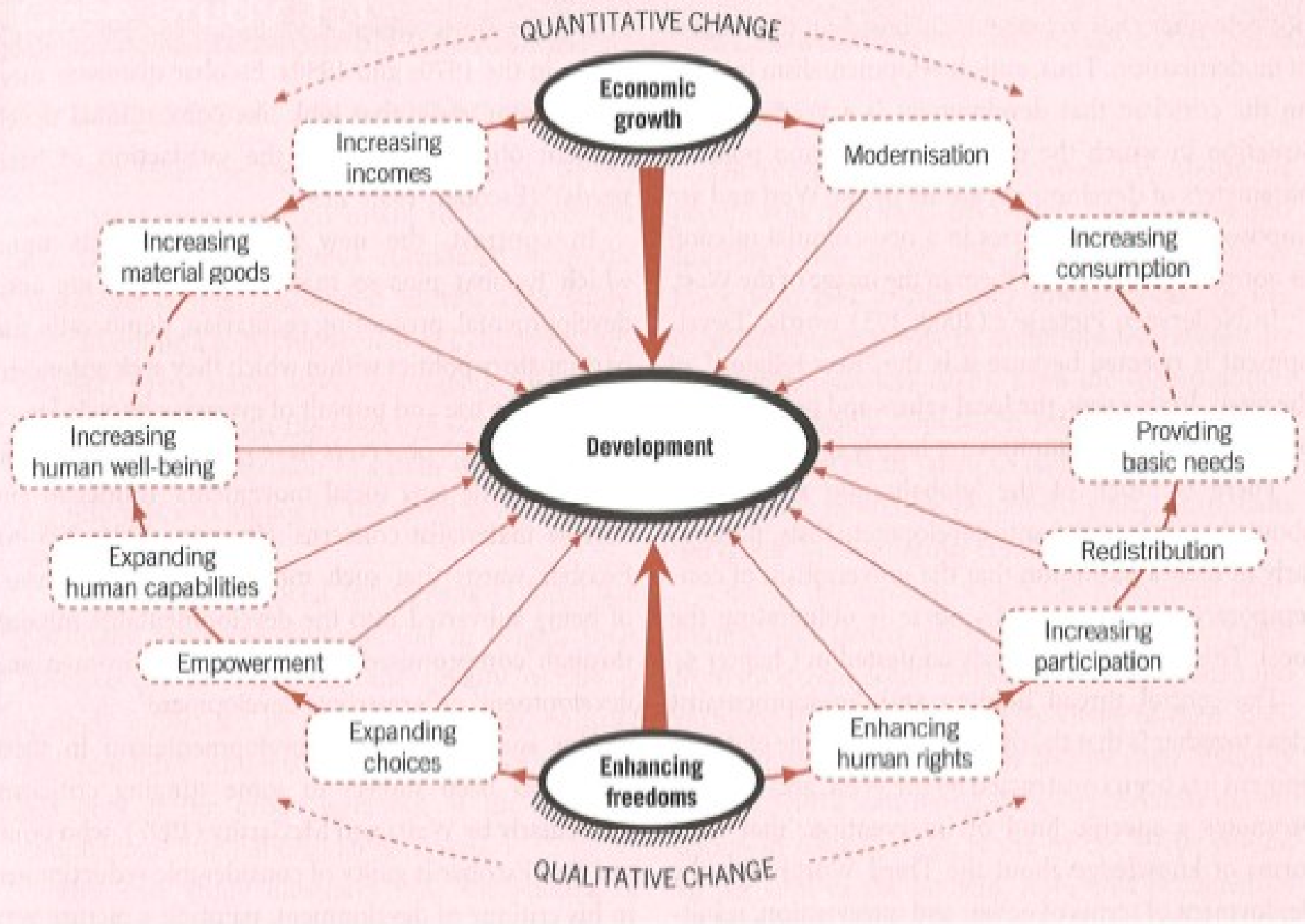
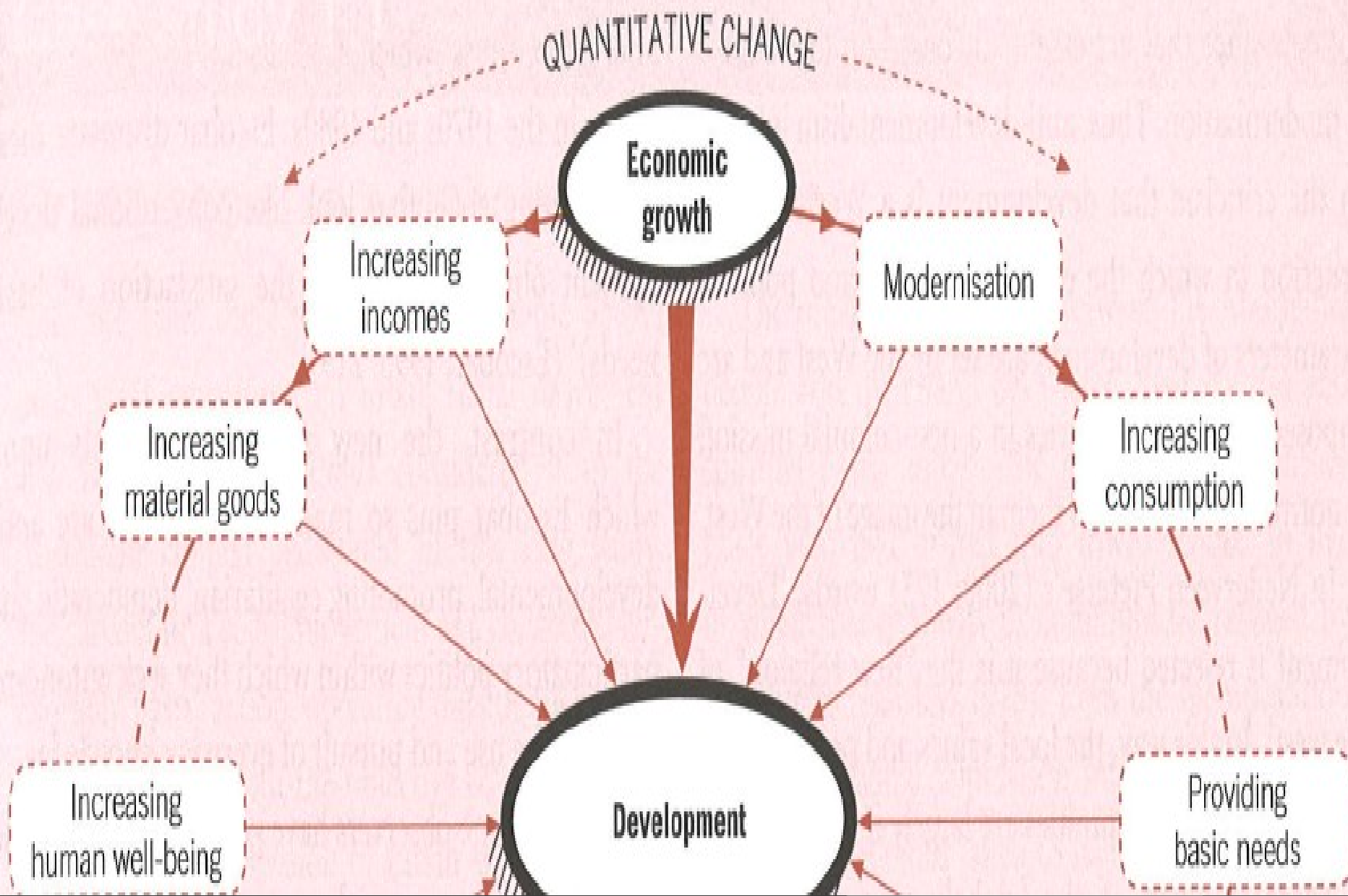


Figure 1.4 Development as economic growth and development as enhancing freedoms



QUANTITATIVE CHANGE

Economic growth

Increasing incomes

Modernisation

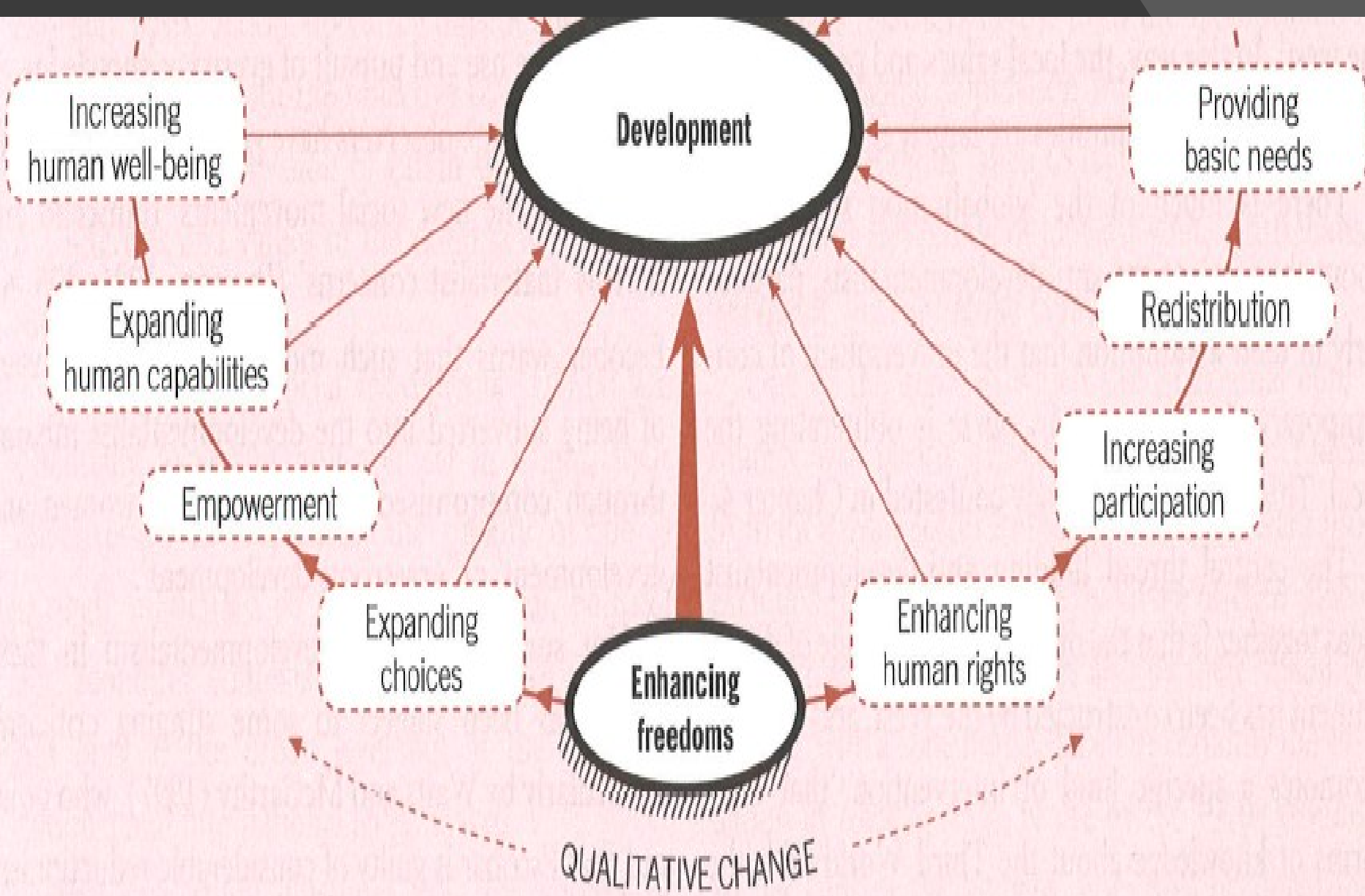
Increasing material goods

Increasing consumption

Increasing human well-being

Providing basic needs

Development



Amartya Sen



Plate 1.1 Amartya Sen

(photo: Getty Images/AFP)

- ⦿ Development as Freedom (2000)
- ⦿ Themes – poverty, famine, capabilities, inequality, democracy
- ⦿ Development consists of the removal of various types of unfreedoms that leave people with little choice and little opportunity for exercising their reasoned agency

Development as freedom

- ① Human freedom tend to promote freedoms of other kinds: many different **interconnections between distinct instrumental freedoms**
- ② **Economic and political freedoms help to reinforce one another**
- ③ (Although some argue the opposite)
- ④ .

Development as Freedom

- ◎ Social opportunities in the fields of health care and education – which **require public action** – complement individual opportunities for economic and political participation.
- ◎ Thus – intrinsic importance of human freedoms

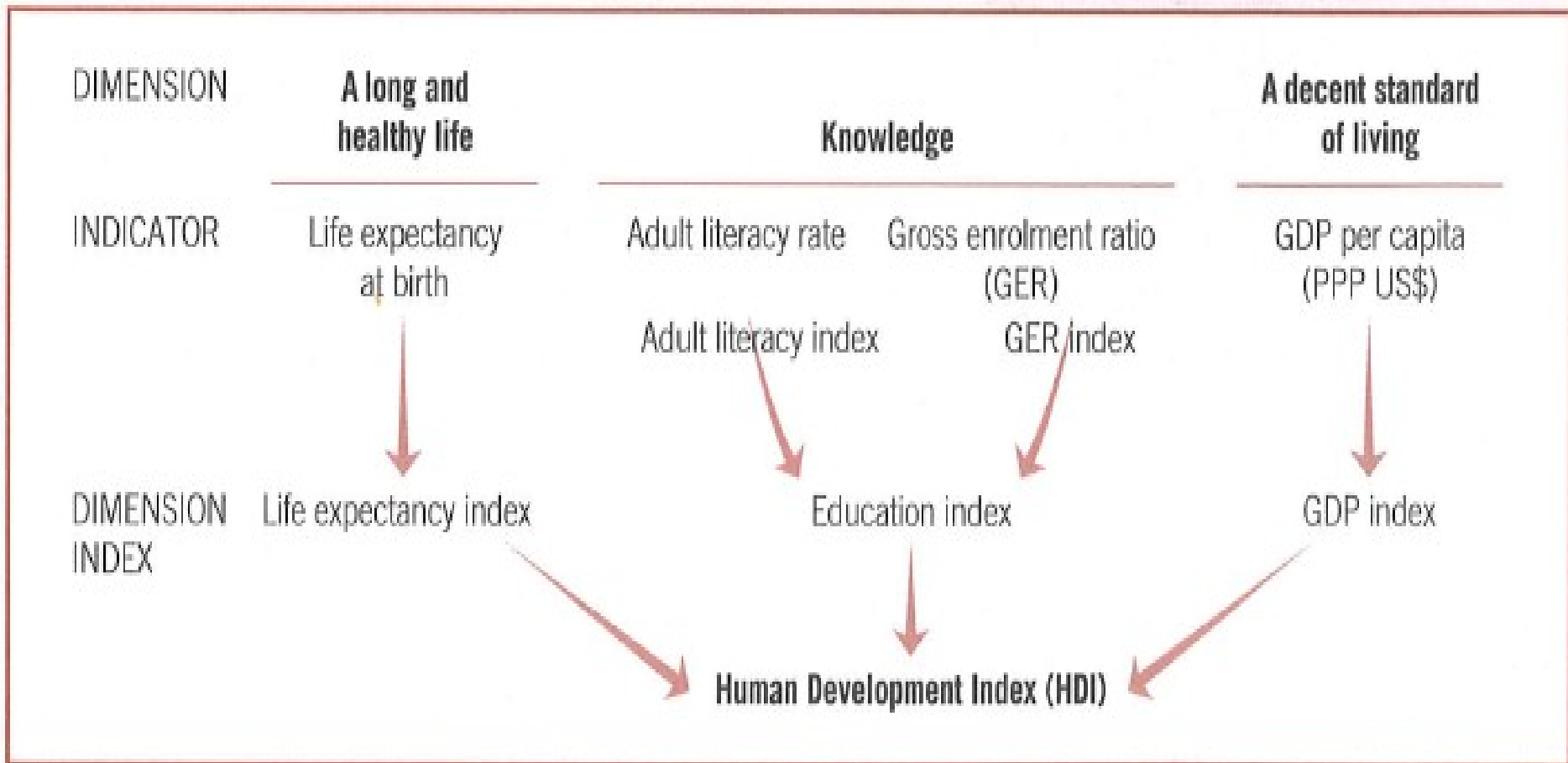


Figure 1.3 How the Human Development Index (HDI) is calculated

Comparing incomes – developing regions and high-income OECD

Regional average GDP per capita (1985 US\$ PPP) as a ratio of that of high-income OECD countries

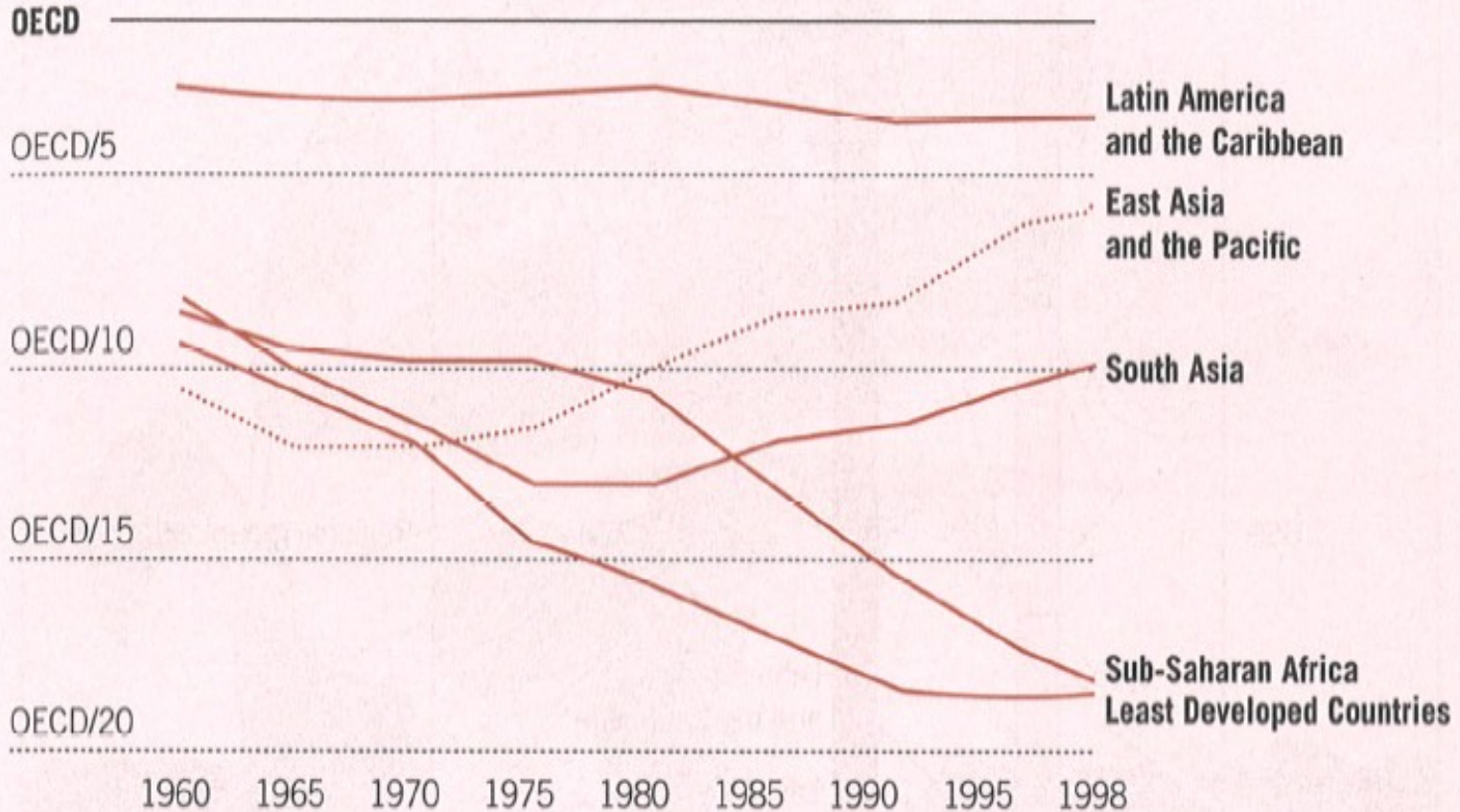


Figure 1.9 Regional variations in relative incomes 1960–1998

Source: Adapted from *Human Development Report, 2001*, UNDP, Oxford University Press. By permission of Oxford University Press, Inc.

Classification of Development Theory

- ① 1) Modernisation School
- ② 2) Dependency School
- ③ 3) Neo-liberalism and current New Institutional Economics
- ④ 4) human development (basic needs approach, rights-based approach, development as freedom, MDGs)

Classification of Development Theory

- ⑤ alternative development
- ⑤ Alternative to mainstream development
- ⑤ Global civil society
- ⑤ Fluid category – what was in 70s alternative – currently mainstream (sustainable development, WED)
- ⑥ Post-development
- ⑥ Said, Escobar, Sachs, post-structuralist discursive analysis of development

Euro-centricity of development – basic criticism

- ⦿ Ideological biases
- ⦿ Lack of sensitivity to cultural variation
- ⦿ Setting of ethical norms

Euro-centricity of development

- basic criticism

- Stereotyping of other people
- Tendency towards deterministic formulations
- Dominance of 'male' narratives – vs. subaltern voices
- (Potter et al., 2008:5)

Euro-centricity of development – basic criticism

- Tendency towards reductionism
- Tendency towards the building of grand theories
- underlying tones of racial superiority
- Unilinearity
- Universalism

Mainstream economics

- ① western economics – logically closed system
- ① Assumptions are substituted for reality
- ① Mainstream economics is neither values-free nor tolerant of non-Western cultures-

Historical embeddedness of inequalities

**PROJECT OF
COLONIZATION,
MODERNITY AND
MODERNIZATION
SCHOOL**

Colonialism -

- ① Direct political control and administration of an overseas territory by a foreign state
- ① Colonial mission to develop colonial peoples - concept of *trusteeship*
- ① Cowen, Shenton - Doctrines of Development

colonialism

- - subjugation by physical and psychological force of one culture by another –
- a colonizing power – through military conquest of territory .

Two types of colonization

- ① A) **colonies of settlement** – which other eliminated indigenous people (Spanish destruction of the Aztec and Inca civilizations)
- ② B) **colonies of rule** – colonial administrators reorganize existing cultures to facilitate their exploitation (British use of local zamindars to rule the Indian subcontinent)

Bodley: Victims of Progress

“When the white man came he had the Bible and we had the land. When the white man left we had the Bible and he had the land.” Under colonialism, non-Europeans lost control of many of their material resources, a condition that led to considerable social disorganization.

The non-European world appeared backward to the colonizers who

Historical dimension of development

- ⦿ Expansion of the European colonial system
- ⦿ Colonialism – institutions and structures of colonialism had profound effect on the colonized societies
- ⦿ Key factor – relations between local elites and the center power, nationalism – Benedict Anderson

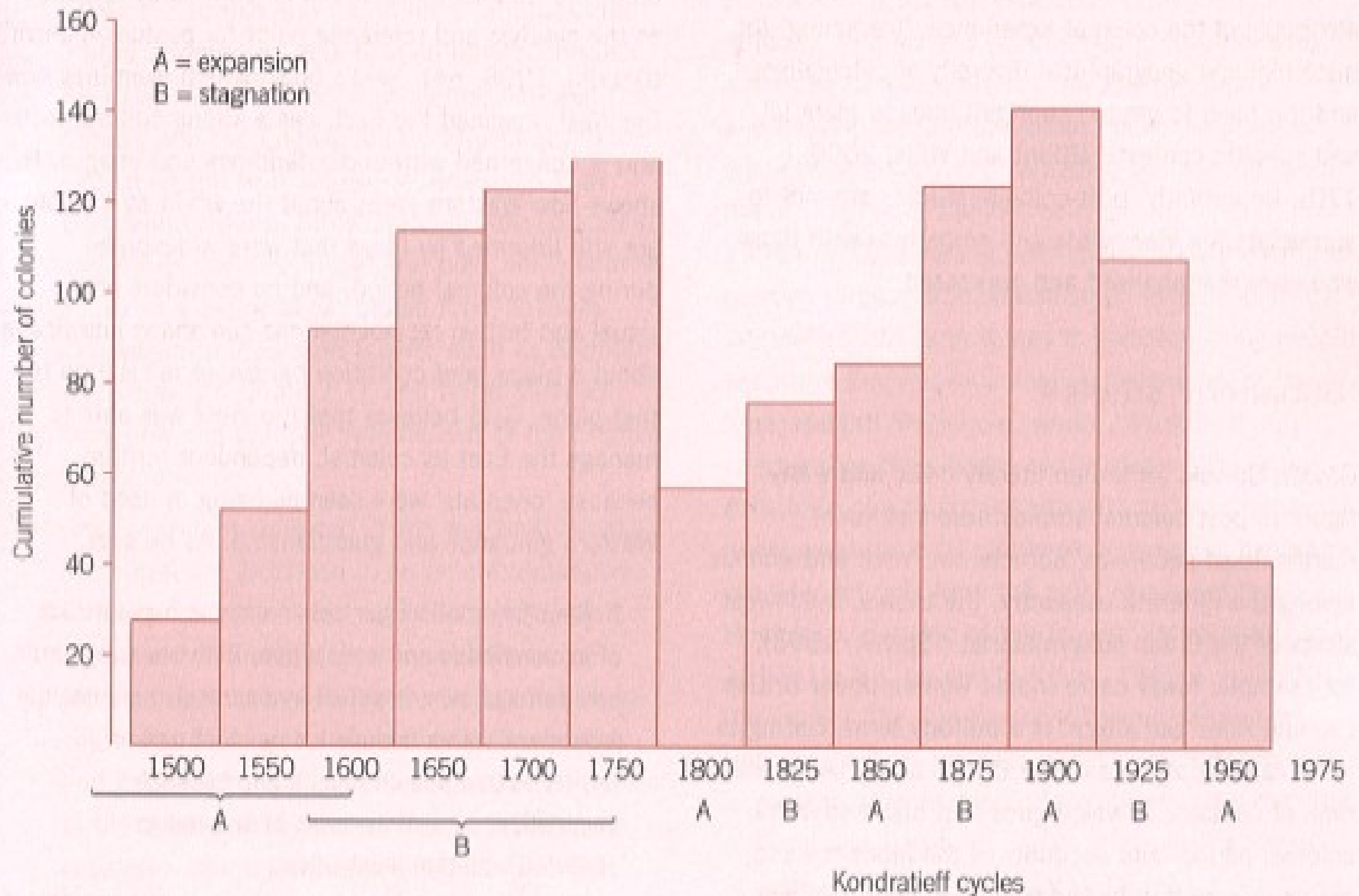


Figure 2.2 Long and short waves of colonialism

Source: Adapted from *Political Geography*, Taylor, P., Pearson Education Ltd © 1985

- Enlightenment interpretation of primitive societies – ideal of innocence
- Who inspired the approach?
- MEHMET, O. (1999): *Westernizing the Third World, The Eurocentricity of economic development theories*, Routledge, London.

Process of global expansion

Process of absorption and reconstruction of other peoples

Establishment of material base of global system

Construction of machineries of control and order

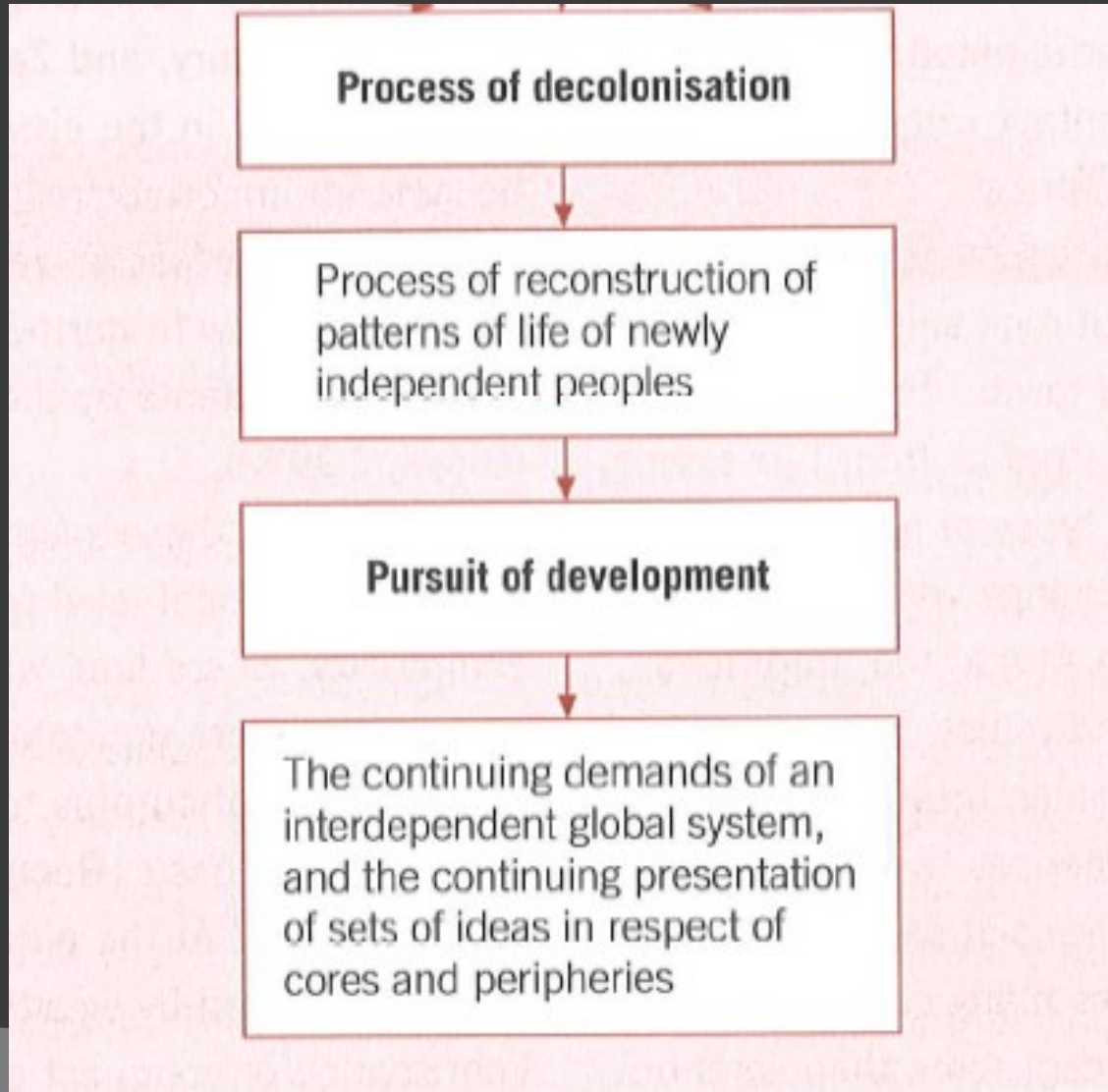
Elaboration of legitimating ideologies

Industry
Trade
Finance

Colonial state
Colonial city
Colonial society

From exotic
to ideal to savage
to underdeveloped

Processes of decolonisation



Types of colonial rule

- **Spanish, portugese** – did not bring about economic growth for the colonizing powers
- **Netherlands and United Kingdom** profited

Types of colonial rule

- **British empire** – administrators from England – to colonies
- **French** – tried to win over the domestic elite, assimilation via education system.

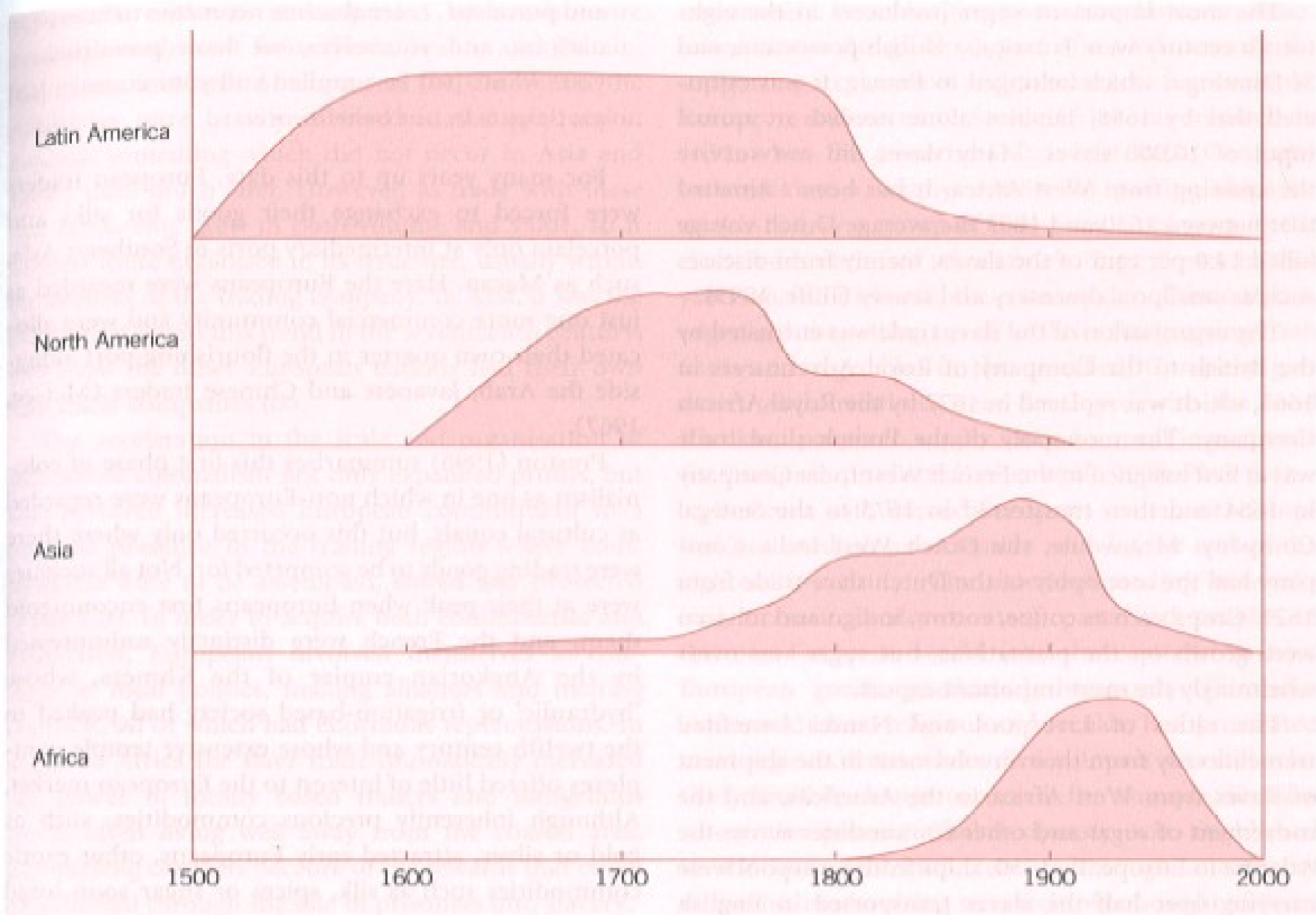


Figure 2.4 Regional colonialism: a chronology of the rise and fall in the numbers of colonies

Source: Adapted from Lowder (1986)

Reorganization of colonial labour

- Non-European societies were **fundamentally transformed** by the loss of their resources and craft tradition as their people became colonial subject

Reorganization of colonial labour

- ⦿ (labouring in mines, fields, plantations under regime of explorative production)
- ⦿ A great deal of colonial labor was **channeled away from reproducing local, non European culture** and into sustaintin distant European urban and industrial needs.

Political changes in colonies

- ① 19th century colonialism became more **bureaucratic and centrally organized**
- ① Late 19th century – colonial administrations in Asia and Africa were self-financing system,

Political changes in colonies

- Putting to use the loaylty of local princes and chiefs, bought wt titles, land and tax-farming privileges.
- Colonal subjects were forces into cash cropping to pay the taxes that finances the whole colonial enterprise

Changed role division

- **Incorporation of male colonial subjects into cash cropping**
- Disruption of formerly complementary gender roles of men and women in traditional cultures

Changed role division

- Women's traditional land-user rights were often displaced by new system of private property
- Increasing pressure on good production, normally the responsibility of women

Changed role division

- Kenya – the **former interdependence between men and women** in Kikuyu culture was fragmented – peasants' land confiscated –
- men migrated to work on European farms,
- reduction of women's control over the resources and lowering their status, wealth and authority.

Development as spread of Modernity

- Hall and Gieben (1) *The Reason* and its derivative notion of rationality:
- “the primacy of reason and rationality as ways of organizing knowledge, tempered by experience and experiment” (Hall, Gieben, 2000: 21).
- .

Development as spread of Modernity

- (2) *Empiricism* represents a fundamental shift **from believing into sensing** :
- “the idea that all thought and knowledge about natural and social world is **based upon empirical facts**, things that all human beings can apprehend through their sense organs” (*ibid.*).

Development as spread of Modernity

- (3) *Science* as the driving force fuelling the modernization machine. “Scientific knowledge, based upon the experimental method as developed in the scientific
- revolution of the seventeenth century, was the key to expanding *all* human knowledge¹ (*ibid*)

Development as spread of Modernity

science at the onset of the
modernization project
was believed to provide us with
**unequivocal and indisputable
knowledge**

Feminist perspective on science

- Braidotti et al. (1994) write of Western science as of the motor of the crisis.
- Braidotti (1994:10) points out to the role of science that assumes 'totalizing control over reality'.

Feminist perspective on science

- “Science with its *claims to objective truth* plays an important role in the way we think and act, in the way the modern societies
- function” (Braidotti et al, 1994: 9, emphasis added).
- Vandana Shiva (Post-development Reader, Rahmena,

Development as spread of Modernity

- ◎ (4) *Universalism*, “The concept that reason and science could be applied to any and every situation and that their principles were the same in every situation.
- ◎ Science, in particular, produces *general laws which govern the entire universe, without exception*” (Hall, 2001: 21; emphasis added)

Rostow - *The stages of economic growth* (1960).

the modernist notion of *common denominator* or a yardstick against which all society can be ordered, compared and subsequently classified: “It is possible to identify all societies, in their economic dimensions, as lying within one of five categories:

Stages of economic growth

- ① **the traditional society, the preconditions for take-off, the take-off, the drive to maturity, and the age of high mass-consumption”** (Rostow, 1960: 4). Rostow
- ② also offered a telling example of the status and importance of science in the modernistic project.

Rostow - mindset

- ⦿ The watershed is the *Newtonian physics* and *the universe composed of knowledgeable laws* that were to be discovered by humans. Thus Rostow writes: “A traditional society is (...) based on pre-Newtonian science and technology, and on pre-Newtonian attitudes towards the physical world. Newton is here used as a symbol for that watershed in history when men came widely to believe that the external world was subject to a few knowable laws, and
- ⦿ was systematically capable of productive manipulation” (*ibid.*).

- ⦿ (5) *Progress* represents the idea that the natural
- ⦿ and social conditions of human beings could be improved, by the application of
- ⦿ science and reason, and would result in an ever-increasing level of happiness
- ⦿ and well-being” (Hall, 2000: 21). “The founding concepts of social science were intimately bound up with the Enlightenment’s

The concept of progress

- intrinsically connected with science as science offers the possibilities of control.
- During much of the development era the concept of progress was narrowly viewed as economic growth, which in turn was summarized by the growth of the GDP.
- However, the progress understood as economic growth is either ancient or universal, as Deboraj Ray in her *Development economics* (2007) explains,
- economic growth is the *modern invention* and there is nothing universal or necessary about it:

- ⦿ “Economic growth, as the title of Kuznets 1996 pioneering
- ⦿ book on the subject suggests, is a relatively modern phenomenon. (...)
- ⦿ Throughout most of human history, appreciable growth in per capita gross
- ⦿ domestic product (GDP) was the exception rather than rule. In fact it is not far
- ⦿ from the truth to say that *modern economic growth was born after the Industrial*
- ⦿ *Revolution in Britain*” (Ray, 2007: 48; emphasis added).

- Rostow identifies: “The value system of these societies was generally geared to what might be called a long-run fatalism” (Rostow, 1962: 5). Which entailed also undesirable *ascriptive allocation of status* within the traditional societies:
- “Generally speaking, these societies (...) had to devote a very high proportion of their resources to agriculture; and flowing from the agricultural system there was a hierarchical social structure, with relatively narrow scope – but some scope of vertical mobility” (Rostow, 1962: 5).

Progress

- ⦿ as Hall explains further: “The founding
- ⦿ concepts of social science were intimately bound up with the Enlightenment’s concept of progress, the idea that through the application of reasoned and
- ⦿ empirically based knowledge, social institutions could be created that would make men happier and free from cruelty, injustice and despotism” (Hall, 2000: 37). The concept of progress is intrinsically connected with science as science offers the possibilities of control.

individualism

- ⦿ (6) *Individualism* is the concept that the
- ⦿ “individual is the starting point for all knowledge and action, and that *individual*
- ⦿ *reason cannot be subjected to a higher authority*” (Hall, 2000: 22; emphasis added).
- ⦿ Out of this characteristic stems the *methodological individualism* that prevailed
- ⦿ in economics throughout the 20th century

individualism

- ⦿ The following characteristics are important for the *micro-approaches* in
- ⦿ the development theory, or as *agent-centred perspective* ; it is a philosophical
- ⦿ foundation for the basic need, right-based approach and other approaches largely
- ⦿ embraced by the powerful actors of the development starting in the 1970s but
- ⦿ increasingly since the 1990s.

toleration

- ⦿ (7) *Toleration* is “the notion
- ⦿ that all human beings are essentially the same, despite their religious or moral
- ⦿ convictions, and that the beliefs of other races or civilizations are not inherently
- ⦿ inferior to those of European Christianity” (Hall, 2001: 21).

toleration

- Getting rid of the fetters and limitations of unreasonable constraints of traditional world-views was explicitly one of the main longings of the Enlightenment philosophers.
- For freedom ranked high on the Enlightenment philosopher's agenda

freedom

- ◎ *(8) Freedom*
- ◎ can be defined “an opposition to feudal and traditional constraints on beliefs, trade, communication, social interaction, sexuality, and ownership of property”
- ◎ *(ibid.)*.

Uniformity of human nature

Uniformity of human nature means “the belief that the principal characteristics of human nature were always and everywhere the same” (Hall, 2000: 22). If all people are same everywhere and if modernity means liberation from tradition and other constraints and the pursuit of individualistic aspiration then it is in sharp contrast with the existence of colonialism. We have to bear in mind that large part of the project of modernity occurred during the colonial times.

secularism

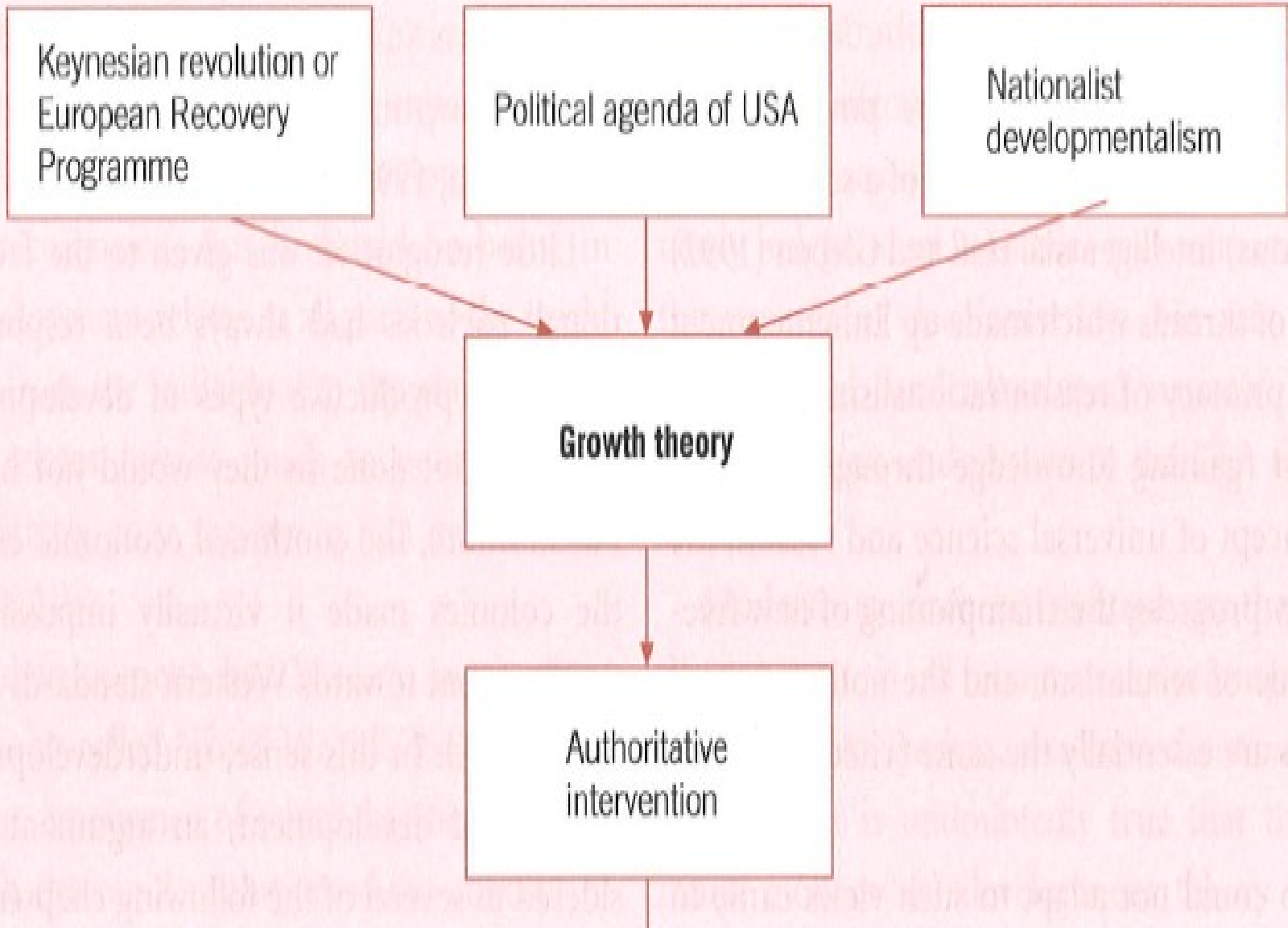
- ① 10) *Secularism* was the principle that the project of modernity firmly believed in and which often took form of “virulent *anti-clericalism*. The *philosopher’s* opposition to traditional religious authority stressed the need for secular knowledge free of religious orthodoxies” (Hall, 2000: 22).

Nation states, nationalism

- multiplied the already existing cleavages in the torn societies, but beside the existing tribal, regional and religious cleavages another one was created and imposed upon the former colonial subjects – the national one.
- the case in Africa, where the table-drawn boundaries, conceived during the *Scramble for Africa* at the Berlin conference (1884–1885), cut across many indigenous communities and created superficial divisions that
- further aggravated the already complicated situation.

logic of authoritative intervention

- Preston -



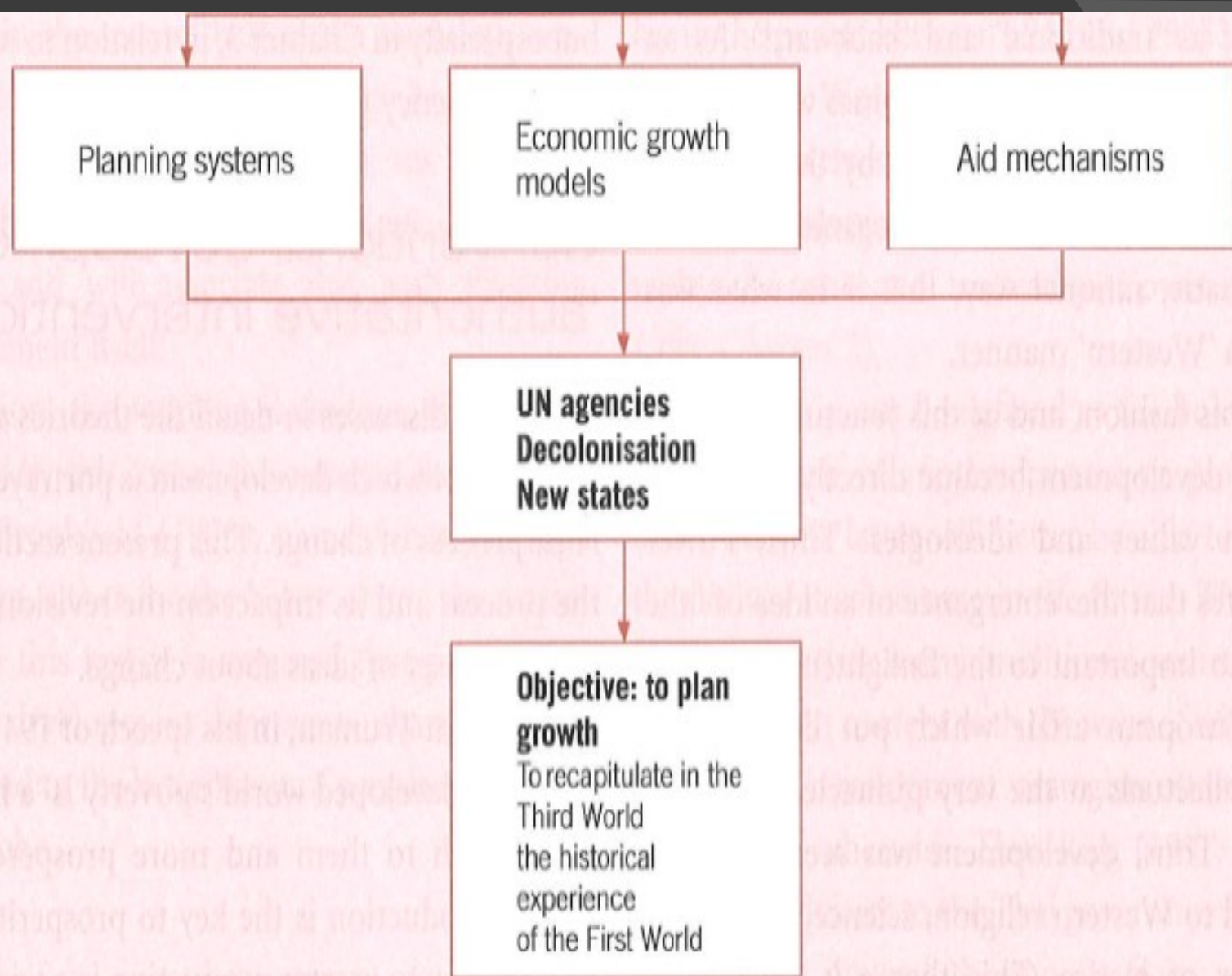


Figure 1.1 Post-colonial growth theory

Source: Adapted from Preston (1996)

Project of development

WORLD FRAMEWORK	Developmentalism (1940s–1970s)
POLITICAL ECONOMY	State-Regulated Markets Keynesian Public Spending
SOCIAL GOALS	Social Entitlement and Welfare Uniform Citizenship
DEVELOPMENT [MODEL]	Industrial Replication National Economic Management [Brazil, Mexico, India]
MOBILIZING TOOL	Nationalism (Post-Colonialism)

Project of development

MECHANISMS

Import-Substitution Industrialization (ISI)
Public Investment (Infrastructure and Energy)
Education
Land Reform

VARIANTS

First World (Freedom of Enterprise)
Second World (Central Planning)
Third World (Modernization via Developmental Alliance)

Criticism of neoclassical approach

- Neoclassical models neglect structural rigidities common to developing countries
- Prevent market from responding to price changes in 'NORMAL' E.G. THEORIZED MANNER

Growth theory

- ⦿ Growth theory – development process of capital formation;
- ⦿ Capital formation is largely determined by levels of savings and investment

Growth Theory

- ① Focus on **high-growth** sectors such as manufacturing (to the detriment of agriculture)
- ① In instances where market imperfections prevent this process from reaching a successful conclusion,
- ① **intervention may be required form the state and/ or external sources**

Growth theory II

As income levels increase with development
MARGINAL PROPENSITY TO SAVE (MPS)

Krajní sklon ke spotřebě /marginal propensity
to consume/ also rises = freeing the capital
for further investment

Growth – self-sustained character

Growth – market driven; however breaking
free from the inertia of long term stagnation
might require extensive state intervention.

Growth theory

- ⦿ Growth theory – development process of capital formation;
- ⦿ Capital formation is largely determined by levels of savings and investment
- ⦿ Focus on high-growth sectors such as manufacturing
- ⦿ In instances where market imperfections prevent this process from reaching a successful conclusion, intervention may be required from the state and/ or external sources

Growth theory II

As income levels increase with development
MARGINAL PROPENSITY TO SAVE (MPS)

Krajní sklon ke spotřebě /marginal propensity
to consume/ also rises = freeing the capital
for further investment

Growth – self-sustained character

Growth – market driven; however breaking
free from the inertia of long term stagnation
might require extensive state intervention.

Project of globalization

Globalism (1970s–)

Self-Regulating Markets (Monetarism)

Private Initiative via Free Markets
Identity Politics Versus Citizenship

Participation in the World Market
Comparative Advantage
[Chile, South Korea]

Efficiency (Post-Developmentalism)
Debt and Credit-Worthiness

Project of globalization

Export-Oriented Industrialization (EOI)

Agro-Exporting

Privatization, Public and Majority-Class Austerity

Entrepreneurialism

National Structural Adjustment (Opening Economies)

Regional Free Trade Agreements

Global Economic and Environmental Management

The Evolution of the Development Doctrine, 1950–2005

Erik Thorbecke

ADVANCING DEVELOPMENT

Core Themes in Global Economic

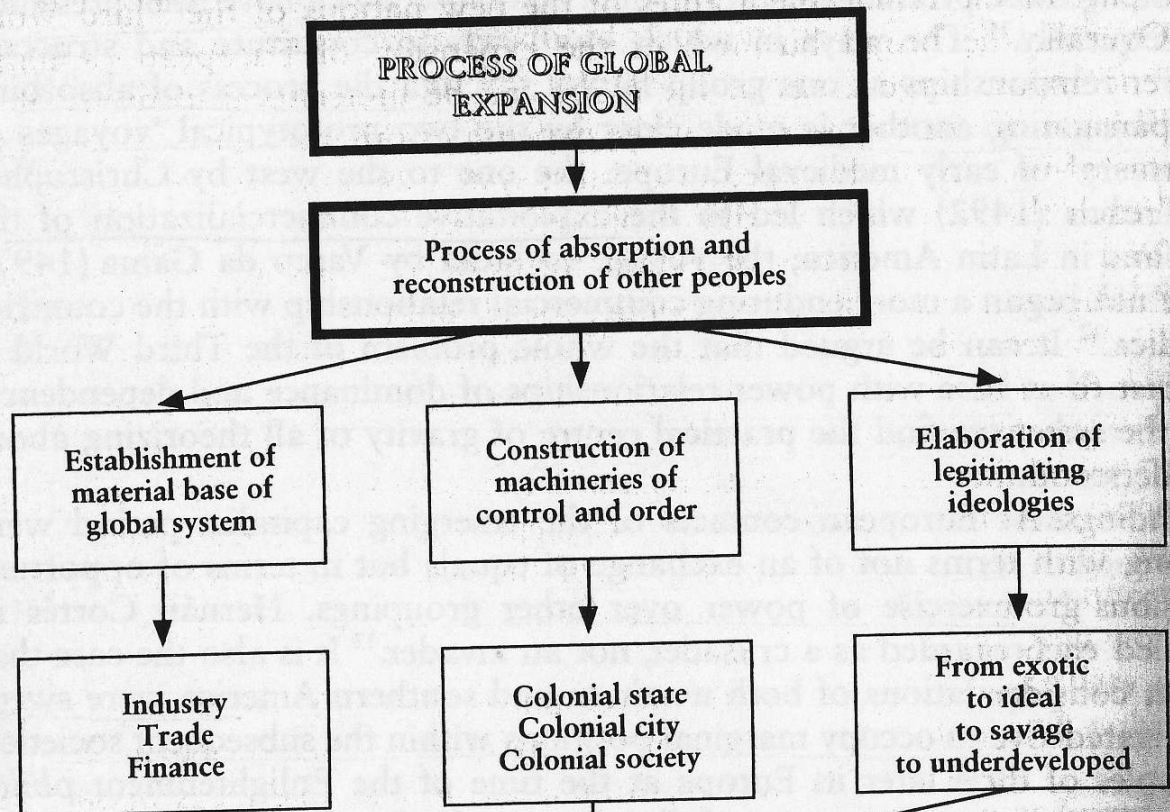
Edited by George Mavrotas
and Anthony Shorrocks
Foreword by Amartya Sen

ADVANCING DEVELOPMENT

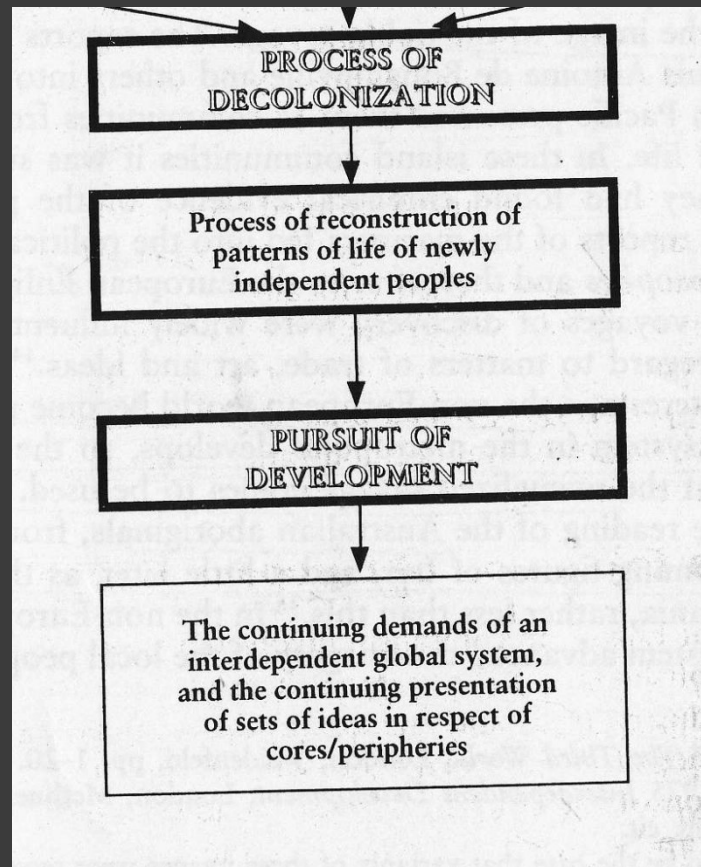
Edited by George Mavrotas and Anthony Shorrocks



Figure 9 Legacies of the colonial era



Ibid. II



The Evolution of the Development Doctrine, 1950–2005

Erik Thorbecke

ADVANCING DEVELOPMENT

Core Themes in Global Economic

Edited by George Mavrotas
and Anthony Shorrocks
Foreword by Amartya Sen

ADVANCING DEVELOPMENT

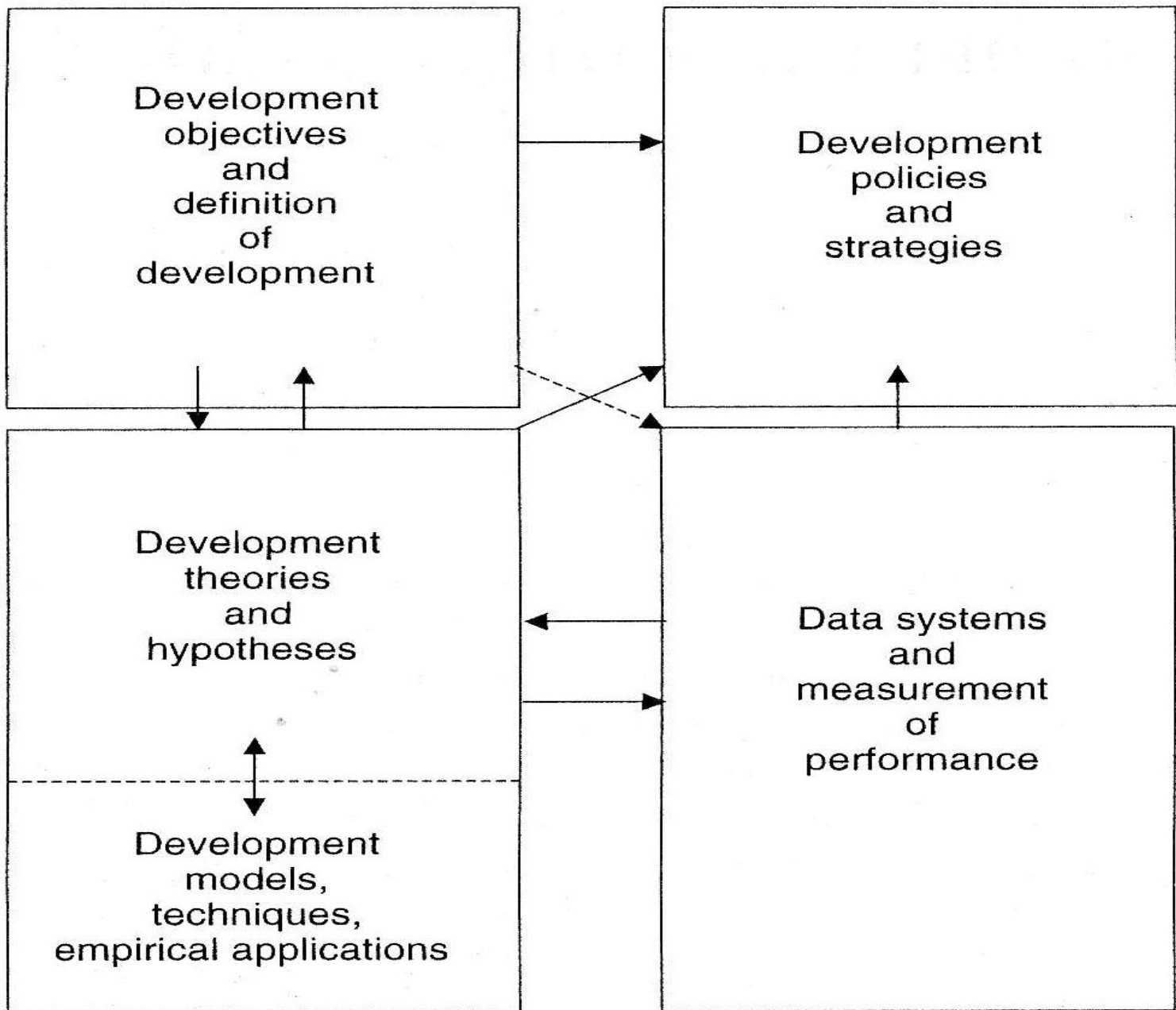
Edited by George Mavrotas and Anthony Shorrocks



The development theory

Figure 1.1 illustrates the development theory which depends upon three building blocks. (1) the prevailing development objectives which, in turn, are derived from the prevailing view and definition of the development process; (2) the conceptual state of the art regarding the existing body of development theories, hypotheses, models, techniques and empirical applications; and (3) the underlying data system available to diagnose the existing situation, measure performance and test hypotheses.

Figure 1.1 illustrates the interrelationships between the three building blocks.



Development doctrine: key interrelationships

Criticism of neoclassical approach

- Neoclassical models neglect structural rigidities common to developing countries
- Prevent market from responding to price changes in 'NORMAL' E.G. THEORIZED MANNER

Growth theory

- ⦿ Growth theory – development process of capital formation;
- ⦿ Capital formation is largely determined by levels of savings and investment
- ⦿ Focus on high-growth sectors such as manufacturing
- ⦿ In instances where market imperfections prevent this process from reaching a successful conclusion, intervention may be required from the state and/ or external sources

Growth theory II

As income levels increase with development
MARGINAL PROPENSITY TO SAVE (MPS)

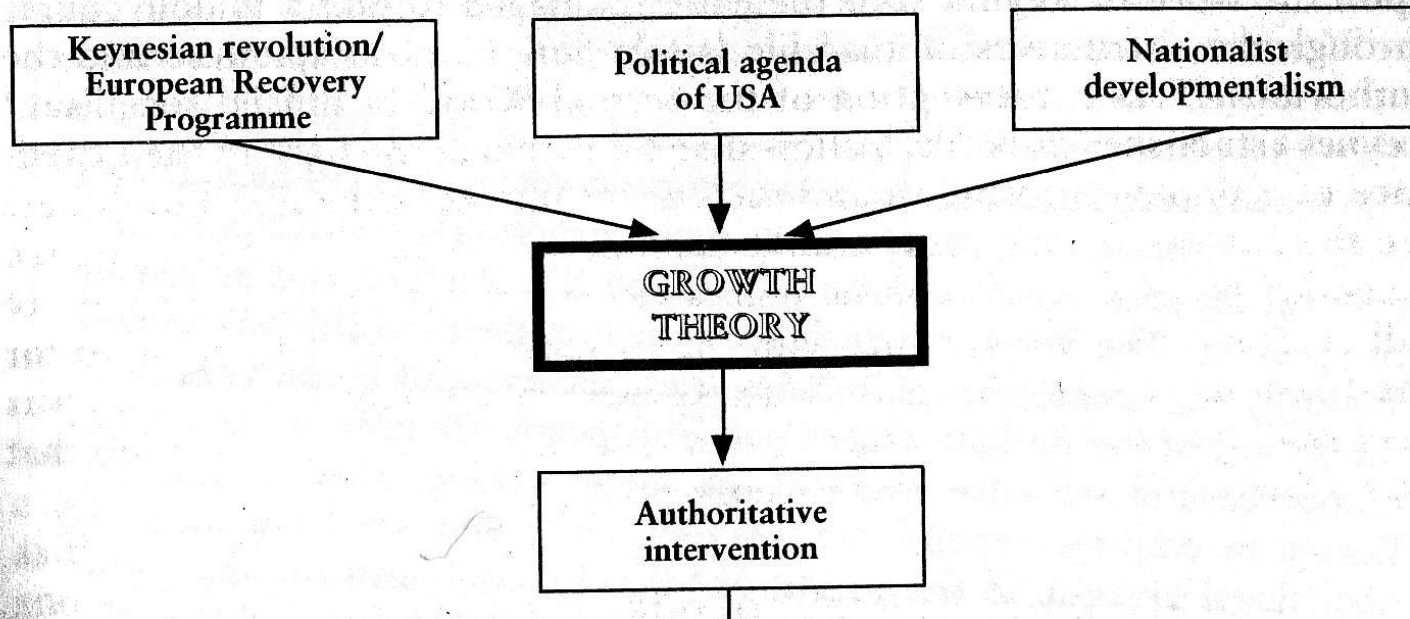
Krajní sklon ke spotřebě /marginal propensity
to consume/ also rises = freeing the capital
for further investment

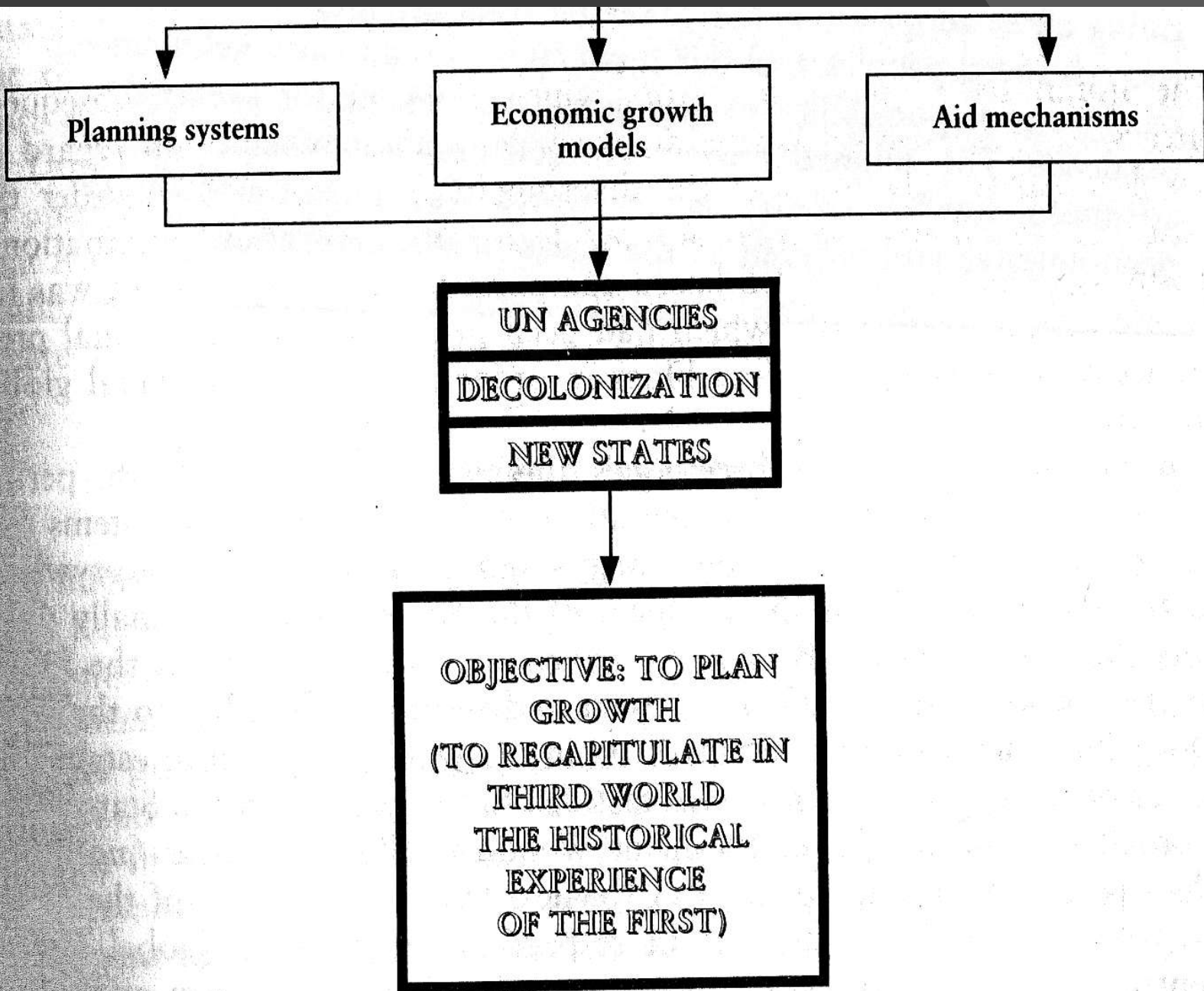
Growth – self-sustained character

Growth – market driven; however breaking
free from the inertia of long term stagnation
might require extensive state intervention.

Preston: teorie rústu

Figure 10 Growth theory





Planning systems

Economic growth models

Aid mechanisms

UN AGENCIES

DECOLONIZATION

NEW STATES

OBJECTIVE: TO PLAN GROWTH
(TO RECAPITULATE IN THIRD WORLD THE HISTORICAL EXPERIENCE OF THE FIRST)

The development matrix

- In search on a mono-causal explanations
- the divine recipe to induce development
- The dangerous idea of self-sustained growth – automatic process

- Cypher, J.M.; Dietz, J.L.: *The Process of Economic Development*, Routledge, 1997.

Characteristics of modernization theory

- Growth is regarded as unilinear process
- Self-sustained once the big-push is introduced
- Possibilities of decline or underdevelopment are not taken into account

Lewis – self sustained growth 1950:39

- ⦿ Once the snowball starts to move downhill, it will move of its own momentum
- ⦿ You have, as it were, to begin by trolling your snowball up the mountain.
- ⦿ Once it get there, the rest is easy, but you cannot get it there without the first making and initial effort.

Paradigm shift

- ① The rise of growth theory - rift in mainstream development studies
- ① Older orthodox neoclassical theory replaced by Keynesian interventionist school
- ① However continued stress on the importance of a 'pure' market and export-led growth
- ① Principle of comparative advantage

Criticism of neoclassical approach

- Neoclassical theory is static and focused on allocation of given resources
- Development problems – dynamic; focus on increasing investable resources through stimulation of savings and investment
- Big push needed to initiate the process
- Neoclassical theory offers only marginal adjustment and piecemeal improvements

Criticism of neoclassical approach

- Neoclassical models neglect structural rigidities common to developing countries
- Prevent market from responding to price changes in 'NORMAL' E.G. THEORIZED MANNER

Criticism of neoclassical III

- ① The neoclassical emphasis on development – comparative advantage + free trade = inappropriate to the late industrializes of the South
- ② Direct static losses from state intervention to support industrialization – more that offset by dynamic gains
- ③ Dynamic gains = technological change, improved skills, long-term benefits from infant industries

Eurocentric vision

- ⦿ Growth theory – structured by Eurocentric vision of development based in Keynesian interpretation of the unique albeit historically important experience of core industrial capitalism
- ⦿ ‘New nations’ - were to follow the Western model
- ⦿ ‘Modernization imperative’ Nayar 1972
- ⦿ Based on a stylized version of Western economic history
- ⦿ Sequence of states on a unilinear path toward higher Western-style development

Table 2.1 Levy's Foci of Differences Between Relatively Modernized and Relatively Nonmodernized Societies

	<i>Relatively Nonmodernized Societies</i>	<i>Relatively Modernized Societies</i>
Specialization of organization	low compartmentalization of life	high
Interdependency of organization	low (high level of self-sufficiency)	high
Relationship emphasis	tradition, particularism, functional diffuseness	rationality, universalism, functional specificity
Degree of centralization	low	high
Generalized media of exchange and market	less emphasis	more emphasis
Bureaucracy and family	precedence of family	insulate bureaucracy

Organization	Self-sufficiency	
Relationship emphasis	tradition, particularism, functional diffuseness	rationality, universalism, functional specificity
Degree of centralization	low	high
Generalized media of exchange and market	less emphasis	more emphasis
Bureaucracy and family consideration	precedence of family norm (nepotism as a virtue)	insulate bureaucracy from other contacts
Town-village interdependence	one-way flow of goods and services from rural to urban contexts	mutual flow of goods and services between towns and villages

SOURCE: Levy (1967, pp. 196-201).

Levy - latercomers

...ation efforts? Levy points out that there are both advantages and disadvantages for these countries. On the one hand, they possess the advantages of knowing where they are going; of being able to borrow initial expertise in planning, capital accumulation, skills, and patterns of organization without the cost of invention; and of skipping some of the nonessential stages associated with the process. Furthermore, Levy asserts that "those who have previously achieved in these respects are likely to offer or insist on assistance." On the other hand, the latecomers face problems of scale (that they must do certain things from the very outset on a fairly large scale); prob...

THE SOCIOLOGICAL APPROACH: SMELSER'S STRUCTURAL DIFFERENTIATION

Another sociological approach is that of Smelser (1964), who applies the concept of structural differentiation to the study of Third World countries. For Smelser, modernization generally involves structural differentiation because, through the modernization process, a complicated structure that performed multiple functions is divided into many specialized structures that perform just one function each. The new collection of

Smelser – problem of integration

Smelser's analysis, however, goes beyond the concept of structural differentiation. Smelser has raised an important follow-up question: What happens after a complicated institution has differentiated into many simpler ones? Smelser argues that although structural differentiation has increased the functional capacity of institutions, it has also created the problem of *integration*, that is, of

of the various new institutions. The traditional family institution, for instance, was largely spared the problem of integration. Many functions, such as economic production and protection, were carried out within the family. The children worked on the family farm and were dependent upon the family for protection. However, after the family underwent structural differentiation, integration problems arose in the modern society. Now there is the problem of coordinating the family institution and the economic institution, for the children need to go outside the family to find jobs. There is also the problem of coordinating the family institution with the educational institution.

THE POLITICAL APPROACH: COLEMAN'S DIFFERENTIATION-EQUALITY-CAPACITY MODEL

To a certain extent, Coleman's political approach is similar to Smelser's sociological analysis, because both theorists start their discussions with the process of differentiation. Political modernization, in Coleman's (1968) formulation, refers to the process of (1) differentiation of political structure and (2) secularization of political culture (with the ethos of equality), which (3) enhance the capacity of a society's political system.

...important areas in the historical evolution of modern political systems. Like Smelser, Coleman refers to differentiation as the process of progressive separation and specialization of roles and institutional spheres in the political system. For example, political differentiation includes the separation of universalistic legal norms from religion, the separation of religion and ideology, and the separation between administrative structure and public political competition. Greater functional specialization, more structural complexity, and a higher degree of interdependence of political institutions are the products of the differentiation process.

Second, Coleman argues that equality in the political system is a result of the differentiation process.

The politics of modernization

- ⦿ quest for and the realization of equality
- ⦿ Universal adult citizenship – distributive equality
- ⦿ Prevalence of universalistic legal norms (legal equality)
- ⦿ Predominance of achievement criteria in the recruitment of political and administrative roles (equality of opportunity)

Crises of modernization

- (1) the crisis of national identity during the transfer of loyalty from primordial groups to the nation
- (2) the crisis of political legitimacy for the new state
- (3) the crisis of penetration (the difficulty in effecting policies throughout the society through the central government)
- (4) the crisis of participation when there is a lack of participatory institutions to channel rising mass demands to the state
- (5) the crisis of integration of various divisive political groups
- (6) the crisis of distribution that arises when the state is unable to bring about economic growth and distribute enough goods, services, and values to satisfy mass expectations

Huntington (1976)

Huntington (1976), p. 60-61.

(1) Modernization is a *phased process*. Rostow's theory, for instance, distinguishes different phases of modernization through which all societies will travel. Societies obviously begin with the primitive, simple, undifferentiated traditional stage and end with the advanced, complex, differentiated modern stage. In this respect, Levy argues that societies can be compared in terms of the extent to which they have moved down the road from tradition to modernity.

(2) Modernization is a *linear process*. Rostow's theory, for instance, distinguishes different phases of modernization through which all societies will travel. Societies obviously begin with the primitive, simple, undifferentiated traditional stage and end with the advanced, complex, differentiated modern stage. In this respect, Levy argues that societies can be compared in terms of the extent to which they have moved down the road from tradition to modernity.

(2) Modernization is a homogenizing process. Modernization produces tendencies toward convergence among societies. As Levy (1967, p. 207) contends, "As time goes on, they and we will increasingly resemble one another . . . because the patterns of modernization are such that the more highly modernized societies become, the more they resemble one another."

(3) Modernization is a Europeanization (or Americanization) process. In the modernization literature, there is an attitude of complacency toward Western Europe and the United States. These nations are viewed as having unmatched economic prosperity and democratic stability (Tipps 1976). And since they are the most advanced nations in the world, they become the trademarks of the modernization perspective.

(4) Modernization is an irreversible process. Once started, modernization cannot be stopped. In other words, once Third World countries come into contact with the West, they will not be able to resist the impetus toward modernization. Although the rate of change will vary from one country to another,

Policy implications

War II, and, as such, they have important policy implications. First, modernization theories help to provide an implicit justification for the asymmetrical power relationship between "traditional" and "modern" societies (Tipps 1976). Since the United States is modern and advanced and the Third World is traditional and backward, the latter should look to the former for guidance.

Second, modernization theories justify the United States' intervention in the Third World.

Second, modernization theories identify the threat of communism in the Third World as a modernization problem.

Second, modernization theories identify the threat of communism in the Third World as a modernization problem. If Third World countries are to modernize, they should be moving along the path that the United States has traveled, and thus should move away from communism. To help accomplish this goal, modernization theories suggest economic development, the replacement of traditional values, and the institutionalization of democratic procedures.

Third, modernization theories identify the threat of communism

procedures.

Third, modernization theories help to legitimate the “meliorative foreign aid policy” of the United States (Chirot 1981, p. 269; Apter 1987, p. 23). If what is needed is more exposure to modern values and more productive investment, then the United States can help by sending advisers, by encouraging American business to invest abroad, by making loans, and by rendering other kinds of aid to Third World countries. Although not all modernization

The theory of the big push

- ⦿ Rosenstein-Rodan – hidden potential for economic development
- ⦿ Taking advantage of increasing returns from large scale planned industrialization
- ⦿ Several sector simultaneously

Brohman

- ① Modernization –mixture of development factors – technological change capital accumulation changing values and attitudes
- ② Inducing social change (values, norms, beliefs, customs)
- ③ Theorization of such social change – principally via conceptual apparatus of classical sociology

Path dependence

- ◎ “The term **path dependence** has been used to describe the important role which historical events and historically formed institutions have in determining the future range of possibilities for a nation. Once institutions have been formed, they tend to lock-in certain evolutionary path for the nation [Fieldhouse, quoted by Cypher, Dietz, 1997:72]

Gunnar Myrdal

- If previously formed institutions are socially constructive, then the evolutionary path of the economy can be *virtuous*; the process of cumulative causation leads to an upward spiral of social progress.

Vicious circle

- But if the institutional basis of a society has been formed through a long process whereby inhibiting institutions and social practices have become deeply entrenched, then it is more likely that the future evolutionary path will be on of the *vicious circles* of cumulative causation leading to low levels of income and achievement. [Fieldhouse, quoted by Cypher, Dietz, 1997:72]

- ◎ “The last 40 years can be called the age of development. This epoch is coming to an end. The time is ripe to write its obituary” [Sachs, 1992: 1].

Sachs, W.: *The Development Dictionary, A Guide to Knowledge as Power*, Zed Books, London, 1992.





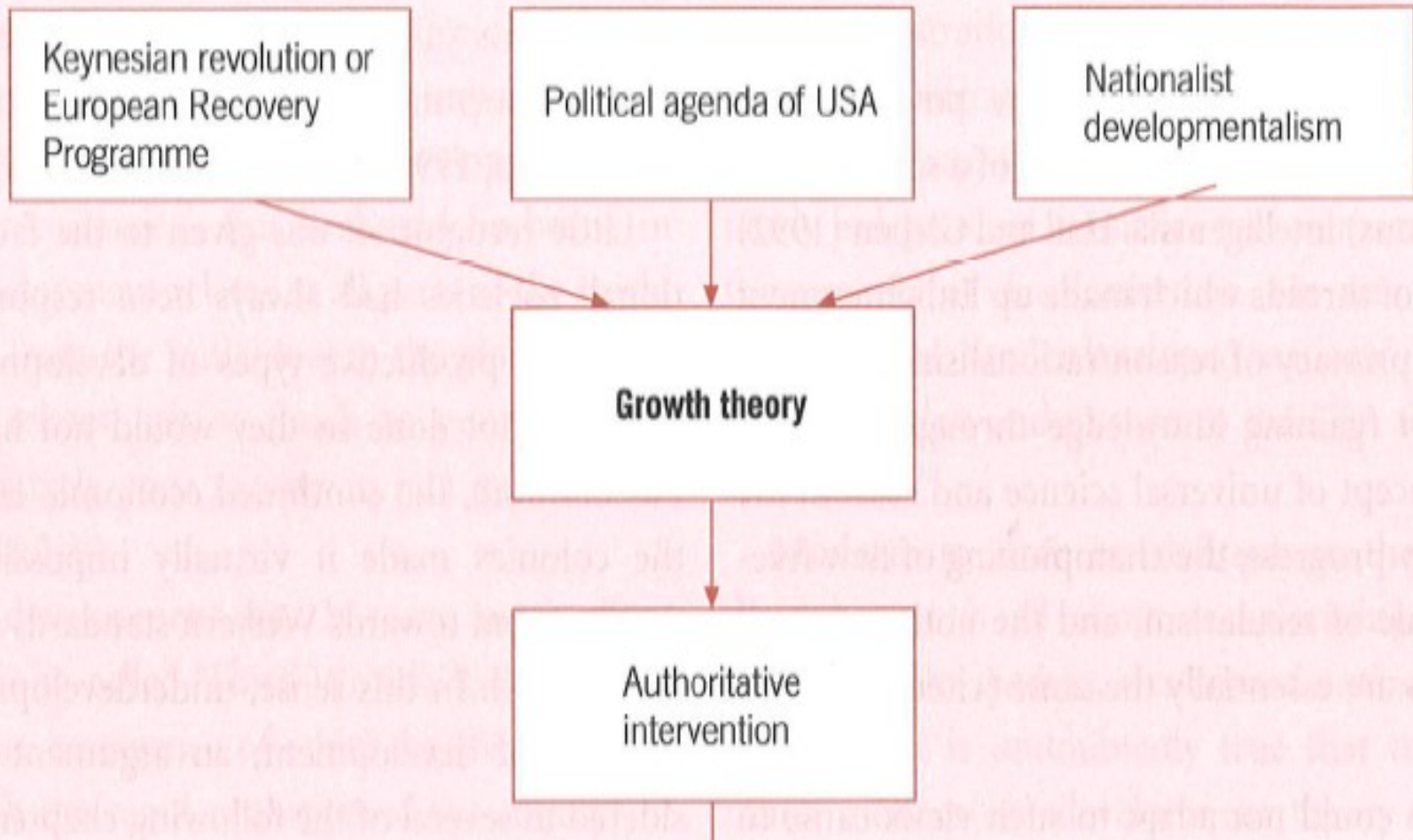
Post - colonialism

- ⦿ Important and thought –provoking perspective
- ⦿ Demonstrates how the production of Western knowledge forms is inseparable from the exercise of Western power.
- ⦿ It attempts to loosen the power of Western knowledge and reassert the value of alternative experiences and ways of knowing (McEwan, 2002:30)

Trusteeship

- ⦿ holding of property on behalf of another person or group - with the belief that the latter will better be able to look after it themselves at some time in the future
- ⦿ little or no recognition that traditional societies - content with their ways of life
- ⦿

Post-war theories of development



Post-war theories

