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Individuals & Societies for the IB MYP 4&5:
by Concept

Time, place and space
Culture; Identity; Perspective
Orientation in space and time

Individuals can change the world they inherit, but to do so they must understand how human societies and environments depend on each other.

Why do individuals form social groups?

Factual:

What is equality?

Conceptual:

Why do people form social groups? How does the structure of social groups promote the participation of individuals?

How and why do social groups behave in a similar way? What impact do social groups have on the sustainability of resources? How does culture shape individuals and their societies? What role has social media played in shaping society? How do we study Individuals and Societies?

Debatable:

Why is it important to explore different cultures?

Now share and compare your thoughts and ideas with your partner, or with the whole class.

IN THIS CHAPTER WE WILL …

Find out about the ways we study Individuals and Societies.

Explore concepts that help explain the relationships between individuals and societies.

Take action by discussing how our society has changed in positive and negative ways.

How to use this book

Welcome to Hodder Education’s MYP by Concept series! Each chapter is designed to lead you through an inquiry into the concepts of Individuals and Societies, and how they interact in real-life global contexts.

The Statement of Inquiry provides the framework for this inquiry, and the Inquiry questions then lead us through the exploration as they are developed through each chapter.

KEY WORDS

Key words are included to give you access to vocabulary for the topic. Glossary terms are highlighted and, where applicable, search terms are given to encourage independent learning and research skills.

As you explore, activities suggest ways to learn through action.

ATL

Activities are designed to develop your Approaches to Learning (ATL) skills.

Key Approaches to Learning skills for MYP Individuals and Societies are highlighted whenever we encounter them.

Assessment opportunities in this chapter

Some activities are formative as they allow you to practise certain parts of the MYP Individuals and Societies Assessment Objectives. Other activities can be used by you or your teachers to assess your achievement summatively against all parts of an assessment objective.

Definitions are included for important terms and information boxes are included to give background information, more detail and explanation.

Hint

In some of the activities, we provide hints to help you work on the assignment. This also introduces you to the new Hint feature in the on-screen assessment.
Why do individuals form social groups?

- Communication skills
- Information literacy skills
- Critical-thinking skills
- Creative-thinking skills

These Approaches to Learning (ATL) skills will be useful in developing a deeper understanding of the role of individuals in social groups.

We will reflect on this learner profile attribute:

- Criterion A: Knowing and understanding
- Criterion B: Investigating
- Criterion C: Communicating
- Criterion D: Thinking critically

Assessment opportunities in this chapter:

- Culture
- Judicial system
- Penal system
- Society

KEY WORDS

THINK–PAIR–SHARE

Look at the images in Figure 1.1a, b and c. Can you identify similarities and differences in the types of societies depicted here? Discuss the differences you have identified with your learning partner. What has changed in the world since these pictures were created? What has stayed the same? Share your ideas as a class and summarize your ideas.

You are prompted to consider your conceptual understanding in a variety of activities throughout each chapter.

We have incorporated Visible Thinking – ideas, framework, protocols and thinking routines – from Project Zero at the Harvard Graduate School of Education into many of our activities.

EXTENSION

Extension activities allow you to explore a topic further.

Links to:

Like any other subject, individuals and societies is just one part of our bigger picture of the world. Links to other subjects are discussed.

- We will reflect on this learner profile attribute:

  - Each chapter has an IB learner profile attribute as its theme and you are encouraged to reflect on these skills.

Finally, at the end of the chapter you are asked to reflect back on what you have learned with our Reflection table, maybe to think of new questions brought to light by your learning.

Use this table to reflect on your own learning in this chapter:

<table>
<thead>
<tr>
<th>Questions we asked</th>
<th>Answers we found</th>
<th>Any further questions now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debatable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approaches to learning you used in this chapter

- Description – what new skills did you learn?
- How well did you master the skills?

Communication skills

Critical-thinking skills

Transfer skills

Learner profile attribute(s)

Reflect on the importance of the attribute for your learning in this chapter.

Knowledgeable
Why do individuals form social groups?

Individuals can change the world they inherit, but to do so they must understand how human societies and environments depend on each other.

CONSIDER THESE QUESTIONS:

- **Factual:** What is equality?
- **Conceptual:** Why do people form social groups? How does the structure of social groups promote the participation of individuals? How and why do people behave in a similar way? What impact do social groups have on the sustainability of resources? How does culture shape individuals and their societies? What role has social media played in shaping society? How do we study individuals and societies?
- **Debatable:** Why is it important to explore different cultures? Now share and compare your thoughts and ideas with your partner, or with the whole class.

IN THIS CHAPTER WE WILL ...

- Find out about the ways we study Individuals and Societies.
- Explore concepts that help explain the relationships between individuals and societies.
- Take action by discussing how our society has changed in positive and negative ways.

**Figure 1.1** (a) Chad’s ancient Ennedi cave paintings; (b) Pieter Breugel’s Netherlandish Proverbs, 1559; (c) N. Tomoya’s painting, Toronto.
Why do individuals form social groups?

These Approaches to Learning (ATL) skills will be useful...
- Communication skills
- Information literacy skills
- Critical-thinking skills
- Creative-thinking skills

We will reflect on this learner profile attribute...
- Thinkers – thinking critically and creatively about the role of individuals in social groups.

Assessment opportunities in this chapter:
- Criterion A: Knowing and understanding
- Criterion B: Investigating
- Criterion C: Communicating
- Criterion D: Thinking critically

KEY WORDS
- culture
- judicial system
- penal system
- society

THINK–PAIR–SHARE

Look at the images in Figure 1.1a, b and c. Can you identify similarities and differences between the types of societies depicted here? Discuss the differences you have identified with your learning partner. What has changed in the world since these pictures were created? What has stayed the same? Share your ideas as a class and summarize your ideas.
Why do individuals form social groups?

Archaeological evidence suggests that our species – Homo sapiens – has been a ‘social animal’ ever since it appeared, as long as 300,000 years ago, according to recent evidence. It seems that this was also true of our earlier ancestors, known as the hominids or hominins. The study of evolutionary biology suggests that some kinds of behaviour might be inherited because they provide some kind of advantage. So, what might be the advantages of living in a group?

Abraham Maslow was a psychologist who developed the hierarchy of needs during the 1940s and 1950s as a psychological model to understand what motivates us. Maslow suggested that our most basic needs to survive and feel safe, and this requires that our food, water, warmth and rest needs are met. Our early ancestors would have struggled to meet these needs at the same time. Once these needs are met, the rest are to do with our psychological makeup, and are what make us different from most other animal species. Our desire to receive acknowledgement from others, and to gain a sense of fulfilment throughout our lives motivates the way we interact with others. You will know this to be true from your own behaviour and the way you interact with your friends at school.

One problem with Maslow’s choice of a hierarchical model is that it suggests that we cannot meet some needs without other needs being met first. It is certainly true that we can do very little if we are not fed, watered or have some form of shelter, but it is worth considering how far our social interactions with each other and our social group are necessary for our basic survival.

Being part of a social group allows us to achieve the needs laid out in Maslow’s hierarchy. Working together enables us to find or make food, keep each other safe from harm, give each other the sense of belonging, but also allows us to feel that we each play an important role in shaping our own future and that of the group.

While social groups might confer benefits on individuals, they may also limit the behaviour of individuals in certain ways in order that the social group remains stable and functional. This means that some social groups develop ways to ‘manage’ or control the behaviour of their members. Various theories exist to explain how this happens.

**Figure 1.2 Maslow’s hierarchy of needs**

<table>
<thead>
<tr>
<th>Basic needs</th>
<th>Psychological needs</th>
<th>Self-fulfilment needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSIOLOGICAL NEEDS</strong></td>
<td>breathing, food, water, shelter, clothing, sleep</td>
<td></td>
</tr>
<tr>
<td><strong>SAFETY AND SECURITY</strong></td>
<td>health, employment, property, family and social ability</td>
<td></td>
</tr>
<tr>
<td><strong>LOVE AND BELONGING</strong></td>
<td>friendship, family, intimate sense of connection</td>
<td></td>
</tr>
<tr>
<td><strong>SELF-ESTEEM</strong></td>
<td>confidence, the belief in one’s ability to meet the needs of others, the need to be a unique individual</td>
<td></td>
</tr>
<tr>
<td><strong>SELF-ACTUALIZATION</strong></td>
<td>morality, creativity, spontaneity, acceptance, experience, purpose, meaning and inner potential</td>
<td></td>
</tr>
</tbody>
</table>
How does the structure of social groups promote the participation of individuals?

DURKHEIM AND THE SIZE AND COMPLEXITY OF SOCIAL UNITS

Emile Durkheim was an early sociologist who studied the way social groups form, how they change and what drives interaction between individuals.

The main causes for change to social groups are, according to Durkheim in his book *Division*, changing population density and technology. Changing population density (more on this can be found in Chapter 5) brings people physically closer together and technology changes the way that people communicate with each other. The way in which people interact with each other, and how often they do this, was referred to as moral density. Durkheim’s exploration of changing social units, as a result of increased moral density, led him to try to explain the changing roles that individuals play in the social group that they belong to.

Small groups, such as ancient nomadic communities, are made up of a closely knit group of individuals, who together form close bonds with each other. They resemble each other in many ways, practise the same cultural behaviours and share the same views. Durkheim termed the nature of the relationship between individuals in this type of group mechanical solidarity. Individuals in the group work closely together to ensure basic needs are met, hunting for and gathering food, repairing shelters and defending their shared interests. Individuals perform multiple functions in the group and can share the workload between them.

In larger groups that live together in towns and cities, the bonds that keep people working together change. As the population increases, each individual has to find a way to keep playing an important role so that they can continue to be part of the community. Competition for resources is more fierce and the amount of resources available starts to decrease. Thus the tasks that individuals perform must become more specialized. In today’s society, we train and become educated in order to get jobs that are all very different from each other, and don’t much resemble the jobs that were needed in hunter-gatherer societies. This reduces competition between individuals, and allows for harmonious interaction within a much larger population because everyone relies on each other to complete the particular, specialized kind of work that each individual does. Without this specialization, it would become more difficult to distribute resources within the group. This process of specialization leads to what Durkheim described as organic solidarity.

As societies grow in size, the role of the individual changes dramatically. In groups with mechanical solidarity, individuals share similar behavioural characteristics. Their attitudes are similar, and these likely derive from a shared set of beliefs or religious system. Groups characterized by mechanical solidarity are often organized around strong kinship ties.

In groups with organic solidarity, individuals are much less similar. They don’t perform the same tasks as each other, and live more separately. Religious systems and kinship become less important drivers of behaviour, and individuals exert more free will over their own choices. Formal structures, such as judicial and penal systems, need to exist to ensure that communities can continue to live harmoniously.
ECONOMIC SYSTEMS FOR ALLOCATING SCARCE RESOURCES

Our planet only has a finite number of resources. These also exist in finite quantities. The wants and needs of human beings are potentially limitless, however, and we must find ways of allocating resources between competing uses. In small, simple social groups, this is relatively easy in the sense that there is less competition for resources between individuals. As we have seen, small groups organize themselves in a communal way, working together to meet the needs of the group. In complex societies, where people are more individualistic, and do not work together to meet the needs of the entire group, different systems of allocating resources are needed. The following four broad categories can be useful in thinking about the differences between economic systems:
- slavery
- feudalism
- capitalism
- communism.

Slavery

Many societies have made use of slavery to accomplish their objectives. This is the most violent of the four systems listed above. Individuals are deprived of their right to freedom, and are forced into work by a person to whom society has granted the power. Often, slaves belonged to particular groups of people (e.g. Jewish people in Ancient Egypt, or African slaves in the British empire). Slaves have been used as servants in the home, in the production of crops and for construction of buildings and monuments.

MEET A SIGNIFICANT INDIVIDUAL: ÉMILE DURKHEIM (1858–1917)

Along with Karl Marx and Max Weber, Émile Durkheim was one of the fathers of sociology. Born in the Lorraine region, France, in 1858, Durkheim was an excellent student at school and developed a strong work ethic that enabled him to gain entrance at the École Normale Supérieure in Paris. Eventually he taught at the University of Bordeaux and the Sorbonne. His efforts were concentrated on developing the study of society as a single discipline, rather than rooted in philosophy or history. He said the study of what is now known as sociology as an easily defined subject in its own right. Durkheim lived during a time when France was undergoing significant social upheaval. As a result of the increasing prominence of the natural sciences at that time, there was a fast-developing trend to study society's problems in a scientific way in order to find their solutions and that encouraged through national government policy. In addition, there was a breakdown in national unity in the country and a rise of the role of the individual.

The Dreyfus Affair of 1894 was an incident of anti-semitism and miscarriage of justice against a captain of the French army, Alfred Dreyfus, who was falsely accused of communicating military secrets to the Germans. The Dreyfus Affair was extremely fractious and exposed many differences in opinion that had, until that point, remained relatively unreported. It led to an intense focus on the rights of an individual and their priority ahead of the needs of the state. The press played a pivotal role in shaping the debate and questioned the actions of the government in response to the affair. Durkheim saw this as a clear indication that the rise of the individual takes place at the expense of social cohesion.
The rest of the population were peasants, or serfs, who had few rights, and were tied to the land where they lived. They were essentially slaves to the landowner, without being property of the landowner. Without the freedom to move to places offering better situations, and without an education to build better circumstances for themselves, these people were left with little choice but to work the land and produce food and other goods for the landowners.

**Capitalism**

Capitalism is an economic system of production that is employed throughout most of the world today. In this system, ownership is of capital rather than land as in the feudal system. Owners of capital, or capitalists, use the capital and employ workers to help turn raw materials into something of use or exchange value that can be sold. Most people work for businesses, which at some point were started by entrepreneurs and are still being invested in by owners of capital.

Although it is common around the world, there are detractors of capitalism. Moral philosopher Adam Smith said: ‘It is not from the benevolence of the butcher, the brewer, or the baker, that we expect our dinner, but from their regard to their own interest. We address ourselves, not to their humanity but to their self-love, and never talk to them of our necessities but of their advantages.’

**Communism**

For some individuals alive during the Industrial Revolution in Europe, the changes they witnessed were not positive. European writers such as Pierre-Joseph Proudhon, Pyotr Kropotkin, Karl Marx and Friedrich Engels all wrote critically of the capitalist Industrial Revolution and explored the historical development of the capitalist system. Their revelations about the system led them to see it as no less oppressive of the average individual than slavery or feudalism.

---

1. Why do individuals form social groups?
What is equality?

**SOURCE A**

‘Let’s start with a little history lesson: In the past, everything was worse. For roughly 99% of the world’s history, 99% of humanity was poor, hungry, dirty, afraid, stupid, sick and ugly. As recently as the seventeenth century, the French philosopher Blaise Pascal (1623–62) described life as one giant vale of tears. “Humanity is great,” he wrote, “because it knows itself to be wretched.”

In Britain, fellow philosopher Thomas Hobbes (1588–1679) concurred that human life was basically “solitary, poor, nasty, brutish and short.”

But in the last 200 years, all of that has changed. In just a fraction of the time that our species has clocked on this planet, billions of us are suddenly rich, well nourished, clean, safe, smart, healthy and occasionally even beautiful. Where 84% of the world’s population still lived in extreme poverty in 1820, by 1981 that percentage has dropped to 44% and now, just a few decades later, it is under 10%.

If this trend holds, the extreme poverty that has been an abiding feature of life will soon be eradicated for good.’

**THINK–PAIR–SHARE**

Read Source A from *Utopia for Realists: And how can we get there* (2017), by Rutger Bregman. Today, there are many people, organizations and governments working to improve the lives of people who experience daily hardship. Do you think we will ever be able to eradicate poverty? What barriers currently prevent people from escaping poverty? Write some of your thoughts down, share them with a partner and discuss with the rest of the class.

**EQUALITY VERSUS EQUITY**

The terms ‘equality’ and ‘equity’ may sound similar, but they do not have the same meaning. **Equality** would be achieved if everyone earned the same in society. We also talk about gender equality, which means no discrimination in pay or treatment based on gender. **Equity**, on the other hand, means fairness.
1 Why do individuals form social groups?

Divide your page as shown in Figure 1.6. On the left-hand side, you write headings or questions, and on the right-hand side you write your notes or answers to the questions. When you have finished taking notes, you write a short summary of what you have read or watched.

Search for How equal do we want the world to be? by Dan Ariely at www.ted.com/talks/Watch the talk.

Take notes on the following questions as you watch:

- What role do our 'preconceived notions and expectations' play in shaping our perspectives?
- How do we use percentage shares of the population to measure wealth inequality?
- What is a 'knowledge gap'?
- What is John Rawls known for saying?
- What is the 'desirability gap'?
- Do the results differ if the same questions are asked of different groups?
- What lessons can we learn from conducting this research?

Summarize the video in the box at the bottom of your notes.

Read the accompanying blog post called ‘The data shows we want to end inequality. Here’s how to start ….’

With a different colour pen, can you add anything to your notes that would improve them?

Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding.

Using different note-taking techniques

Note-taking is an important skill to acquire, and students often think it is just a question of copying information down. The Cornell method forces you to think about how the notes are organized, and to become more active in the note-taking process.

This means that note-taking is not just about creating a resource to study from, but becomes part of the learning process itself. You can use the page to test yourself on key material by covering up the right-hand side of the page.
The role of income taxes

Most countries tax people on their incomes. This system of direct taxation is designed to redistribute incomes and raise tax revenue for governments to use to fund essential services. The system of charging those on higher incomes at a higher rate is called a progressive tax system. How much these tax rates should be is a heavily contested but also often misunderstood topic. This is because of the difference between a marginal rate of tax and an average rate of tax.

Take a look at the Australian tax rates in Table 1.1 below.

<table>
<thead>
<tr>
<th>Income</th>
<th>Marginal tax rate (%)</th>
<th>Tax payable</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0–$18,200</td>
<td>0</td>
<td>Nil</td>
</tr>
<tr>
<td>$18,201–$37,000</td>
<td>19</td>
<td>19 cents for each $1 over $18,200</td>
</tr>
<tr>
<td>$37,001–$90,000</td>
<td>32.5</td>
<td>$3,572 plus 32.5 cents for each dollar over $37,000</td>
</tr>
<tr>
<td>$90,001–$180,000</td>
<td>37</td>
<td>$20,797 plus 37 cents for each dollar over $90,000</td>
</tr>
<tr>
<td>$180,001 and above</td>
<td>45</td>
<td>$54,097 plus 45 cents for each dollar over $180,000</td>
</tr>
</tbody>
</table>

The marginal tax rate refers to the tax rate paid on the income earned in a particular tax bracket. For example, a person earning $30,000 will pay nothing on the first $18,200 but will pay 19 per cent of every dollar earned within the bracket $18,201–$37,000.

To work out how much this person must pay as a share of their income, we must perform the following calculation:

\[
(0 \times $18,200) + (0.19 \times $11,800) = $2,242
\]

\[
($2,242 / $30,000) \times 100 = 7.47\%
\]

Therefore, the average tax rate that this person pays is 7.47 per cent while they are paying the 19 per cent marginal tax rate. This means that the amount people pay as a share of their income is always much lower than the quoted marginal rate.

This also means that a person getting a pay rise from $30,000 to $38,000 will not suddenly start paying 32.5 per cent on all their income, but will only pay that percentage on each dollar between $37,001 and $38,000.
ACTIVITY: Calculating income tax rates

Using the marginal tax rates for Australia in Table 1.1, calculate the amount of tax paid and the average rates of tax for people earning the following incomes:

<table>
<thead>
<tr>
<th>Income</th>
<th>Tax Rate</th>
<th>Amount of Tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>$38,000</td>
<td>18%</td>
<td>$6,840</td>
</tr>
<tr>
<td>$85,000</td>
<td>30%</td>
<td>$25,500</td>
</tr>
<tr>
<td>$120,000</td>
<td>34%</td>
<td>$40,800</td>
</tr>
<tr>
<td>$190,000</td>
<td>39%</td>
<td>$74,100</td>
</tr>
</tbody>
</table>

THE FUTURE OF THE WORKFORCE AND AUTOMATION

Since the Industrial Revolution, people have been able to increasingly mechanize production and improve productivity. This happened with the development of the coal-fired engine, the use of steel in construction, telecommunications and the internet. While the gains in productivity and economic growth have been significant, each time an investment boom was followed by a economic bust and increased unemployment caused by the resulting obsolescence of jobs (some jobs no longer existed).

<table>
<thead>
<tr>
<th>Great surge</th>
<th>Installation period</th>
<th>Turning point</th>
<th>Deployment period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Industrial Revolution</td>
<td>Britain (Europe and USA)</td>
<td>1771-1829</td>
</tr>
<tr>
<td>2nd</td>
<td>Age of steam and railways</td>
<td>Britain (Europe and USA)</td>
<td>1829-1848</td>
</tr>
<tr>
<td>3rd</td>
<td>Age of electricity, steel and heavy engineering</td>
<td>USA, Germany (Britain)</td>
<td>1875-1890</td>
</tr>
<tr>
<td>4th</td>
<td>Age of cars, oil and mass production</td>
<td>USA, Germany (Europe)</td>
<td>1908-1929</td>
</tr>
<tr>
<td>5th</td>
<td>Information, telecommunications, biotechnology, nanotechnology</td>
<td>USA, Germany (Europe and Asia)</td>
<td>1971-2001</td>
</tr>
</tbody>
</table>

Figure 1.7 Technology surges create bubbles and lead to busts

MEET A SIGNIFICANT INDIVIDUAL: CARLOTA PEREZ (1939–PRESENT)

Carlota Perez is a British Venezuelan economist who studies the role of technology in economics and development. She teaches at the London School of Economics and the Tallinn University of Technology. Her work is based on the ideas of Nikolai Kondratieff and Joseph Schumpeter. Economic growth follows patterns of rise and fall, both in the short and longer term. These longer waves of economic activity, lasting approximately 50 years, follow the development and installation of new technology or institutional frameworks. Perez argues that we are in the middle of the installation period and turning points of a tech wave that has burst (and may even burst again before the wave is finished). She also argues that the positive outlook for this wave can only be achieved if there is significant global investment in sustainable technology. Listen to her discuss these issues in a talk called ‘Tackling Global Challenges Through Mission Oriented Innovation’ with Mariana Mazzucato and Jeffrey Sachs at the Royal Society of Arts on 7th February 2017 https://soundcloud.com/the_rsa/tackling-global-challenges-through-mission-oriented-innovation
**ACTIVITY: The case for a universal basic income**

There are some who argue that the safest way to protect workers from unemployment as a result of advances in robotics and automation in the workplace is to provide everyone with a universal basic income. This is a guaranteed minimum payment that is paid to everyone. The thinking behind this idea is that it will allow low-income earners to earn a fair amount, and allow recently unemployed workers to take their time to find work again rather than rushing for fear of losing benefits.

- Use Source A to describe what Keynes envisaged for working lives.
- Interpret the message of Source B.
- Compare and contrast the similarities and differences between Sources B and C.
- In groups of three, each pick a source and then summarize that source by copying and completing Table 1.2.

**Table 1.2 Origin, purpose, values and limitations of sources**

<table>
<thead>
<tr>
<th>Origin</th>
<th>Purpose</th>
<th>Values</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who wrote the source?</td>
<td>Why was the source written?</td>
<td>Why might the origin help make the source useful to historians studying universal basic income?</td>
<td>Why might the origin of the source be a limitation to historians studying universal basic income?</td>
</tr>
<tr>
<td>What is the author's nationality?</td>
<td>Who is the target audience for the source?</td>
<td>Why might the purpose help make the source useful to historians studying universal basic income?</td>
<td>Why might the purpose of the source be a limitation to historians studying universal basic income?</td>
</tr>
<tr>
<td>What is the author's social background, e.g. rich / poor, level of education?</td>
<td>What is the author trying to get the reader to think / believe?</td>
<td>Why might the content help make the source useful to historians studying universal basic income?</td>
<td>Why might the content of the source be a limitation to historians studying universal basic income?</td>
</tr>
<tr>
<td>What is the author's job?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the author’s political leanings, e.g. capitalist, communist, socialist, conservative, liberal etc.?</td>
<td>Is it a primary or secondary source?</td>
<td>How can you tell?</td>
<td></td>
</tr>
<tr>
<td>Is it a primary or secondary source?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment opportunities**

- In this activity you have practised skills that are assessed using Criterion D: Thinking critically.
SOURCE A

'I see us free, therefore, to return to some of the most sure and certain principles of religion and traditional virtue – that avarice is a vice, that the exaction of usury is a misdemeanour, and the love of money is detestable, that those walk most truly in the paths of virtue and sane wisdom who take least thought for the morrow. We shall once more value ends above means and prefer the good to the useful. We shall honour those who can teach us how to pluck the hour and the day virtuously and well, the delightful people who are capable of taking direct enjoyment in things, the lilies of the field who toil not, neither do they spin.

But beware! The time for all this is not yet. For at least another hundred years we must pretend to ourselves and to everyone that fair is foul and foul is fair; for foul is useful and fair is not. Avarice and usury and precaution must be our gods for a little longer still. For only then can we lead us out of the tunnel of economic necessity into daylight.

I look forward, therefore, in days not so very remote, to the greatest change which has ever occurred in the material environment of life for human beings in the aggregate. But, of course, it will all happen gradually, not as a catastrophe. Indeed, it has already begun. The course of affairs will simply be that there will be ever larger and larger classes and groups of people from whom problems of economic necessity have been practically removed. The critical difference will be realised when this condition has become so general that the nature of one's duty to one's neighbour is changed. For it will remain reasonable to be economically purposeful for oneself after it has ceased to be reasonable for oneself.

The pace at which we can reach our destination of economic bliss will be governed by four things – our power to control population, our determination to avoid wars and civil dissensions, our willingness to entrust to science the direction of those matters which are properly the concern of science, and the rate of accumulation as fixed by the margin between our production and our consumption, of which the last will easily look after itself, given the first three.'

An excerpt from The Economic Possibilities for our Grandchildren by John Maynard Keynes, 1930

1. Why do individuals form social groups?
SOURCE C

A budget-neutral universal basic income would reduce poverty marginally but not provide greater guarantees that work pays, finds a study commissioned by the Finnish Ministry of Finance.

Heikki Viitamäki, a senior expert at the Ministry of Finance, on Friday revealed that although a universal basic income worth roughly 700 euros a month would boost the earnings of low-income earners and business owners, the positive impact would be negated by the tax hikes needed to fund the scheme.

Heikki Viitamäki added that basic income could have positive indirect effects, such as alleviating bureaucratic traps.

SOURCE B

‘Dana Bowman, 56, expresses gratitude for fresh produce at least 10 times in the hour and a half we’re having coffee on a frigid spring day in Lindsay, Ontario. Over the many years she scraped by on government disability payments, she tended to stick to frozen vegetables. She’d also save by visiting a food bank or buying marked-down items near or past their sell-by date.

But since December, Bowman has felt secure enough to buy fresh fruit and vegetables. She’s freer, she says, to “do what nanas do” for her grandchildren, like having all four of them over for turkey on Easter. Now that she can afford the transportation, she might start taking classes in social work in a nearby city. She feels happier and healthier – and, she says, so do many other people in her subsidized apartment building and around town. “I’m seeing people smiling and seeing people friendlier, saying hi more,” she says.

What changed? Lindsay, a compact rectangle amid the lakes northeast of Toronto, is one of the world’s biggest tests of a guaranteed basic income. In a three-year pilot funded by the provincial government, about 4,000 people in Ontario are getting monthly stipends to boost them to at least 75 percent of the poverty line. That translates to a minimum annual income of 17,000 in Canadian dollars (about $13,000 US) for single people, 24,000 for married couples. Lindsay has about half the people in the pilot – some 18 percent of the town’s population.”

Excerpt from ‘Basic income could work – if you do it Canada-style’ in MIT Technology Review, 20 June 2018

Excerpt from ‘Universal basic income wouldn’t guarantee that work pays, finds study’ from the Helsinki Times, 12 August 2019
How and why do social groups behave in a similar way?

NORMS AND VALUES

What happens when a person acts against the needs of the social group? What happens when a person takes something away from the group, or commits an act of violence against the group, or threatens the source of their livelihood? All social groups have systems for sharing the expectations of people’s behaviour, and some have a formalized set of consequences for when people step out of line.

For many societies today – and most societies in the past – religion plays an active part in determining the way in which people interact with each other. In ancient China, Confucius’s teachings formed the basis of Chinese expectations for conduct from each other, in particular family members, and the treatment of elders. The Christian faith became the dominant faith in Europe after Emperor Constantine converted in 313 CE and later it was declared the main faith of the Roman Empire in 380 CE. In the Middle East, Islam has been the dominant religion since the prophet Muhammad lived in the sixth century. There are of course many other religions that have shaped societies.

For centuries, religions have also been intrinsically linked with the governing of countries. Many countries today still have state religions and use the laws of the faith to influence and determine the laws of the country. Other countries have secular legal systems that evolved from religious values but are not determined by any religious group or organization.

Legal systems, whether these are based on religious or non-religious traditions, are used by social groups to set standards for behaviour. Given that the survival and prosperity of the group relies on the co-operation of all individuals, laws make it unquestionably clear what kind of conduct will and will not be tolerated. They set the ‘norms’ for the social group, and influence the shared values in the community. The field of philosophy that studies our values is called normative ethics.

THINK–PAIR–SHARE

Consider the following situations:

- You see someone committing an act of vandalism on the street.
- During rush hour in the morning, someone barges past you so that you lose your balance.
- A friend reacts in a negative way when you have been successful in school.

How would you respond in each situation? What values do you have that make you act in this way?

Share your values with a partner. Can you add to your list? Discuss with each other where you think your values come from (your family, your religion, your country’s laws, etc.). Be ready to share your ideas with the class.
CULTURE

In our analysis of social groups so far, we have touched upon a very important concept: the role of culture in fostering those intangible connections between people. You may have studied culture in *Individuals and Societies for the IB MYP 3*. In Chapter 5 of that book, we came across E.B. Tylor’s definition of culture:

‘that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society.’

Émile Durkheim (see page 5) described individuals in social groups that exhibit mechanical solidarity as resembling each other. Today, we strongly believe in our own individuality and the right to express our differing views. This is something that we have only been able to enjoy relatively recently in human history.

EXTENSION

Listen to the BBC Reith Lecture called ‘Culture’ given in 2016 by Kwame Anthony Appiah, and watch the TED Talk called ‘Don’t ask where I’m from, ask where I’m a local’.

Have people always only belonged to one country, culture or creed? How relevant are national borders today? If you have more than one passport, does that mean you must choose your national identity or can you belong to many places?

CULTURAL DIFFUSION

As we have mentioned above, culture is a set of shared ideas, actions, principles, beliefs and values.

THINK–PAIR–SHARE

What elements of other cultures have you adopted? Think especially about foods, sports, music, dance and customs. For example, St Patrick’s Day is an example of a custom that has grown and been adopted by many. There are now Irish bars around the world and the day is celebrated in many places, with New York having a St Patrick’s Day parade.

Share your thoughts with a partner. Did you have any examples in common? Can you add to your list? Be ready to share your ideas with the class.

In an increasingly globalized world, culture has become fluid and may adapt and change because of new influences. This is known as cultural diffusion: the spread of cultural ideas from their place of origin to other regions, groups or nations. Some might say culture has become more homogenized because of this, while others may say that culture has diversified because of the increased choice and variety.

Examples of cultural homogenization can be seen in Figure 1.8 where global transnational companies can be found in even the most remote of places, often adapted to suit the local culture. This is sometimes referred to as glocalization.
1. Why do individuals form social groups?

While there are undoubtedly benefits to cultural diffusion in that it can enrich our experiences and broaden our horizons, it is important to consider the potential downsides that it may bring. An example of an element of culture that is often said to be threatened by cultural diffusion is language. Read this article published in the Guardian newspaper (https://bit.ly/2lVo8bD) about Icelandic language battling the threat of ‘digital extinction’. Discuss with a partner what you have read. What is causing ‘an ocean of English’? What do you think? Do you think there is a real threat?

**DISCUSS**

Is it necessary for minority groups to protect their culture and identity in the face of increasing globalization?

**ACTIVITY: Are we heading towards one global culture?**

**ATL**

- Critical-thinking skills: Gather and organize relevant information to formulate an argument; Consider ideas from multiple perspectives

Construct a written response to the following question: ‘Are we approaching a single, dominant homogenized global culture? Is such a thing desirable?’

Your answer should be balanced, consider both sides of the argument and use examples to support your points.

**EXTENSION**

Explore the notion of diasporas, the spread of people from their original country to other countries. Diasporas are found all around the world; for example, in New York City’s Chinatown there is the largest concentration of Chinese people in the western hemisphere.

Identify one global diaspora and suggest reasons why this group of people can be found in this particular location. Consider historical, geographical, economic and political reasons.
What role has social media played in shaping society?

Globalization means that the social and cultural influences on which services and goods are bought and sold is gradually becoming similar across the world.

In the twenty-first century, social media have become increasingly important to the PR (public relations) of almost all businesses. The surge in public accessibility to this technology across the globe has resulted in a rapid increase in the potential market for businesses, creating new opportunities as well as challenges in PR practices.

Through social media platforms, companies are able to display their profile and advertise products, events and services to potential customers on a scale that was previously impossible. These organizations and companies use social media platforms like Facebook, Twitter and Instagram not only to inform their public about events, but also to ask them for feedback about the organization, its events and products. They may also ask people to refer friends or to start following the organization on social media.

<table>
<thead>
<tr>
<th>Corporate function</th>
<th>Type of social media</th>
</tr>
</thead>
<tbody>
<tr>
<td>R&amp;D</td>
<td>Marketing</td>
</tr>
<tr>
<td>Blogs</td>
<td></td>
</tr>
<tr>
<td>Business networks</td>
<td></td>
</tr>
<tr>
<td>Collaborative projects</td>
<td></td>
</tr>
<tr>
<td>Enterprise social networks</td>
<td></td>
</tr>
<tr>
<td>Forums</td>
<td></td>
</tr>
<tr>
<td>Microblogs</td>
<td></td>
</tr>
<tr>
<td>Audio sharing</td>
<td></td>
</tr>
<tr>
<td>Products/services review</td>
<td></td>
</tr>
<tr>
<td>Social bookmarking</td>
<td></td>
</tr>
<tr>
<td>Social gaming</td>
<td></td>
</tr>
<tr>
<td>Social networks</td>
<td></td>
</tr>
<tr>
<td>Video sharing</td>
<td></td>
</tr>
<tr>
<td>Virtual worlds</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1.9 The importance of social media for a company’s operational functions (Aichner & Jacob, 2015) (R&D = Research and Development)
1 Why do individuals form social groups?

**ACTIVITY: Using social media to do business**

- **ATL**
  - Information literacy skills: Process data and report results

  - In a paragraph, describe the key features of the table in Figure 1.9.
  - In two sentences describe and explain how you think this table would have looked in 1990 (before widespread use of the internet).

- **Assessment opportunities**
  - In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding.

**THINK–PAIR–SHARE**

Think of your favourite clothing company. List the different ways in which you find out about their latest fashion lines.

In pairs, describe the different ways in which your chosen company uses celebrities to advertise their latest brands. Explain their use of celebrities.

Share your thoughts with the rest of the class and investigate why these celebrities have become popular.

Companies use **social media influencers** in their marketing in order to build relationships with such people who can then, through their social media following, build relationships for the company. Whether an influencer’s audience is small or large, they can reach consumers via their blogs and social media posts that a company may not otherwise be able to reach.

According to the 2018 Instagram Rich List compiled by Hopper HQ, entrepreneur Kylie Jenner makes an estimated US$ 1 million per sponsored post on her Instagram. She is followed by singer Selena Gomez, who gets US$ 800,000 and footballer Cristiano Ronaldo, who earns US$ 750,000.

1 Why do individuals form social groups?
What impact do social groups have on the sustainability of resources?

It took all of human history until approximately the year 1800 for the world population to reach 1 billion. Since then, the world population has grown to more than 7 billion. This puts huge pressure on our natural resources, as people work to ensure all their needs are met.

Sustainability is a word we hear often, especially in the study of Individuals and Societies. But what does it mean and why is it so important?

**ACTIVITY: Sustainable ideas**

- **ATL**
  - Creative-thinking skills: Use brainstorming and mind mapping to generate new ideas and inquiries

Individually, write down on sticky notes or in a shared online workspace the first three words that come to mind when you look at this word: SUSTAINABILITY.

As a class, collect your words together and enter them into a word cloud generator such as Wordle (www.wordle.net) or Word it out (https://worditout.com/).

Discuss the result. What does this suggest about your class ideas on sustainability?

Print out your class word cloud and display it in a space reserved for this chapter, and save it in any shared online workspace.

In 1987, the Brundtland Report introduced the term ‘sustainability’. It was defined as sustainable development: ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’. Since then, this term has become widely used as we struggle to balance meeting our needs now with ensuring that future generations are able to meet theirs.

This is a concept that you will see runs throughout all of the chapters in this book and is a vital consideration in the study of Individuals and Societies.

There are commonly thought to be three elements to sustainability: sometimes known as the three pillars of sustainability – and these are social, environmental and economic sustainability.

![Figure 1.10](image-url) Venn diagram showing sustainable development

**SEE–THINK–WONDER**

Figure 1.10 shows the considerations that need to be balanced when contemplating sustainable city design or making improvements to existing cities. What does it make you think? What does it make you wonder?
Consider the three components of sustainable development in more detail in Table 1.4.

Table 1.4 The three components of sustainable development

<table>
<thead>
<tr>
<th>Environmental sustainability</th>
<th>Economic sustainability</th>
<th>Social sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Improvements in the standard of living that do not cause long-term damage to the environment that impacts future generations</td>
<td><strong>Definition:</strong> Development that includes everyone, where everyone has the right to economic improvement. The development should be long term, non corrupt and avoid increasing or creating debt.</td>
<td><strong>Definition:</strong> Development that is inclusive and ensures an improvement in the standard of living for all. It should incorporate everyone and ensure equal access to health care, education and resources, while respecting individual cultures.</td>
</tr>
<tr>
<td><strong>Examples:</strong> • Protecting biodiversity • Stopping human-caused climate change • Elimination of damage to the ozone layer • Reduction of pollution (air, water, noise, etc.)</td>
<td><strong>Examples:</strong> • Access to finance • No corruption • No <em>absolute poverty</em></td>
<td><strong>Examples:</strong> • Freedom of speech • Health and safety at work • Access to water, shelter and sanitation • Access to goods, i.e. water, food, shelter, clothing • Access to education • Access to health care • Equality between the sexes, religions, etc. • Right to vote • Access to justice • Safety – no threat from crime • Respect for cultures</td>
</tr>
</tbody>
</table>

In Chapter 7 we will build on this introduction to sustainability and examine the UN’s Sustainable Development Goals, exploring whether urban systems and environments can be managed sustainably. The Sustainable Development Goals will also be explored in Chapter 10 about economic development.

![Pollution: an oil spill](image)

Figure 1.11 Pollution: an oil spill

1. Why do individuals form social groups?
How do we study Individuals and Societies?

DISCUSS: Disciplines within a faculty

All subject disciplines within Individuals and Societies (or humanities or social sciences, as they are sometimes called) study the way in which social groups are formed and the way they interact, but do so with different lenses. For the subjects listed below, discuss the lens through which they study social groups:

- business management
- economics
- geography
- history
- law
- politics
- psychology
- sociology.

Whether you have studied separate Individuals and Societies subjects, or studied them together, you will have explored the ways in which human beings organize themselves into groups, how they interact with each other and with their environment. Each separate subject approaches this from a different angle.

When we are exploring individuals and their relationships with societies we use a wide range of skills and techniques to help us. These skills and techniques are vital to the successful study of Individuals and Societies subjects. If you can master these, then you will be able to analyse and write with confidence.

USING SOURCES

Primary sources are those that are put together at the same time as the period being studied. In historical investigations, these give a direct link to that period of time and the people alive then. In other Individuals and Societies subjects, we might not necessarily use historical primary sources, but might compile our own in business or economics, we might conduct surveys or interviews of people when investigating the impact of a particular marketing tool or government policy. It is always important to bear in mind the limitations of primary sources – they can never tell the whole story, and you must try to find as many sources as possible when answering any research question.

Secondary sources are those put together after the period in question or by people who did not experience first hand the events in question. Historical secondary sources tend to be books written by historians. The use of secondary sources in a historical investigation provides different perspectives of historical analysis. The causes and effects of historical events are often disputed, and therefore introducing the views of significant historians in an essay that you write brings balance and credibility to your own analysis. Secondary sources also include any dataset constructed by private or public organizations (such as the IMF’s World Economic Outlook database released in April and October every year).

OBSERVATIONS

In business and geography, a lot can be gained by observing the interactions of people in particular areas, for example in shops or along roads. You might have been, or will at some stage be taken, on a field trip to a river to conduct field work with your geography teacher. Measurements of water speed, silt and sediment qualities, or rock size and type will be taken and compiled in an organized manner.

GRAPHICAL SKILLS

Presenting gathered data in work is best done using graphs. Graphs allow us to present numerical data in a way that makes patterns and trends easier to see. It is important to put effort and care into developing this skill. When drawing graphs by hand you should always use a pencil and a ruler. Scatter plots should include a line of best fit, so that the trend can be established. Time series data can be plotted by connecting the dots. Any images or charts included in work should have a figure number and title, just as we have modelled in this textbook.

INTERPRETING DATA

Interpreting data is a more difficult skill to master than gathering and presenting it. How far data goes to give us the answers we are looking for is dependent on a number of things. First, it is dependent on the quality of the gathering process. For example, economic data such as growth, inflation and unemployment require extensive procedures...
1 Why do individuals form social groups?

and rigour in order to be able to gather the necessary information about an entire country and population. Inflation (a measure of price changes each month) is usually measured by looking at a basket of typical things bought by a typical household. What is typically bought will vary regionally by socioeconomic status, gender, size of household, and over time. This makes comparison over time and across different groups more difficult. Second, a set of data that suggests a correlated relationship does not necessarily imply that the variables have a causal relationship. This is what the field of econometrics (something you might study at university one day) tries to establish with complex statistical techniques and great difficulty. Take a look at Figure 1.13 below to help you understand that two variables that move together may not necessarily cause each other.

CRITICAL THINKING

Enormously important in all subjects, critical thinking is needed in the study of Individuals and Societies because of the limitations of the methods outlined above. When we study the past, we only have access to the writing and artifacts left behind by people (whether deliberate or not). These do not always provide a complete picture, and information can be interpreted differently. And although it might be tempting to grab all the information needed to fully know what we want to know. We can gather survey evidence, we can look at data, we can build mathematical models, but people are complicated and our world changes fast. We must always be aware of the limitations of our methods of investigation.

Figure 1.13 Amount of cheese consumed per person correlates with number of people who died by becoming caught in their bedsheets. Correlation in data does not mean one of the variables causes the other.

1. Why do individuals form social groups?
When you write anything in Individuals and Societies, but especially when you are being assessed with criterion D (Thinking critically), essentially you are being asked to be clear about the extent to which you know the answer to the question being asked. The best work is balanced and demonstrates an awareness of different perspectives and limitations of the research methods employed.

**ACTIVITY: Building more sophisticated reference lists**

As you progress to the final stage of your Middle Years Programme, you will need to start recognizing what a more sophisticated reference list looks like.

Choose an essay that you have written in the past, in which you consulted and cited sources. (If you don’t have one, your teacher should have one for you to look at.)

Construct a table like the one below with columns for the name of the source, the weblink (if relevant) and the source’s strengths and weaknesses.

<table>
<thead>
<tr>
<th>Source</th>
<th>Weblink</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>

When assessing a source’s strengths and weaknesses, consider the following questions:

- Will the reader of my source think this information is credible?
- How do we know the source is credible?
- Does this source offer alternative perspectives?
- Is there a range of source types being consulted?
- Has the source material been embedded well into my work?

Make a list of advice for yourself using what you have learned about the use of sources in your work.

**Assessment opportunities**

- In this activity you have practised skills that are assessed using Criterion B: Investigating.
Reflection

In this chapter, we have explained the reasons why individuals form social groups, and described what happens to relationships between people when populations grow. We have defined the concepts of equality and equity, explained how governments might use taxation to redistribute income, and calculated marginal and average tax rates. We have discussed the role that systems of law, globalization and social media play in shaping our societies.

Use this table to reflect on your own learning in this chapter.

<table>
<thead>
<tr>
<th>Questions we asked</th>
<th>Answers we found</th>
<th>Any further questions now?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual:</strong> What is equality?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual:</strong> Why do people form social groups? How does the structure of social groups promote the participation of individuals? How and why do social groups behave in a similar way? What impact do social groups have on the sustainability of resources? How does culture shape individuals and their societies? What role has social media played in shaping society? How do we study Individuals and Societies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Debatable:</strong> Why is it important to explore different cultures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches to learning you used in this chapter</td>
<td>Reflection on what new skills did you learn?</td>
<td>How well did you master the skills?</td>
</tr>
<tr>
<td>Communication skills</td>
<td></td>
<td>Novice Learner Practitioner Expert</td>
</tr>
<tr>
<td>Information literacy skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical-thinking skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative-thinking skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner profile attribute(s)</td>
<td>Reflect on the importance of being a thinker for your learning in this chapter.</td>
<td></td>
</tr>
</tbody>
</table>

1. Why do individuals form social groups?