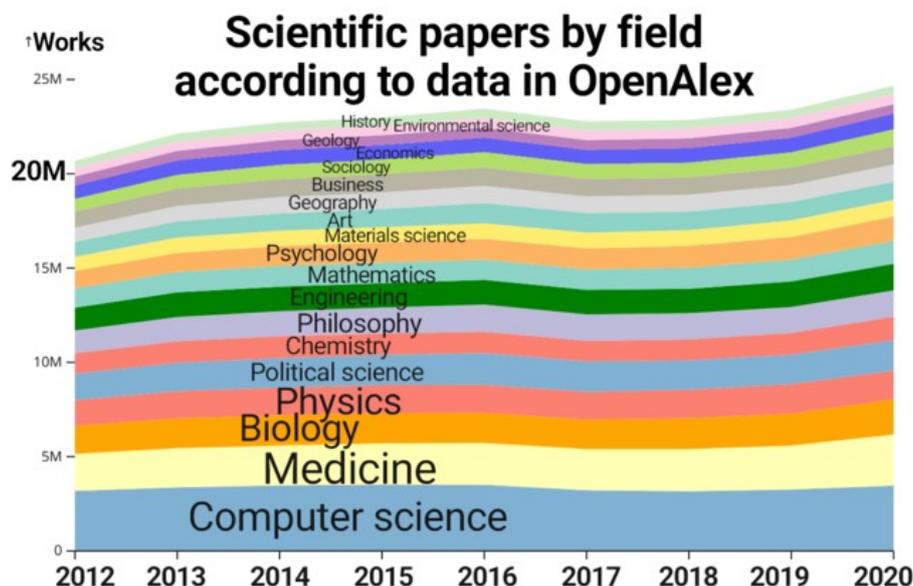


## An Example of Two Science Camps in the Same Field - Economics

Yes, there are sciences other than the pure sciences. There's political science, psychological science, forensic science, social science, statistical science, computer science – and even shopping science<sup>1</sup> and the science of learning<sup>2</sup> – to name just a few. For those who need convincing, below is a graph of scientific papers produced in a variety of fields, which show that there is scientific study outside of formal science, including economics.<sup>3</sup>



**NOTE:** The bright blue line near the top of the graph shows that there were thousands of scientific papers in economics produced in the period 2012-2020, confirming the science of that subject area.

There's a division in economics revolving around the science of it (i.e. method, technique, etc.), in regard to raising 3<sup>rd</sup> world countries (TWC) out of poverty, which has been going on since WWII. In the period immediately after the war, the World Bank estimated that 70% of the world's population was poor, earning less than \$US100/year. The economic science of that day determined that boosting economic growth of the poor countries was the best way to defeat poverty.

This push for economic growth produced a paradigm that promoted the transforming of TWC nations into modern ones. This drive manifested numerous ways, in the forms of industrialization, urbanization, and capital investment, which were the tools that were seen as the only solutions to the problem of creating development. Modernity<sup>4</sup> was reinforced by national and international organisations, as well as large economic systems that were designed to fight poverty. Study and research in the area of development occurred within the neutrality of science, rather than in the social or political spheres. The knowledge that was generated around this development favoured the change of industries so they became professionalized<sup>5</sup>, creating employees for business, rather than family businesses.

This move of economics into the the field of science caused development to be conceived without considering people and their cultures. Even more devastating was the use of development theory as a general solution that could be used in every context. The science produced a system in which ethnocentrism and oppression were perpetuated from the Western countries as they sought to regenerate the inhabitants of poor countries and instil in them Western values, in order to show them the better way

1 – Mary Hunt (5-7-2023) “The Science of Shopping” [www.theepochtimes.com/the-science-of-shopping\\_5374699.html](http://www.theepochtimes.com/the-science-of-shopping_5374699.html)

2 – SEE: [www.abc.net.au/news/2023-07-07/review-of-university-teacher-degrees-at-ministers-meeting/102564402](http://www.abc.net.au/news/2023-07-07/review-of-university-teacher-degrees-at-ministers-meeting/102564402)

3 – GRAPH: By Shubhanshu Mishra; modified by me (see other version) - [observablehq.com/@napsternxg/open-alex-data-evolution](https://observablehq.com/@napsternxg/open-alex-data-evolution), CC BY 4.0, [commons.wikimedia.org/w/index.php?curid=115345606](https://commons.wikimedia.org/w/index.php?curid=115345606) [FREE]

4 – DEFN: The state or quality of being modern. The quality or state of being modern; modernism in time of spirit. [www.wordnik.com/words/modernity](https://www.wordnik.com/words/modernity)

5 – DEFN: To proceed in a professional manner or in an activity for pay or as a means of livelihood. [www.wordnik.com/words/professionalize](https://www.wordnik.com/words/professionalize)

to live. In this way, development never adapted to cultures and conditions so that it could provide solutions to problems, but instead, destroyed cultures.

The post war economic theories (economic science) fostered capitalism as the way to produce economic growth in nations. Later, this idea became known as ‘growth with equity’, and from the 1980s onward, the eradication of poverty was more in the form of neo-liberalism. Societies were then transformed by moving towards industrialization, and the values of society were exchanged for possessive individualism and capitalist development. This strategy was designed to eliminate the existing peasantry in TWCs, with a shift to a salary-earning workforce and entrepreneurs, along with the industrialization and modernization of the agricultural sector.

Obviously, there were consequences with the implementation of this science:

*“The consequences of the implementation of these strategies or systems are potentially the destruction of traditional ways of life in favor of capital and in a certain way the demonization of the peasantry as an unproductive, surplus, and unprepared workforce, living anachronistic ways of life that they do not fit with modern ideals of prosperity.”<sup>6</sup>*

There is now a division among economic theorists (read, economic science) as to whether the original science used to rid the nations of poverty was correct, as it led to a widening gap of the ‘haves and have nots’. Capitalism had become a money grab by the rich and the poor suffered because of the new system.

Economic scientists with a socialist ‘leaning’, oppose the capitalist theory that was, and is still, used to raise countries out of poverty today. This is where the division lies in economic science, and it’s all based on the worldview of the theorists in economics.

**FURTHER INSIGHT:** Economic Science has a component of psychology in it which happens because economics is run by the minds of people. Research in the psychology of economics is also a valid are of this science. Read the online article ‘Economic Psychology’<sup>7</sup> for more insight.

Laurence

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6 – Gabriela Salgado “Two positions on development: Arturo Escobar and Henry Veltmeyer”

[www.academia.edu/50358452/Two\\_positions\\_on\\_development\\_Arturo\\_Escobar\\_and\\_Henry\\_Veltmeyer](http://www.academia.edu/50358452/Two_positions_on_development_Arturo_Escobar_and_Henry_Veltmeyer)

7 – [www.academia.edu/resource/work/72952541](http://www.academia.edu/resource/work/72952541)