

## Chapter 15 Global Connections

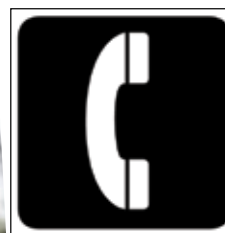


Figure 15-1 One of the signs of a globalizing world is the need to communicate clearly in various languages. The photograph at the top shows a sign in China. The middle photograph shows road signs in Israel, and the bottom photograph shows signs in Iceland. In addition, various organizations have developed symbols to convey basic information, no matter what language people speak.

## CHAPTER ISSUE

### To what extent do global connections affect people?

The people of the world are connected in myriad ways — socially, politically, and economically. These connections affect everyone. In some cases, the connections are obvious: through the foods that are available in supermarkets, the makes of vehicles on the streets, the languages on signs. But in other cases, the connections are more subtle. The subtle effects of a globalizing world may have more to do with what people think and do in specific situations. Because these influences occur over long periods, they seem natural and normal, and people may not even realize that they are changing. This chapter will focus on the ways that global connections affect people.

Examine the photographs and symbols on the previous page and respond to these questions:

- Why do you suppose the signs in China, Israel, and Iceland include English translations even though English is not an official language of any of these countries?
- What conclusions can you draw on the basis of the signs in these photographs?
- What might bilingual signs say about the people who live in a place?
- If you were visiting one of these places, how might these bilingual signs affect you?
- What does each of the international symbols mean?
- The international symbols were developed only in the last half of the 20th century. Why do you suppose they were not developed before that?
- Examine the international symbols carefully. What evidence identifies their origin?
- What statement(s) do the bilingual signs and international symbols make about a globalizing world?

#### KEY TERMS

virtual communities  
pandemic

#### LOOKING AHEAD

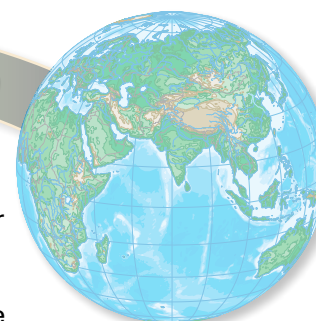
In this chapter, you will explore answers to the following questions:

- How does globalization change communities?
- How does the global need for resources affect people?
- How does globalization affect people's health?
- How have people responded to global issues?



### My Point of View on Globalization

Review your notes and think about the changes that have occurred in your understandings of globalization. Predict ideas that you might encounter in these final chapters and think about how they may change your point of view again. Use words or images — or both — to record your predictions. Date your ideas and keep them in the notebook, learning log, portfolio, or computer file you have been using.




# HOW DOES GLOBALIZATION CHANGE COMMUNITIES?



## CHECKBACK

You learned about individual and collective identity in Chapter 1.

### VOICES



Although [online] networks are still in their infancy, experts think they're already creating new forms of social behavior that blur the distinctions between online and real-world interactions . . . Increasingly, America's middle- and upper-class youth use social networks as virtual community centers, a place to go and sit for a while (sometimes hours).

— BusinessWeek magazine, December 2005

A community is made up of people who identify with others through shared connections. The connection may be shared religious beliefs and traditions or a common language — or it may be less formal. Wearing the colours of a particular sports team, for example, and cheering on that team at games identifies fans as members of a particular community. The connection people share may be geographic — living in a village, town, or big-city neighbourhood. Belonging to communities is important to people's identity and helps define who they are. To what communities do you belong?

Globalization has affected the communities people identify with. Contemporary communication technologies and the speed of transportation mean that people can identify with others from all over the world. The Asian tsunami that killed hundreds of thousands of people in December 2004 reminded many people of their shared connections. As the rest of the world heard about the disaster, people rushed to donate emergency supplies and money because they believed that part of their global community needed help and support. Globalization has made the term “global community” more meaningful than ever.

## New Communities

Globalization is expanding people's ideas about “community.” Internet users, for example, might say that their communities include people they have never met in person. They spend time together in chat rooms, blogs, instant messaging buddy lists, and social networking sites. These interactions create a sense of community, and these **virtual communities** may be as important as traditional communities in shaping people's identity.

Membership in these virtual communities is often fluid. People come and go as their interests move them. Combined with the huge range of topics available to online users, this makes virtual communities less demanding than traditional communities. Users have the ability to move about freely, interacting with others around the world.

At the same time, virtual communities have become hunting grounds for online criminals, including identity thieves and sexual predators — and users must be constantly on guard. Observers have also expressed concerns that virtual communities are undermining some people's ability to maintain real-world relationships.

What virtual communities do you belong to or know about? What interests link the people in each community? What do you think is the main advantage and disadvantage of belonging to a virtual community?

**Figure 15-2** When a tsunami hit parts of Asia in December 2004, Canadians responded by donating money and supplies — and offering basic medical help. In this photograph, a Sri Lankan father and his sons ride past a Canadian convoy in Colombo. The tsunami occurred on December 26, 2004. This photograph was snapped on January 9, 2005. How does it illustrate the effects of globalization?





## Transnational Corporations and Communities

People have widely differing views on the effects of globalization on communities, especially towns and cities. On the one hand, supporters of globalization point out that the economic activity stimulated by expanded global trade has strengthened towns and cities. In many places, transnational corporations are the driving force behind economic expansion. They build factories where none existed, and shops and services spring up to meet the needs of people attracted to the area by the new employment opportunities. In addition to greater access to jobs, community residents also gain access to services and opportunities that did not previously exist.

On the other hand, critics argue that globalization has created more challenges and problems than opportunities. The low wages often paid by transnational corporations mean that poverty is widespread, and this is often made worse by the migrants who flood into an area in search of a job. In addition, the natural environment may deteriorate if environmental standards are lowered to attract transnationals and keep them in a community.

### Wal-Mart and communities

Wal-Mart, the world's biggest retailer and one of the world's most successful transnationals, has long been a target of critics of globalization. When this American-based company establishes a big-box store in a community, critics argue that the disadvantages outweigh the advantages. They say that

- high-paying jobs are replaced by low-paying jobs.
- Wal-Mart offers few benefits, such as health care, to workers.
- small, locally owned retailers are undercut by Wal-Mart's low prices. When local businesses are forced to close, shopping and job options are reduced.
- Wal-Mart stores are typically located on the outskirts of communities. This contributes to the decline of downtown shopping areas.
- locating stores on the outskirts of communities encourages car-based shopping patterns, which contribute to high greenhouse-gas emissions and fewer pedestrian-oriented shopping districts.

Despite these criticisms, Wal-Mart continues to build stores, and people continue to shop at them. Supporters of the chain point out that new stores often stimulate economic activity in the surrounding area, filling nearby shopping malls with new stores. And many people in smaller communities welcome Wal-Mart because the store helps people save money and provides products that may not previously have been available.

For its part, Wal-Mart maintains that its stores support communities in many ways. The chain allows non-profit groups to hold fundraisers on its property and encourages employees to participate in community events. In the United States, Wal-Mart has created a community grant program that donated more than \$61 million to community organizations in 2006. What is your view on the presence of Wal-Mart stores in communities?



Figure 15-3 These shoppers are outside a Wal-Mart store in Shanghai, China. Why might Chinese shoppers welcome new Wal-Mart stores? Why might these stores create concerns? What does the store's sign say about globalization?

Figure 15-4 What argument is this cartoonist making about Wal-Mart?



## The Effects of Immigration on Communities

Immigration has long been an important force in Canada. In recent years, immigration has kept Canada's population growth rate higher than that of any other developed country. In 2006, immigration made up more than two-thirds of the increase in Canada's population. Canada's birth rate is falling and the population is aging. As a result, economists and statisticians predict that, within a few decades, immigration will account for all population growth. Why might economists believe that population growth is essential for a healthy economy?

Canada introduced official multiculturalism in the 1970s, and this sparked a remarkable shift in the source of immigrants. Before the 1970s, most immigrants arrived from Europe. Today, Asia is the biggest source.

### FYI

In 2005, the top four countries of origin for immigrants to Canada were China, India, the Philippines, and Pakistan. Together, these countries contributed more than 40 per cent of the 262 236 immigrants who arrived in Canada that year.

## Ideas

### What are the boundaries of your community?

The students responding to this question are Gord, a member of the Beaver First Nation near High Level; Ling, who was born in Hong Kong but is now a Canadian who lives in Edmonton; and Deven, who was born in India but is now a Canadian who lives in Calgary

*What I consider to be part of my community has really grown. It's much more than geography. I've realized that other people in the world share my views about what's important, and the Internet helps me connect with these people. We talk about things like Indigenous people, respect for the environment, human rights, and so on. So my community — and by "community," I mean people whose interests are similar to mine — is worldwide. I might not be able to see them, but I can communicate with them and share ideas. And that's a good thing. Global communication has allowed me to expand my community.*



Gord

*When I was a child, before I came to Canada, my community was made up totally of Chinese people. But here in Canada, I came into contact with people from many cultures. I see people who have different roots in my school, in my neighbourhood, on Canadian television shows — basically, all around me. I no longer see my community as people who share my culture, but as people who share my interests. My community is a lot bigger than it used to be!*



Ling

*I'm not sure how to answer the question. What I identify as my community keeps changing. When I was younger, my community was focused on my family and on friends who lived nearby. But as I've grown, my community has come to include friends who live farther away, people who share my culture, and people who like the same things as I do — like playing soccer. I'm sure in the future, after high school, what I view as my community will change again. It will expand as I experience more of the world.*



Deven

## Your Turn

How would you respond to the question Gord, Ling, and Deven are answering? What do you see as the boundaries of your community? In what ways has your definition of community changed over the years? In what ways is it likely to continue changing?

Most immigrants to Canada head for the largest cities in the country. Toronto alone welcomes more than 40 per cent of immigrants. Other large cities, such as Vancouver, Montréal, Calgary, and Edmonton, are destinations for most other newcomers. Only a small number of immigrants settle in smaller communities. How might this trend affect Canada?

The pie chart on this page shows the destination of the immigrants who arrived in Canada in 2005. Nearly three-quarters of these new arrivals settled in just three census metropolitan areas. A census metropolitan area is a large city and surrounding communities.

Newly arrived immigrants consider a number of factors when deciding where to settle. They often want to be

- close to family and friends who are already in Canada
- close to where other members of their cultural group have already established businesses, places of worship, cultural centres, and so on
- where jobs and economic activities are most plentiful
- where services like education and health care are most accessible

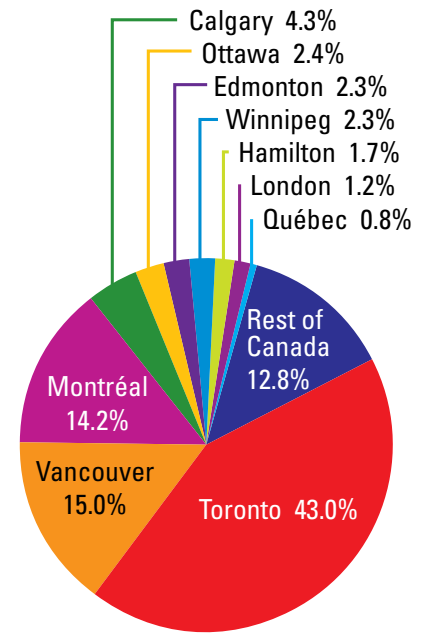
Large cities are more likely than smaller communities to meet the needs of immigrants. Why do you think each of the considerations listed would be important to immigrants?

Analyze the data in Figure 15-6. To do this, look for

- patterns, such as numbers that are consistent
- inconsistencies, such as a percentage for one census metropolitan area that is markedly different from others

Suggest reasons for the patterns, inconsistencies, and regional trends you identified.

Figure 15-5 Top 10 Census Metropolitan Area Destinations for Immigrants, 2005



Source: Citizenship and Immigration Canada

Figure 15-6 Immigrant Population by Place of Birth for Selected Census Metropolitan Areas, 2001\*

Source: Statistics Canada

\* This chart shows all immigrants living in the identified census metropolitan areas, regardless of when they arrived in Canada.

Region of Birth	Census Metropolitan Area (Percentage of Immigrants)				
	Toronto	Vancouver	Montréal	Calgary	Edmonton
United States	1.9	3.1	2.4	5.2	4.4
Central and South America	6.7	2.8	7.6	4.5	4.7
Caribbean and Bermuda	8.2	0.8	10.6	2.2	2.4
Britain	7.0	9.4	2.3	12.9	11.7
Other Northern and Western Europe	3.7	6.1	9.2	8.7	11.3
Eastern Europe	9.0	4.9	8.0	8.7	11.0
Southern Europe	15.5	4.9	19.1	6.4	7.3
Africa	4.9	3.3	11.8	6.3	5.1
Middle East	5.5	3.7	10.1	4.6	4.1
Eastern Asia	14.7	35.6	5.2	15.6	12.7
Southeast Asia	8.7	12.0	7.6	14.4	15.3
Southern Asia	13.7	10.3	5.6	8.9	7.9
Oceania and other	0.4	3.0	0.2	1.6	1.9
Total Immigrants	2 032 960	738 550	621 885	197 410	165 235

## REFLECT AND RESPOND

With a partner, interview someone (e.g., a parent or other relative, a neighbour, or a teacher) who has lived in your community for at least 10 years. As an alternative, you may wish to invite this person to visit your classroom to talk about how the community has changed.

Before the interview, prepare a list of questions that focus on change in areas such as housing, business, industry, transportation, entertainment, and services. Record the interview subject's responses, then discuss whether — and how — each change is linked to globalization. Rate each change on a scale of 1 to 5 (1 = very weak link; 5 = very strong link).

Figure 15-7 Battleground Iraq, 1908–2003



## HOW DOES THE GLOBAL NEED FOR RESOURCES AFFECT PEOPLE?

In a globalized world, the need for resources is great. Some resources, such as oil and water, are so valuable that some governments are willing to use force to secure their supply. Though the study of historical globalization reveals that using force to secure resources is not a new strategy, it has taken new forms in the 21st century. What is one past example of resources being seized by force?

### Oil in Africa

**Blood oil** is a new term that refers to oil obtained through violence and bloodshed. In the first decade of the 21st century, blood oil flowed out of several countries, including Nigeria and Sudan in Africa.

In Nigeria, several transnational corporations, including Shell, Chevron, and Total, have been developing oil fields in the delta of the Niger River. The people who live in the area say that the activities of these companies have damaged the environment — and that they were persecuted when they tried to protest. The Nigerian government, which was controlled by the military at the time, co-operated with the oil companies by brutally suppressing opposition.

In 1995, the government executed nine Ogoni activists who had been fighting to preserve their people’s homeland, which was in the area slated for oil development. Among those killed was author and environmentalist Ken Saro-Wiwa, whose death provoked worldwide outrage. Since then, a civilian government has come to power, and the oil companies have changed some of their practices — but many people continue to oppose the development.

Since the 1990s, a deadly civil war has raged in Sudan so that the government could push unco-operative local groups out of an oil-rich area. Millions of Sudanese were displaced and reports of genocide were rampant. Critics said that revenue from the sale of the oil was used to buy military equipment to expand the civil war and give the government even more power.

### Iraq, Oil, and War

Iraq has huge oil reserves. By 2007, only 15 of its 74 oil fields had been developed. Known reserves total 112 billion barrels, but estimates say that potential reserves could top 300 billion barrels, amounting to about one-quarter of the world’s oil. Conservative estimates place the value of Iraq’s oil at more than \$3 trillion. In addition, the country has enough natural gas to supply the United States for 10 years.

Until the early 20th century, Iraq was largely ignored by the imperial powers. But this changed when oil was discovered there. The invention of the automobile and the use of fossil fuels to power vehicles and heat homes and businesses meant that Iraq’s oil reserves were suddenly highly desirable — and the country became the focus of many conflicts.



## The United States leads an invasion of Iraq

Many people have argued that the 2003 American-led invasion of Iraq was a thinly veiled attempt to solidify Western control of the country's massive oil resources. Western access to the oil had been uncertain since Saddam Hussein took control of Iraq in 1979.

Saddam's refusal to submit to American demands in the years after the 1991 Gulf War made him even more of a threat. As long as Saddam controlled Iraq, the global supply of oil was at risk. Although American president George W. Bush justified the 2003 invasion by accusing Saddam of developing weapons of mass destruction, evidence of these weapons was never found. By then, however, Iraq was in the hands of the U.S. and its allies, and Western oil companies controlled the country's oil fields.

Review the information in Figure 15-7 on page 350. What additional research would you want to conduct before making a judgment about the connection between Iraq's oil reserves and the conflicts that have taken place there?

## Alberta and Oil

Though blood oil is a disturbing aspect of resource exploitation, much of the world's energy resources have developed in socially acceptable ways. The oil and gas industry in Alberta is one example.

In the early 20th century, neither the Canadian government nor Canadian investors were willing to play a leading role in developing Alberta's oil. As a result, international companies came to dominate the province's petroleum industry. Until 1969, Canadian representatives of transnational corporations — mostly American-based — dominated the industry. The "big four" were Shell, Imperial, Gulf, and Texaco.

By 1969, foreign ownership was sparking fears that Canada was losing control of its energy future, and the Liberal government of Pierre Trudeau began trying to Canadianize the industry. The Trudeau government introduced the controversial National Energy Program, which was designed to increase Canadian control, and created Petro-Canada to ensure a Canadian presence in the global development of energy resources.

The Free Trade Agreement between Canada and the United States and, later, the North American Free Trade Agreement reduced restrictions on foreign ownership in the energy sector and spurred development of Alberta energy projects, including the tar sands.

Is it important for Canadians to own a large share of Alberta's oil and gas industry? How would you find out how much of oil industry profits remain in Canada?



Figure 15-8 An American soldier helps guard an oil field in Kirkuk, Iraq. Thousands of American military personnel and hundreds of thousands of Iraqis were killed during and after the U.S.-led invasion. What aspect(s) of globalization does this photograph illustrate?

Figure 15-9 The pumpjack has become an enduring symbol of Alberta's energy industry. How has the province's oil and gas industry affected you?





# FORT MCMURRAY — COPING WITH GLOBALIZATION

Fort McMurray, the focus of the oil sands development in northern Alberta, is booming. The city has been growing by leaps and bounds — and municipal officials have been struggling to keep up with the demands created by the world’s need for oil.

In 1995, Fort McMurray amalgamated with the surrounding district to form the Regional Municipality of Wood Buffalo. The entire regional municipality is under a single government, and Fort McMurray is the seat of this government. Between 1999 and 2006, the community’s population grew an average of 8.5 per cent a year.

## Early Development

The explorer Alexander Mackenzie recorded the first description of the tar sands in 1788. He wrote: “At about 24 miles [38.6 km] from the fork [of the Athabasca and Clearwater rivers] are some bituminous fountains into which a pole of 20 feet [6.1 m] long may be inserted without the least resistance.”

By 1870, the community of “Fort Mac” was a Hudson’s Bay Company post. The first efforts to extract oil from the tar sands were made in 1925, but progress was slow, and by the early 1960s, Fort McMurray’s population was only about 2000. But when an oil-sands plant opened in 1967, the population took off, reaching more than 30 000 by 1981. During the 1980s, low oil prices slowed development, but improvements in mining and extraction technologies during the 1990s stimulated a new wave of construction. The population of the area is expected to reach 100 000 by 2012.

## Paying the Price of Growth

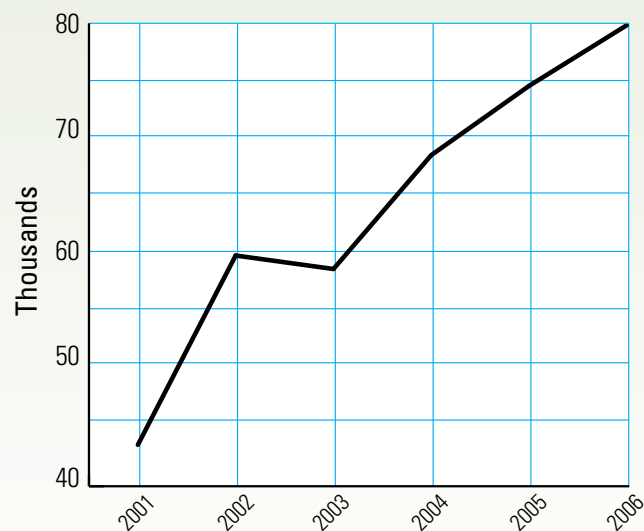
The flood of workers into the Fort McMurray area has placed a tremendous strain on municipal services. In 2006, Wood Buffalo municipal officials estimated that 3000 more homes were needed. The municipality also needed a new water treatment plant, a police station, a fire hall, a recreation centre, and two more schools. To pay for this infrastructure and services, municipal taxes increased frequently.

Although the oil business has fuelled the population explosion, the key companies involved in developing the oil sands have been reluctant to help the municipality fund services and build infrastructure. Darcie Park, spokesperson for Suncor, one of the largest companies working in the area, told Canadian Press: “Industry should do what industry does best, which is to work to responsibly develop the resource. Governments should do what they do best, which is to identify needs for public funding and provide the funding.”

Figure 15-10 Alberta Oil Sands



Figure 15-11 Population Growth in Fort McMurray, 2001–2006



Source: Official Population List, Alberta Municipal Affairs



Figure 15-12 This sign reflects the desperate labour shortage among businesses in Fort McMurray. Why do you suppose they have such difficulty finding workers?

The population explosion has also created a demand for service industries, such as restaurants, shops, and hotels. But even though they offer improved benefits and higher wages than businesses elsewhere in the province, they are having trouble finding enough employees to meet the demand.

### Environmental Concerns

Fort McMurray is located in the **boreal forest**, an environmentally sensitive sub-Arctic region that consists mostly of coniferous trees such as spruce, fir, and pine. The rapid expansion of oil sands development is raising concerns about the sustainability of the area's environment.

Each barrel of oil extracted from the tar sands requires the mining of two to five tonnes of earth and uses enough natural gas to heat a home for one to

five days. The process creates such large emissions that Alberta produces more greenhouse gases than any other province. Oil companies are conducting research into more efficient processes, and when they finish mining an area, they are required to restore the land to a self-sustaining, productive state. But environmentalists and First Nations people worry that the development is too huge and happening too quickly for the forest to be restored.

In addition, say First Nations people, the development has destroyed their way of life. "The environmental cost has been great," Jim Boucher, chief of the Fort McKay First Nation told the *Washington Post*. "Hunting, trapping, fishing is gone."



Figure 15-13 Huge trucks and machines extract earth from an open pit mine near Fort McMurray. Hot water is then used to separate the oil from the sand.

### Explorations

1. Create a timeline showing the development of Fort McMurray. For each event on the timeline, write a phrase that identifies its effect on the community.
2. Think about your understandings of the globalization process. Explain how the growth of Fort McMurray is tied to globalization. Which aspect of globalization do you think is most important in driving the growth of Fort McMurray? Explain your ideas.
3. Suppose you are an observer at a meeting between the Wood Buffalo municipal council and officials of the oil companies in the area. The two groups have met to discuss the rapid population growth of the area and some of the challenges that have resulted. Identify two main points that each group might make, as well as the evidence each would use to support its position. Who else do you think should have a voice at this meeting? Explain why.



### CHECKBACK

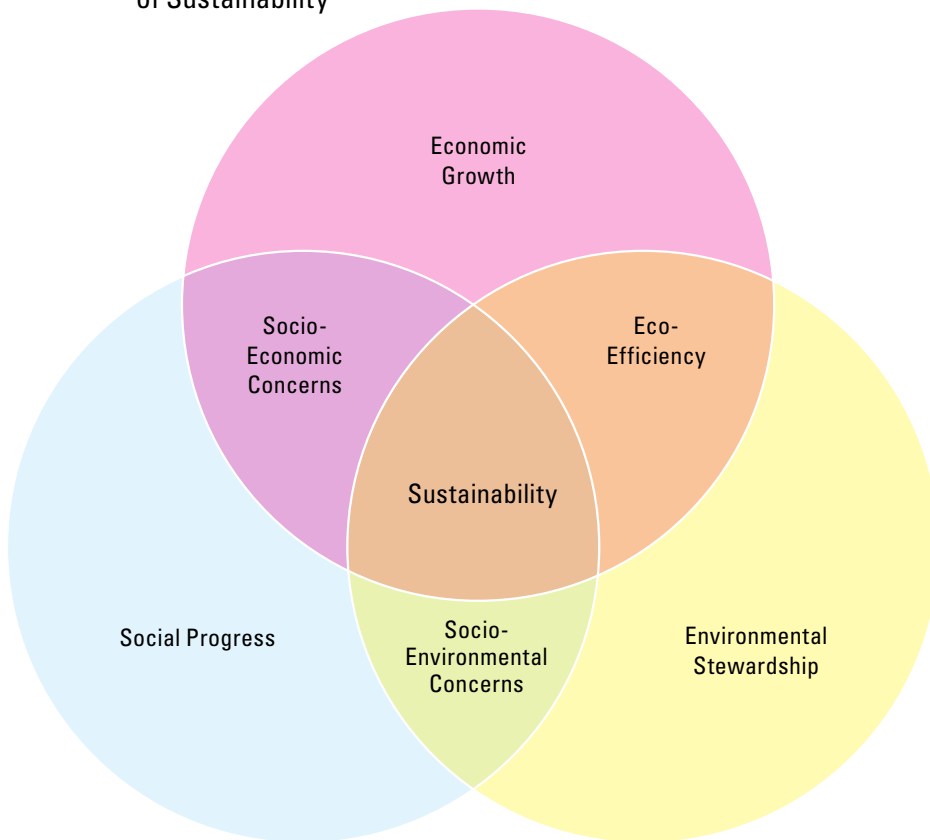
Sustainability and globalization were considered in Chapter 11.

## Sustainability

Environmental sustainability is a concern in the Fort McMurray area — and around the world. The destruction of rainforests, the collapse of important fish stocks, and the loss of genetic diversity are just some of the environmental challenges that profoundly affect people. What are some ways environmental challenges might affect your life?

Many economists and environmentalists have begun to recognize that economic growth is essential, but they also agree that it must not be achieved at the expense of future generations. It must be sustainable. To ensure sustainability, they believe that decisions about development must stem from assessing and balancing three factors: economic growth, social progress, and environmental stewardship. Figure 15-14 shows how these factors are interrelated.

Figure 15-14 Three Components of Sustainability



The goals of economic growth are to

- ensure a sustainable economy
- encourage innovation and productivity
- maintain high levels of employment

The goals of environmental stewardship are to

- protect and enhance natural systems
- make efficient use of natural resources
- make efficient use of energy supplies

The goals of social progress are to

- ensure justice for all citizens
- encourage social inclusion
- achieve personal well-being
- create sustainable communities

## REFLECT AND RESPOND

Globally, people feel the effects of any disruption to the oil supply. With a partner, create a flow chart that shows how an interruption in oil supplies might affect you and your community. Consider factors such as price, affordability, availability of electricity for homes and industry, changes in transportation, and just-in-time production.

Recall ways you and your community are connected to the global economy and identify how the effects you have identified will affect your way of life (e.g., the supply of fresh fruit and vegetables in winter, clothing prices, and jobs).

Compare your flow chart with those of others in your class. How would you summarize your predictions?



# HOW DOES GLOBALIZATION AFFECT PEOPLE'S HEALTH?

A **pandemic** is an epidemic that spreads around the world. Medical experts today are concerned that pandemics pose a more serious threat than ever because of people's ability to travel farther and faster than ever before. But pandemics are nothing new, as the Black Death and the Spanish flu show.

## The Black Death

In the 14th century, an epidemic of bubonic plague that became known as the Black Death started in Asia and spread across Europe. By the time it had run its course, 75 million people had died, including up to two-thirds of the population of Europe. How might such a large number of deaths have changed social and economic conditions on the continent?

Many experts believe that the Black Death was carried by rats but spread through human contact. The plague was carried to Europe by traders using the Silk Road. It struck at a time when Europe was already vulnerable. Wars had disrupted farming and trading, creating widespread famine in Northern Europe. In addition, weather conditions had been colder than usual — this period was called the Little Ice Age — and food supplies were limited. On top of everything else, a pestilence, possibly anthrax, was killing sheep and cattle. Economies were in tatters and social conditions were deteriorating, so people could do little to limit the spread of the disease. Less severe outbreaks of the same disease occurred almost every generation until the 1700s.

Examine Figure 15-15. It took more than four years for the Black Death to spread across Europe. What evidence suggests that the disease originated in Asia? What factors would have contributed to its slow spread? Suggest reasons the area around Warsaw experienced only a minor outbreak.

## The Spanish Flu

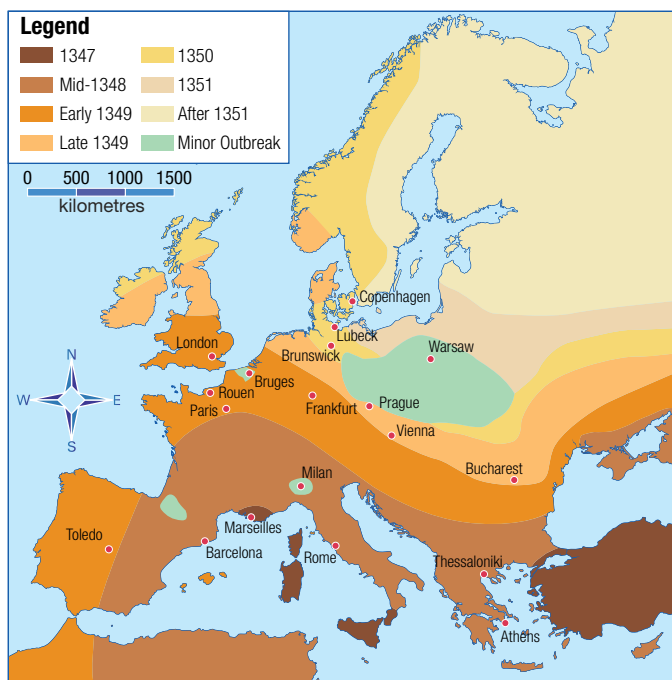
The most deadly pandemic of the modern era occurred just after World War I, between 1918 and 1920. Called the Spanish flu, it killed an estimated 100 million people, a death toll that was many times higher than that of the war. An unusual aspect of the disease was that it killed healthy young adults, rather than the very young, the very old, and those who were already ill — the usual victims of influenza outbreaks.

World War I did not cause the Spanish flu, but concentrations of soldiers helped spread the disease. The soldiers' movements from one area to another ensured that the disease moved quickly over a large geographical area.

### FYI

The World Health Organization defines health as "a state of physical, mental, and social well-being and not mere absence of disease or infirmity."

Figure 15-15 The Spread of the Black Death across Europe



### Web Connection

To find out more about the Black Death and the Spanish flu, go to this web site and follow the links.

[www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca)

## Pandemics Today

Severe acute respiratory syndrome — SARS — was a recent pandemic that resulted in 774 deaths worldwide. The first case was discovered in rural China when a farmer died of an unidentified disease in November 2002. But the Chinese government did not report the incident to the World Health Organization, the United Nations agency that monitors global health security.

As a result, news of the disease did not become public until February 2003, when an American man travelling to Singapore from China fell ill. The plane stopped in Vietnam, where the man died. Several people who treated him developed the same disease. On March 12, the WHO issued a global alert, but the disease had already spread. By the time the outbreak ended in July 2003, SARS cases had been identified in 26 countries, including Canada.

SARS could have become a deadly pandemic, but it was held in check by the quick action of the WHO and national health agencies. Quarantines halted its spread, as people who might have come into contact with an infected person were isolated in their homes for 10 days. No contact with others was allowed.

Although SARS was successfully contained, the global response to AIDS — acquired immune deficiency syndrome — has been less successful.

Every year, about 3 million people, including about 500 000 children, die of AIDS. Another 4 million people contract the disease. As of January 2006, an estimated 39.5 million people were living with AIDS, which had killed another 25 million. There is no cure for AIDS, although expensive drug therapies help prolong victims' lives.

The social stigma associated with AIDS has worked to limit effective prevention programs. In the beginning, AIDS was considered a disease of homosexual men. Health officials now recognize that anyone can contract AIDS, but its association with sexual activity remains. Many people who might be infected do not get tested for fear of testing positive. Those who do admit they are positive are often ostracized.

Many governments in Africa were very slow to develop prevention and treatment programs because they did not want to admit that AIDS was a problem in their societies. Now, two-thirds of all AIDS cases are found in sub-Saharan African countries.

➔ List three ways in which globalization has established conditions that encourage diseases to spread. How are these conditions similar to the ways globalization encourages the spread of ideas and products?

### FYI

AIDS was first identified in 1981 when doctors in the United States, France, Haiti, and Zaire began to notice patients dying of minor infections. Canada recorded its first case of AIDS in 1982.

Figure 15-16 SARS Cases in 10 Hardest-Hit Countries, November 1, 2002–July 31, 2003

Country or Region	Cases	Deaths	Fatality Rate (Percentage)
China	5327	349	7
Hong Kong	1755	299	17
Taiwan	346*	37	11
Canada	251	43	17
Singapore	238	33	14
Vietnam	63	5	8
United States	27	0	0
Philippines	14	2	14
Germany	9	0	0
Mongolia	9	0	0

Source: World Health Organization

\*Since 2003, 325 cases have been "discarded" as laboratory evidence was incomplete.

POINTS OF VIEW POINTS OF VIEW  
POINTS OF VIEW **POINTS OF VIEW**

The United Nations recognizes that AIDS presents a special challenge in Africa. But why is this so? The following are the responses of three people to some of the difficulties and dilemmas related to AIDS in Africa.



**STEPHEN LEWIS** is a Canadian AIDS activist who served as the UN special envoy for HIV/AIDS in Africa. The following is an excerpt from a 2005 speech in which he compared efforts in Western countries and Africa to prevent babies from contracting the disease from their infected mothers during childbirth.

Why do we tolerate one regimen for Africa (second-rate) and another for the rich nations (first-rate)? Why do we tolerate the carnage of African children, and save the life of every Western child? Is it possible to do full therapy in Africa rather than single-dose nevirapine [a drug used to reduce the risk of transmitting AIDS]? Of course it is...

It leaves the mind reeling to think of the millions of children who should be alive and aren't alive, simply because the world imposes such an obscene division between rich and poor. That's about to change, but why does it always come after an horrific toll is taken?



**LOUISE BINDER** is a Canadian AIDS survivor and activist. She made these comments in a 2006 newspaper interview.

The rates [of HIV/AIDS] are climbing, disproportionately, among women everywhere. Most of these women live in Sub-Saharan Africa. These are women in the prime of their lives. They leave behind orphans – millions of them, in fact – and deprive communities of food producers, caregivers, teachers, and of course, mothers, daughters, and sisters. Many are very young, just girls really. Their deaths are the loss of an entire generation in some parts of the world.

For most of these women, the greatest risk of HIV infection is being married . . . Marriage and women's own fidelity are no protection . . . Women have no power to negotiate safer sex practices with their partners and married men often have multiple sexual partners with whom they practise unsafe sex.



Radio Diaries

**THEMBI NGUBANE** is a young South African woman who kept an audio diary for a year after she found out she had AIDS. In 2006, she explained to an interviewer why she kept the diary.

I wanted to reach other young people who are also infected with HIV, who are hiding, who are afraid to come out and disclose their status. I thought that I would be affecting someone's life, helping some person who maybe has not disclosed his status or some person who has not been tested.

By the time I got sick, my community members suspected, so every time I went to the clinic, they all started to stare and started to point and started to give names. So I just thought to myself, "What the hell," because I am hiding and they can see it. I don't think anyone can hide the sickness.

**Explorations**

1. Write a short summary of each speaker's message. Share your summary with a partner. Compare your interpretations. What role does globalization play in your interpretations? Did your own responses change as a result of your discussion? Explain why or why not.
2. Examine each message and complete a chart like the one shown. In the final column, note how the situation in your community is similar to or different from the situation described by each speaker.

Speaker	Reason for Speaking Out about AIDS	Point of View on Why AIDS Is Under-Treated	Situation in My Community
Stephen Lewis			
Louise Binder			
Thembi Ngubane			



## Responses to Health Crises

The World Health Organization is at the centre of the global response to health crises. This organization systematically gathers reports about suspected outbreaks of diseases. Formal reports come from ministries of health in various countries, academic institutions, WHO regional offices, non-governmental organizations, laboratories, and other agencies. But to get a complete picture, the WHO also monitors informal sources of information. Health Canada worked with the WHO to develop the Global Public Health Intelligence Network. This early-warning tool continuously scans web sites and newswires to pick up information about disease outbreaks. In more than 60 per cent of disease crises, the first clues come to WHO through informal channels.

### Centers for Disease Control

Though the WHO co-ordinates disease control measures at the international level, most of the monitoring, reporting, and responding to disease outbreaks take place at a national level. The Centers for Disease Control and Prevention in the United States is one of the best-known national agencies. Monitoring and responding to pandemics is just a small part of this agency's day-to-day activities. It also deals with healthy living, emergency preparedness, environmental health, violence and safety, workplace safety, and travellers' health.

#### FYI

WHO is a United Nations agency that is governed by the World Health Assembly, which is made up of representatives of 193 member states. WHO headquarters are in Geneva, Switzerland.

#### Web Connection

HEALTHmap is a global disease alert map that is constantly updated to show the geographic distribution of disease outbreaks. To chart and follow global health information, go to this web site and follow the links.

[www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca)

Figure 15-17 Infectious Disease Deaths as a Proportion of All Deaths, 2001

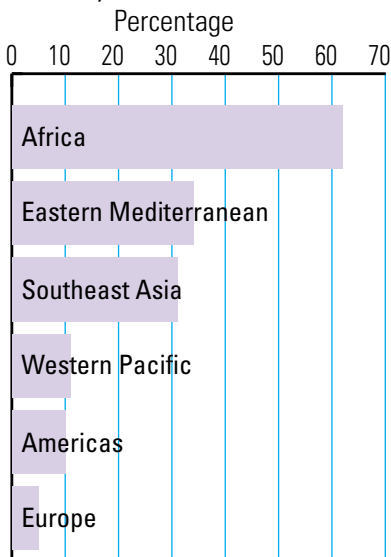


Figure 15-18 An outbreak of a mysterious disease causing pneumonia occurred in Guangzhou, China, in 2003. Residents took precautions while the WHO and local authorities tried to figure out the nature of the illness.

## REFLECT AND RESPOND

Analyze the pattern shown in the graph in Figure 15-17. What inequities do you see? What factors do you think contribute to these inequities? What aspects of this pattern may cause concerns for public health

officials preparing for and responding to pandemics? On the basis of this pattern, suggest two measures you think would help prevent or reduce the impact of pandemics.

## HOW HAVE PEOPLE RESPONDED TO GLOBAL ISSUES?

The worldwide connections that exist through globalization mean that people today can be informed of harmful or unfair situations in other places in greater detail and more quickly than ever before. When people are informed, many are moved to take action. People can respond in a variety of ways — as individuals, as part of a larger society, as part of a corporation, and through their government.

### Consumers

Consumers can choose where to spend their money — and groups have formed to inform consumers about abuses and questionable practices by manufacturers and retailers. Organizations in many Western countries, including Canada, may encourage consumers to press their local supermarkets to carry fair trade products. Other consumer action programs have targeted name-brand clothing companies and retail clothing chains. Activists want these companies to introduce a code of conduct to ensure that suppliers' products are not produced in sweatshops. The goal is to provide consumers with information so they can make informed decisions about where and how they spend their money. Would you and your family be prepared to pay more for consumer goods to guarantee equality in the workplace?

One form of consumer action is a boycott, which involves refusing to buy a company's products. A boycott is a form of direct action in which activists try to achieve their goals by targeting corporations, rather than working through the government. One current high-profile boycott urges consumers not to buy Nestlé products. This company has been accused of providing free or low-cost infant formula to new mothers in developing countries so that the women would choose formula over breastfeeding. Once the mothers were using the formula, the price increased. The activists charged that some babies became undernourished because the mothers could no longer afford to buy formula and watered it down so it would last longer.

### Nurturing a Civil Society

In the past, two sectors of society — governments and business — were thought to exert the most power and influence in making decisions and setting policy. But in recent years, a third sector has begun to make its voice heard. This sector is made up of many groups — community groups, non-governmental organizations, faith-based groups, universities, and so on — and has become known as **civil society**. Civil society has become more visible and stronger, as the rapid growth in the number of NGOs demonstrates.

The growing importance of civil society may be a response to the rising strength of corporations and the apparent decline in the power of governments. Name some organizations that you think would be elements of civil society.

**VOICES** 

Citizens can influence governments, shape market realities, and help to determine global labor and environmental standards. They can not only shine a global spotlight on miscreants who seek to circumvent such standards, but help to adopt new standards and expectations. That is the power of globalization.

— J. Michael Adams and Angelo Carfagna, in *Coming of Age in a Globalized World*, 2006

**Web Connection** 

To find out more about the Nestlé boycott and others, go to this web site and follow the links.

[www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca)

**Figure 15-19** Protests against Canada's seal hunt have tried to convince consumers that the hunt is brutal. At this 2005 protest on Parliament Hill, an Inuk offers an alternative view: that the hunt is part of the culture and livelihood of the Inuit. How does this photograph illustrate that civil society groups do not always speak with one voice?



# COLLABORATING IN GROUPS

## FOCUS ON SKILLS

Initiatives such as protecting the environment, stopping potential pandemics, and creating sustainable societies are complex and challenging. Achieving results often requires people to work in collaboration with one another.

Collaboration means working co-operatively and productively with other members of a team to accomplish tasks and achieve goals. Studies have shown that collaboration is an effective way to handle tough tasks because team members

- encourage and support one another, so they feel positive about their work
- understand the task and their roles because they explain, summarize, and defend their ideas to others as they work on a task
- learn from the skills and experiences of others in the group

When working collaboratively, group members must take on a variety of roles like those set out on this page. Some roles may be assigned, but others will be shared or accepted when a specific job must be done. Group members must be prepared to step up and take on specific roles as needed.

Suppose you and a group of classmates are asked to work collaboratively to draft a social responsibility statement for your school. Following these steps can help you achieve this goal. You can use similar steps whenever you work in collaborative groups.

### Steps to Collaborating in Groups

#### Step 1: Clarify the problem or question

With group members, identify and discuss the group's task to make sure everyone understands the assignment. Each group member should work to clarify what she or he means and to understand what other members are saying.

The goal of this initial discussion is to reach agreement on what the final product or outcome should be, what it should look like, and how it will be presented. Write a statement that names the challenge and spells out these details.

#### Step 2: Assign roles and define responsibilities

Assign roles to help ensure that the task is accomplished. You may wish to select roles from those shown in the box on this page.

Some roles, such as recording or timekeeping, may be played by the same person for the duration of the group session. Other roles may be played by different group members as needed. It may be a good idea, for example, to rotate the roles of taskmaster and leader. Depending on the size of the group, some roles may overlap or be shared, or one group member may play more than one role. The cheerleader and encourager, for example, may be the same person.

#### TYPICAL ROLES IN COLLABORATIVE GROUPS

**Group leader** — Is responsible for organizing the group and leading discussions (see *Building Consensus*, p. 246, and *Demonstrating Leadership during Discussions*, p. 312).

**Recorder** — Keeps notes, logs, or journals for the group.

**Materials handler** — Obtains, distributes, and keeps materials needed by the group.

**Reporter** — Tracks group's progress toward goal and at appropriate times, presents an oral summary of the group's progress or product.

**Cheerleader** — Keeps group members motivated and focused on the task.

**Encourager** — Makes sure all members are working in a positive, supportive manner.

**Taskmaster** — Reminds group members when they stray from the task or are wasting time.

**Timekeeper** — Reminds the group of time limitations and when the process must be concluded.



**Step 3: Complete the task**

Work together to complete the task outlined in Step 1. The length of time this takes will depend on the task. It may be necessary to set up a series of meetings or work sessions. During long tasks, it is important for cheerleaders and encouragers to keep morale high and people feeling good about the task and the group.

You might ask one group member to observe the group at work, noting helpful behaviour and strategies. To do this, a chart like the following may be helpful.

Our Group at Work		
Group Member	Assigned Role	Positive Behaviour
Aparna	Cheerleader Timekeeper	Encouraged others to give their opinion. Thanked a group member for staying on task.

**Step 4: Reflect on what you achieved — and how**

At the end of each session and when you complete the task, take a few minutes to reflect as a group on how effectively you worked together and achieved your goals. This is a time for group members to solidify working relationships. During these sessions, focus on the positive so that group members feel good about the roles they played.

You may also wish to note areas where the group as a whole could improve its performance. If the group task involves more than one session, you may wish to review these notes at the beginning of the next session.

To help you complete this step, you may wish to respond to questions like the following:

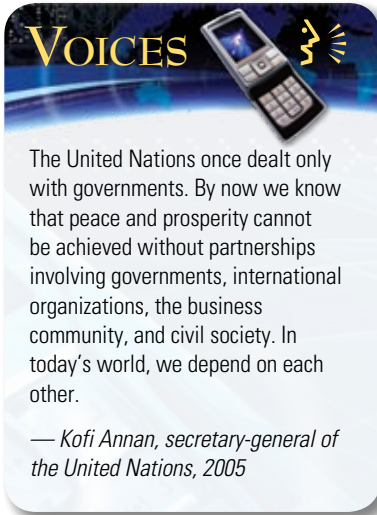
- What goals did we set for our group today?
- What goal(s) did our group achieve today?
- What information and ideas did each group member contribute to the discussion? How?
- How effectively did we complete our tasks?
- Did we listen respectfully when others were talking?
- Did we encourage everyone to participate? How?
- What could we do differently to achieve more?
- What goals might we set for the next session?

In addition, each group member may wish to assess his or her contribution to the group session by asking questions like the following:

- How would I describe my contribution to the discussion?
- How well did I complete my assigned task?
- Did I encourage others to participate fully?
- In what areas could I improve my performance?
- What goals might I set for myself to achieve during the next session?

**Summing up**

With the class, share ideas about the strategies that helped your group achieve its goal. What challenges did you face? How did you overcome these challenges? How might you work together more effectively in the next group session?



## The role of civil society

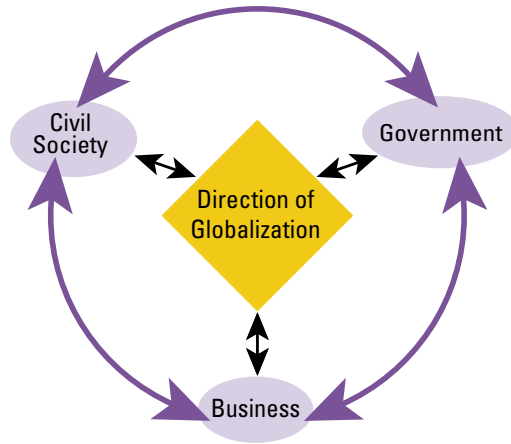
Civil society plays an important role in shaping globalization and may help counterbalance the strength of business forces in influencing government policy making. Those involved in civil society groups have often developed expertise in specific areas and can offer advice and evidence that help shape policies. The United Nations, for example, routinely draws on the expertise of civil society organizations in areas such as health care and population policies. The Internet is used for online consultation, a strategy that gives the UN the broadest access to ideas and evidence.

One challenge faced by civil society groups is that they do not always

share the same points of view and perspectives. Do you think this lack of agreement strengthens or weakens democracy? Explain why.

List two important ways that civil society may influence the globalization process. Provide examples to illustrate your ideas. Share your list with a partner. Discuss why you developed different lists. Are both lists valid?

Figure 15-20 How Business, Government, and Civil Society Shape Globalization



## PROFILE

# SAMANTHA NUTT CARING FOR THE CHILDREN OF WAR

Samantha Nutt, a doctor, is the founder and driving force behind War Child Canada. This international non-governmental organization provides rehabilitation programs for children affected by war and raises awareness of children's rights everywhere in the world. To do this, the group tried to connect with Canadian young people, informing them of the intolerable situations for children in developing countries. War Child Canada is linked to War Child groups in other countries.

Nutt has spent more than 10 years working with children in war zones. Some of her projects have taken her to Afghanistan, Iraq, the Democratic Republic of Congo, Somalia, Sierra Leone, Liberia, and other troubled places. As a specialist in maternal and child health, she sees first-hand how violent conflicts affect women and children. Malnutrition, infectious diseases, poor maternal health, and violence against women — these are the issues that compel her to continue her work.

Recently, advocating for women and children has taken more of her time. When asked about this shift in direction, she said, "It's the opportunity to tell the stories of people who haven't yet had the chance to be heard . . . the opportunity to give the issues a voice — whether it's me, the young people we work with or the music artists saying it. Eventually someone is going to listen, and that's what keeps me coming to work."

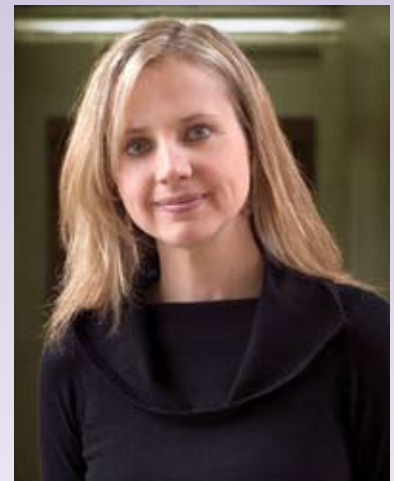


Figure 15-21 Samantha Nutt has said that she would like to be remembered for "having the courage to do things differently and for being too stubborn to know when to give up (this has served me well)."

## Corporate Citizenship

Transnational corporations, whose operations span national boundaries, are in key positions to find solutions to important global challenges. They often have the expertise and financial resources to make a difference. Many businesses, for example, have developed corporate citizenship statements that mention a commitment to promoting sustainable development, human rights, and community involvement.

These corporations understand that these actions not only help build public goodwill and investor confidence, but also create a working environment that is rewarding for employees.

### ISO standards

Many corporations are showing their commitment to corporate citizenship by voluntarily adopting standards set by the International Organization for Standardization, or ISO. This NGO is a network of national standards institutes that work to develop technical standards for industries and services. These standards are designed to make the manufacturing and supply of goods and services more efficient, safe, and environmentally sustainable. They also protect consumers and workers. One example is the use of common health and safety symbols that can be understood in any language. Companies that have met ISO requirements often promote this in their advertising. Do you think this is an effective marketing tool?



**Web Connection**

The Dow Jones world sustainability indexes use social, environmental, and economic data to calculate the environmental and social responsibility of the world's largest 2500 corporations. To find out more about these indexes and where corporations rank, go to this web site and follow the links.

[www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca)

**Figure 15-22** Sarah Ferguson, duchess of York, joins an official of the Ronald McDonald House Charities at a ribbon-cutting ceremony in Warsaw, Poland. McDonald's donated a mobile care unit to help diagnose cancer in Polish children. How do actions like this influence your opinion of transnationals?

## Government Responses

Governments at various levels are also in influential positions to work to achieve fairness and equity. In Canada, for example, federal laws have established the Canadian Human Rights Commission to administer the Canadian Human Rights Act and ensure that the Employment Equity Act is followed in areas under federal jurisdiction. Federal jurisdiction applies to businesses such as banking, airlines, and television stations. Provincial agencies, such as the Alberta Human Rights and Citizenship Commission, are responsible for areas, such as education, employment, and housing, that are under the control of provincial governments.

Are you aware of examples of government programs or actions that try to resolve problems of fairness and equity? If you are, briefly describe one such action. If not, work with a partner to discover one.



**Figure 15-23** Teenagers Amy (left) and Jesse Pasternak took their case to the Manitoba Human Rights Commission when the province's high school athletic association barred them from playing hockey on their high school's boys' team. The commission ruled that the Pasternaks had suffered sex discrimination.



1. Create a visual to show how global connections affect individuals and communities. Your visual could be a sketch or drawing, a photograph that you have altered using computer software, a display board, or even a three-dimensional object, such as a mobile.

Here are some questions to think about as you plan your visual. Incorporate some of these ideas into your work.

- What community are you describing?
- Who are the people in the community?
- How might those people be affected by global connections? What are some positive and negative effects?
- How might I, as part of this community, be directly affected?
- What response should I recommend the community make to the global connections?

2. Predict what you think will happen in the oil-producing Middle East over the next five years. Review the information on pages 350–351 of this chapter, then conduct an Internet search to find out what has happened since 2003. Give reasons for your predictions (e.g., point to past events that may influence future conditions).

3. In a small group, participate in a round-table discussion of this statement: Global connections make us aware of unfair conditions around the world. Once we know about these conditions, we are obliged to help improve them.

Before the discussion begins, develop two or three criteria to use when formulating a response to these questions and prepare a brief statement setting out your point of view. Present your statement during the group discussion, and be ready to respond to questions about it and the criteria you used when developing it.

When the discussion ends, work with the group to prepare a consensus statement that reflects the group's collective perspective on the issue. Share this with other groups in the class. Formulate one overarching statement that reflects a class consensus.

4. As you have progressed through this textbook, you have read many quotations by a variety of people. Now, make up some quotations that might have been included in this chapter.

Your goal is to summarize as concisely as possible an important idea or relationship on the topic of how global connections affect people. Complete a chart like the following by making up, for each person on the chart, a quotation about one of the five topics listed for each person on the chart. An example has been started.

- a) The growing importance of virtual communities
- b) The presence of Wal-Mart stores in small towns
- c) The importance of immigration to Canada
- d) The success of the United States in building a stable Iraq
- e) Rapid population growth in Fort McMurray
- f) The success of efforts to achieve sustainable development in Canada
- g) Solutions to the AIDS crisis in Africa
- h) The role of global connections in developing civil society

Person	Topic	Quotation
High school student	c.	Immigration is a —
Orphaned child in Africa		
Newspaper columnist in your community		
Premier of Alberta		
Consumer activist		
President of a transnational corporation		
Person of your choice		

5. Most people would agree that blood oil presents a problem for the world community. Oil is a valuable natural resource that is in great demand. But does allowing violence and killing to play a role in the development of this resource send a message that exploiting natural resources is more important than people's lives?

In a small group, work collaboratively to develop a plan of action that could help the global community identify "blood" resources and bring this practice to an end. Follow the steps set out in "Focus on Skills — Collaborating in Groups" (pp. 360–361).

When your plan is in place, work together to evaluate how effectively your group functioned.

6. Examine and analyze the cartoon on this page.

- What message is the cartoonist conveying?
- What global connections does this cartoon suggest?

In light of this cartoon's message, reflect on some of the ideas in this chapter. How do you think the cartoonist might reply to this question: How does globalization affect individuals and communities?

Figure 15-24



### Think about Your Challenge

The first part of your challenge for this issue is to keep a journal or blog to help you develop an informed position on the related-issue question: To what extent should I, as a citizen, respond to globalization? Review the predictions you made at the end of Chapter 14. Did your position change as you progressed through this chapter? If so, note in your journal or blog the evidence that persuaded you to change your mind. If not, note the evidence that persuaded you to stay on the same track.