



Chapter

# 15

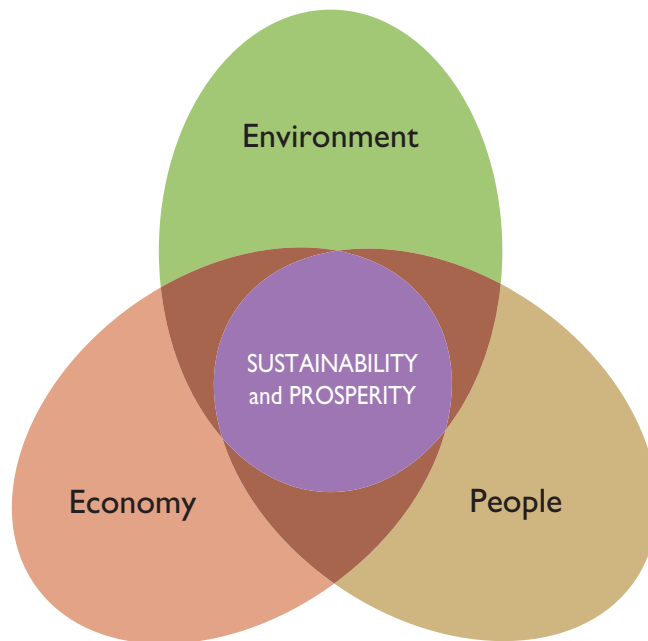
## Global Sustainability and Prosperity

### Chapter Focus

Sustainability and prosperity are two important issues related to globalization and the environment. The state of the natural environment around the globe forces us to ask tough questions about sustainability. We often think of prosperity in terms of economics, but we also prosper by living healthy lives in healthy environments. In this chapter, you will have the chance to explore some perspectives on sustainability and prosperity to see how globalization affects them and the people trying to achieve them. This exploration will help you consider the Key Issue for this course: *To what extent should we embrace globalization?*

### Key Terms

- ecological ethics
- stewardship
- EPA
- sustainable development
- irrigation
- erosion
- agribusiness
- arable



**Figure 15-1** One way of looking at the relationships among sustainability and prosperity, the environment, the economy, and people. Can sustainability or prosperity be achieved without considering all three factors? In this chapter's Skill Path, you will learn how conflict-resolution skills can be used to make sure that situations are addressed fairly from multiple perspectives.

## Chapter Issue

In this chapter, you will take a closer look at the relationship between sustainability and prosperity. You will explore examples from Alberta, Canada, and the world in order to assess the Chapter Issue: *In a globalizing world, how can we balance sustainability and prosperity?* By considering various aspects of this Chapter Issue, you will develop a better understand of the Main Issue for Part 3: *Does globalization contribute to sustainable prosperity for all people?*



▲ **Figure 15-2** Wind power being generated near Pincher Creek, Alberta. Non-polluting sources of energy, such as wind power and solar power, are considered by many to be sustainable alternatives to fossil fuels or nuclear power. As you read this chapter, expand your ideas about energy use to incorporate multiple perspectives.

## READING GUIDE

**When you look at a photograph, think about why it might generate different feelings in different people. For example, how would an environmentalist living in Calgary view this photograph? What might a rancher think about it? Would they view a wind turbine as a beautiful thing or as a scar on the landscape?**



## SKILL PATH

SP Social Participation as a Democratic Practice

# Resolve Conflict

When dealing with issues of sustainability and prosperity, people often have to resolve conflicts. You also face the challenge of conflict resolution when you work with others in teams. Develop skills for conflict resolution so that you will be prepared for situations in which conflicts arise.

**The Inquiry Model:** Before you begin, review the six phases of the Inquiry Model on the inside front cover of this textbook, and refer to them regularly as you approach your task. At the end of this chapter, you will be asked to reflect on your experiences with the planning stage of the model, so you may want to take notes on this phase.

### Your Task:

Think about sustainability and prosperity in terms of your school community. As a class, brainstorm a list of changes that could make your school a better place. Keep in mind what you have learned so far in Part 3 about sustainability and prosperity. Think of your school in terms of economics, the environment, and the people who make it a community. Some ideas could include

- an improved recycling program
- more extracurricular activities
- more funding for the resource centre
- better Internet access
- better vending machines
- more energy-efficient lighting
- a new floor in the gymnasium
- better salaries for teachers and staff



**Figure 15-3** Gilles Duceppe, leader of the Bloc Québécois, and then prime minister Paul Martin “point fingers” during the federal election campaign in January 2006. In your opinion, do debates such as this help resolve issues? Identify one example when conflict among politicians got in the way of solving a problem. What would you say to motivate politicians to resolve an issue related to sustainability, prosperity, and the environment such as implementation of the Kyoto agreement?

Your teacher will record all suggestions on the blackboard. Then, divide into small learning teams. Refer to the Skill Path in Chapter 4 (pages 55–56) on working successfully as a team as you select five of the suggestions. Develop a set of criteria for prioritizing the suggestions. Your entire team has to agree on the prioritized list, so use the following steps to help deal with any conflicts that may arise.

## Step 1

### Pay Attention to Warning Signs

In your team meetings, pay attention to signs that could warn of a developing conflict.

- Are any team members isolating themselves or avoiding each other?
- Is there too much competition among members?
- Is anyone withholding information or resources from other team members?
- Are team members speaking negatively about one another?

## Step 2

### **Acknowledge Conflict**

Before conflict can be resolved, it must first be respectfully acknowledged. It should then be dealt with as soon as possible.

- Who will point out that there is a conflict?
- Will you address the conflict between individuals, as a team, or with the help of a neutral mediator (for example, your teacher)?

## Step 3

### **Respond to Conflict through Collaboration**

Collaboration is often the best way to resolve a team conflict.

- Identify areas of agreement.
- Clearly describe the difference(s) that exist.
- What solutions can you suggest to compromise?

## Step 4

### **Create an Environment for Conflict Resolution**

Complex issues can create conflicts that are not easily resolved. Progress in conflict resolution may be slow, but every step counts. An environment that supports successful resolution requires

- a willingness to resolve the conflict
- a willingness to go to the root of the problem
- a willingness to empathize with others

## Step 5

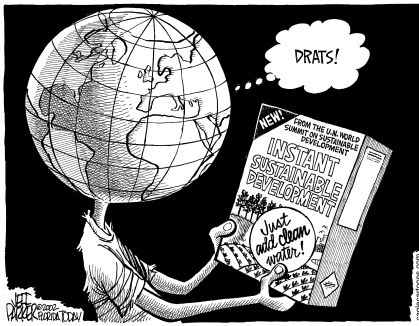
### **Reflect on Your Success**

Resolving conflict can be hard work. Everyone can learn to be a better collaborator by

- reflecting on the team's work
- recognizing and acknowledging each team member's contribution
- encouraging respect, support, and collaboration

### **Communication Skills for Conflict Resolution**

- Stay calm. Be respectful. Be fair.
- Explain the reason for your concern. Use "I" statements to avoid blame.
- Listen to the other person. Do not interrupt.
- Paraphrase what you think the other person has said and ask him or her if you understand correctly.
- Use open-ended questions to draw out more information.
- Be clear and specific.



**Figure 15-4** “Instant Sustainability” by Jeff Parker. Why is the earth concerned about being able to add clean water? What does the cartoon suggest about easy solutions to complex problems?

## Sustainability

### Question for Inquiry

- What are some perspectives on sustainability and the environment?

If something is sustainable, it can be carried on indefinitely. Sustainability has to do with the environment and the economy, but also with people. How do people relate to land? How do we interact with the environment that surrounds us? How do multiple perspectives on sustainability and globalization shape our awareness of its importance?

“Our house is burning and we look elsewhere. Nature, mutilated and over-exploited, can no longer reconstitute [renew] itself and we refuse to admit it.”  
—Jacques Chirac, President of France.

“It is a stark and arresting fact that, since the middle of the 20th century, humankind has consumed more natural resources than in all previous human history.”  
—Margaret Beckett, launching the UK Sustainable Development Strategy.

“Environmental awareness is something total. One cannot live for half the day concerned with the environment and the other half ignoring or destroying it.”  
—Suryo Prawiroatmodja, Indonesian environmental educator.

“There are no environmental solutions to environmental problems, only social, economic, and political ones.”  
—Charles Secrett, Friends of the Earth.

**Figure 15-5** A few ideas on why sustainability matters. Does sustainability matter to you? Why or why not?

**ecological ethics** thinking about the environment from an ecological rather than a human standpoint

## Sustainability and Belief Systems

Many personal ideologies, spiritual beliefs, ethics, and world views are linked to perspectives on sustainability. People consider the environment in many different ways. For example, philosophers have recently raised many questions about ecological ethics, or thinking about the environment from an ecological standpoint rather than a human standpoint. In the following Voices feature, you can read some perspectives about spirituality and sustainability.



### Spirituality and the Environment

What is the relationship between spirituality and sustainability? How might spirituality fit in with sustainability and environmental perspectives? Consider the ways in which the spirituality of the following speakers affects each person's perspectives on sustainability.

Deborah McGregor, of the Whitefish River First Nation, Manitoulin Island, Ontario:

*Creation is regarded as a gift. To be sustainable means to take responsibility and be spiritually connected to all of Creation, all of the time. Everyone and everything carries this responsibility and has duties to perform. All things contribute to the sustainability of Creation. It is not a responsibility carried only by people. All of Creation contributes, and this includes everything from the tiniest animals to the powerful sun. It includes the land, the weather, the spirits—all of it.*

Source: From "Traditional Ecological Knowledge and Sustainable Development: Towards Coexistence." In Mario Blaser et al., eds., *The Way of Development: Indigenous Peoples, Life Projects, and Globalization*, [http://www.idrc.ca/en/ev-64525-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-64525-201-1-DO_TOPIC.html).

Rabbi David Sears, a Jewish leader:

*Ecology is a highly practical branch of science. Nothing could be more "down to earth" than preservation of the planet. Yet there is a facet of ecological awareness that is often overlooked. This is its spiritual dimension. When we act as self-absorbed individuals, with little regard for anyone or anything that exists outside ourselves, we immediately fall into moral and spiritual error. As the Yiddish saying goes, "A blind horse heads straight for the pit!"*

Source: *A Compendium of Sources in Halacha and the Environment*, to be published by Canfei Nesharim in Spring 5765 (Common Era 2005); <http://www.chabad.org/library/article.asp?AID=255515>.

The National Council of Churches of Christ, a US-based group that promotes environmental justice:

*Sustainability is the ongoing capacity of natural and social systems to thrive together. We believe that God calls us to sustain both social and natural systems of this generation without detriment to those of future generations. Responding to this call, we seek to understand practical notions of sustainable communities, economies, and personal lifestyles. As Christians, we try to live simply, embracing a notion that enough for all is better than more for some.*

Source: National Council of Churches of Christ Eco-Justice Programs website, <http://www.ncccojustice.org/sustainhome.htm>.

### FastFacts

A Toronto-based company called Arborvitae hosts retreats for young adults. The retreats are designed to give young people a chance to learn about environmental science, eco-spirituality, and leadership.

How might studying both science and spirituality affect a young person's perspective on sustainability? Do multiple perspectives shape your views on important issues? Explain.

- 1 In your own words, summarize each speaker's thoughts.
- 2 Identify the connections between each speaker's beliefs about spirituality, and his or her beliefs about sustainability and the natural environment.
- 3 How do your personal views compare with those of the speakers? Does your spirituality, world view, or belief system shape your understanding of sustainability? Explain.

**stewardship** responsible management and use of land and resources so that future generations will enjoy healthy environments

**EPA** Environmental Protection Agency

### READING GUIDE

When you come across a new term, try looking up its definition in more than one source. For example, you could find different definitions for the terms *stewardship*, *steward*, and *environmental stewardship* to help gain a clear understanding of the term's meaning and use.

**Figure 15-6** Some ideas about making stewardship a part of everyday practices. Look at the suggestions for individuals. Choose one suggestion and identify a concrete example of a decision you have made in which you considered the environmental effects.

## Sustainability and Stewardship

As you read in Part 1, many people feel connected to the land. Many Canadians feel a responsibility to the environment that is often expressed as **stewardship**. A steward looks after something that has been left in his or her care. People who believe in environmental stewardship think that people are responsible for looking after the environment.

In 2005, the Environmental Protection Agency (EPA) of the United States stated its working vision of environmental stewardship: "... that all parts of society actively take responsibility to improve environmental quality and to achieve sustainable outcomes." The EPA also outlined how different groups could practise stewardship.

Groups that can practise environmental stewardship	Areas in which the ideas of stewardship can be used
Individuals	<ul style="list-style-type: none"> <li>• consumer choices</li> <li>• transportation</li> <li>• household management</li> <li>• local decisions</li> </ul>
Communities	<ul style="list-style-type: none"> <li>• land use</li> <li>• ecosystem protection</li> <li>• infrastructure planning and management</li> </ul>
Government	<ul style="list-style-type: none"> <li>• purchasing</li> <li>• facility planning and management</li> <li>• technology demonstrations</li> <li>• policies and regulations</li> </ul>
Companies	<ul style="list-style-type: none"> <li>• product design</li> <li>• supply chain management</li> <li>• consumer education</li> <li>• facility design</li> <li>• management and operation</li> </ul>

Source: Adapted from the EPA's working document on Environmental Stewardship, available at [http://www.ecos.org/files/1603\\_file\\_ECOSStewardshipHandout1.doc](http://www.ecos.org/files/1603_file_ECOSStewardshipHandout1.doc).



Visit the *Living in a Globalizing World* website for a link to the website of the Land Stewardship Resource Centre, a national organization based in Alberta. Explore the site to learn about different aspects of stewardship.



In July 2005, the Métis Association of Alberta formed a partnership with Alberta's Ministry of Sustainable Resource Development. The partnership encourages young Métis to take part in the Aboriginal Junior Forest Ranger program. Visit the *Living in a Globalizing World* website for a link to the Alberta Government's Department of Sustainable Resources. Find out about the Junior Forest Ranger Program or another conservation program in which you could participate.

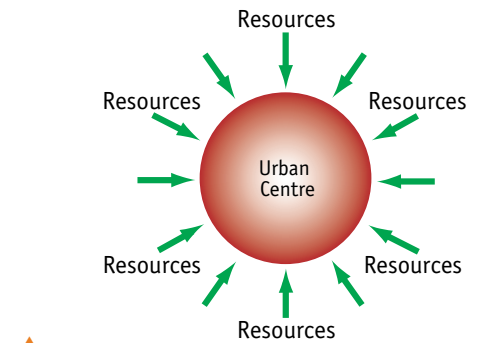
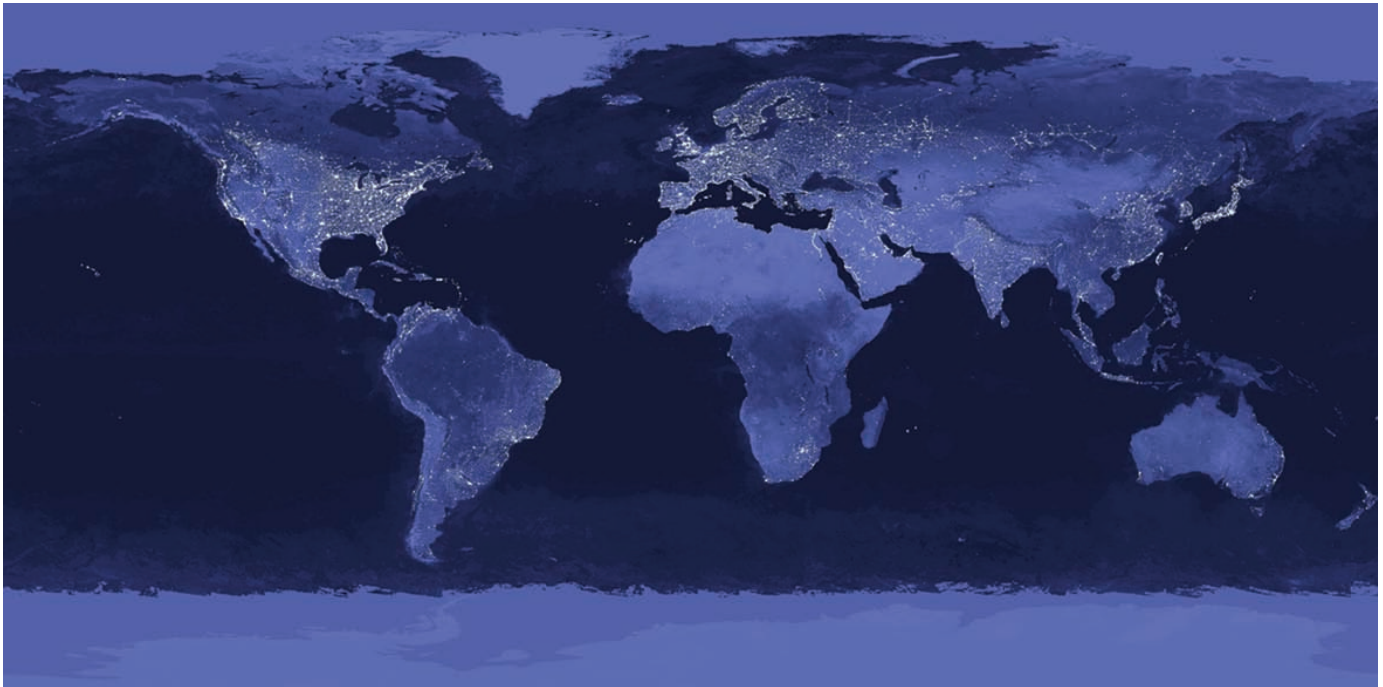
## Sustainability and Urbanization

For a better understanding of sustainability, consider an example of how sustainability is tested by globalization. One of the biggest changes worldwide in the last century has been urbanization, or the growth of cities. More people live in cities now than at any other time in history. The growth of cities affects the environment, the economy, and people within the cities, but it also has strong effects on those who do not live in cities. As you read this part of the text, think about the impacts that your community experiences as a result of urbanization, whether you live in an urban community or not.

When people live together in high concentrations, local land is not available to grow food. Food has to be brought into a city to feed the residents. There is also nowhere to put the waste that is generated by the large population. Waste needs to be transported out of the city. Public transit may cut down on car traffic within the city, but traffic in and out of the city may increase, especially if people are commuting from surrounding suburbs. Air quality may be affected as a result of increased highway traffic.

Is urbanization sustainable? Could it occur in a sustainable way? How does sustainability work in an urban setting?

**Figure 15-7** Earth at night, as photographed by satellites. Many of the lit-up areas show regions with large populations, usually in and around cities. Use an atlas of Western Canada to locate the province of Alberta on the map. What does the amount of light suggest about energy use and population in Alberta? How does Alberta compare with other places in the world? ▼



**Figure 15-8** How can the growth of cities create pressure on the resources of surrounding areas?



## FastFacts

The “Calgary–Edmonton corridor” includes Calgary, Edmonton, and all the municipalities that lie between the two cities. In 2001, the residents of the corridor made up 72 per cent of Alberta’s population and 7 per cent of Canada’s population.

What does the most recent census show about the population in the Calgary–Edmonton corridor?



	2001 Total Population	Urban	%	Rural	%
Canada	30 007 094	23 908 211	79.7	6 098 883	20.3
Alberta	2 974 807	2 405 160	80.9	569 647	19.1

▲ **Figure 15-9** A table showing the urban and rural populations of Canada and Alberta, 2001. The level of urbanization in Canada and Alberta are about the same. Do you think urbanization affects the way that people relate to land?

## Making Sustainability Work

Waste disposal can be a major problem in urban centres. One of the best ways to combat the problem is by generating less waste. You have probably heard the catchphrase “reduce, reuse, and recycle.” In cities, this is a top priority. People can reduce consumption by choosing products that do not come with a lot of packaging. Or, they can reuse the packaging in other ways. Finally, they can recycle materials when they are no longer usable. Many cities organize extensive recycling programs. Recyclable materials can be collected from densely populated neighbourhoods and transported to central processing plants. Today, most cities recycle everything from paper, plastic, and glass to dead leaves, used motor oil, and broken electronic equipment. In this way, cities increase sustainability by reducing their impact on the environment.

◀ **Figure 15-10** Workers sort through recyclable materials in Burlington, Ontario. How important is it to you and your family to reduce and recycle waste?

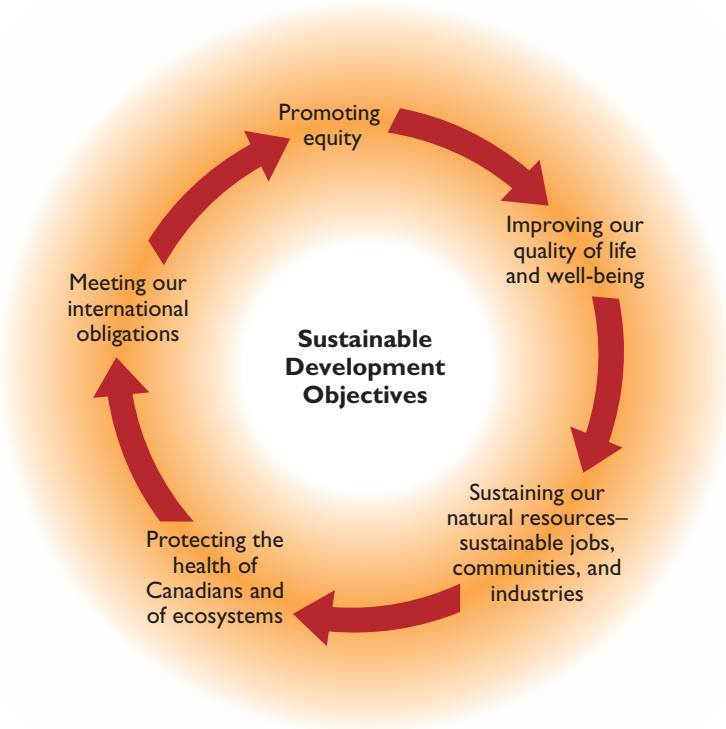
## Explore the Issues

- 1 Active Citizenship.** How does your community promote sustainability? Visit the public library or your municipality’s website to find out about your town or city’s policy on sustainability. Choose one community service that promotes sustainability, such as recycling or habitat protection. Write a script for a radio or television advertisement to spread awareness about it. How will awareness help promote change? As you work on your script, think about what might happen if you could help others improve their understanding of sustainability.
- 2 Make Local Connections.** One of the most valuable resources in the world is fresh water.
  - a)** How does the price of a litre of water compare with the price of a litre of gasoline?
  - b)** Do you drink bottled water? If you do, where does it come from?
  - c)** What do you think about people drinking bottled water from elsewhere when water is available locally?
  - d)** Oil sands development uses huge amounts of fresh water. How should water resources be managed in a sustainable way? Who should be responsible for managing them?

# Sustainability and Prosperity in a Globalizing World

## Question for Inquiry

- What are the impacts of globalization on sustainability and prosperity?



◀ **Figure 15-11** Canada's sustainable development objectives. Each goal shown in the diagram must be achieved in order for the others to succeed. Why is it important to look at all five goals when considering sustainable development?

When we look at sustainability, prosperity, and globalization, we are often dealing with **sustainable development**. There are many different definitions of sustainable development, because there are multiple perspectives on the idea. The definition that is quoted most often is the UN's definition, which is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” When sustainable development is successful, sustainability and prosperity are in balance. The pursuit of sustainable development raises many questions, however. Here are a few examples:

- Should development occur if it cannot be done in a sustainable way?
- Should development in one part of the world be allowed if it is likely to have a negative effect on sustainability or prosperity somewhere else?
- Should resources that create non-sustainable practices, such as burning fossil fuels for energy, be developed?

**sustainable development** development that meets the needs of the present without compromising the ability of future generations to meet their own needs

**Figure 15-12** A giant recycling bin used to promote a recycling campaign in Berlin, Germany, in 2004. Can you identify examples of globalization creating opportunities for environmental awareness?



### Fast Facts

Canadians are only half as energy efficient as people in most European countries.

How could you be more efficient in your consumption of energy?

In this section, you will have a chance to examine sustainability and prosperity in different parts of Canada in order to shed some light on the Chapter Issue: *In a globalizing world, how can we balance sustainability and prosperity?* You will explore some perspectives on how globalization, sustainability, and prosperity work together.

How will we decide which resources to develop and which to leave intact? Canada's natural resources are very valuable in world markets, but when we talk about sustainable prosperity, we have to remember that prosperity is not necessarily financial. Whose perspectives need to be considered when decisions about resources are being made?

## Voices

### A Canadian Environmental Perspective

Ask a dozen Canadians what sustainability means and chances are you will get a dozen different answers. ... It's a concept that can be hard to define, yet easy to exploit.

The fossil fuel industry ... often talks about sustainability, but using fossil fuels is, by its very nature, unsustainable. There is a finite amount of oil, coal, and gas in the earth and, once used up, it will not be available again. Even more important, there is a very limited ability for the earth to absorb the by-products created when we use these fossil fuels.

And that, quite simply, is the issue. We live in a finite world with finite resources.

... That's where sustainability comes in. Quite simply, sustainability means living within the earth's limits. It means living in a world where feeding people does not necessitate polluting groundwater and coastal shorelines. Where transporting people and goods does not mean polluting our air and changing our climate. Where heating our homes and powering our industries does not require vast amounts of polluting fossil fuels.

Sustainability means doing things better—not doing without.

Source: "What Does Sustainability Really Mean?" by David Suzuki. In David R. Boyd's *Sustainability within a Generation: A New Vision for Canada*, 2004, <http://www.davidsuzuki.org/files/WOL/DSF-GG-En-Final.pdf>.

- 1 What is your attitude toward sustainability? Would you rather have sustainability or prosperity? Do you think it is possible to achieve both?
- 2 Write a one-paragraph reflection on how you try (or would like to try) to balance sustainability and prosperity in your life.



**Figure 15-13** David Suzuki, an internationally respected Canadian environmental scientist

Web Link

Visit the *Living in a Globalizing World* website to find a link to David Suzuki's vision for a sustainable Canada.

Land Type	% of Total
Open lands, Alpine tundra, and wetlands	14%
Arctic tundra, icefields	27.4%
Transportation	0.4%
Agriculture	6.6%
Forests	43.7%
Urban	0.3%
Fresh water	7.6%

◀ **Figure 15-14** A table showing the make-up of Canada’s physical landscape. What are the three largest features of Canada’s landscape? What is the total percentage of land covered by these three features? Why is it important to develop these resources carefully?

 **READING GUIDE**

**As a reader, you have the right to be skeptical. If you come across a number, statistic, or fact that you doubt, investigate for yourself. See how your findings affect your understanding of the issue.**

## Sustainability as a Global Issue

In a globalizing world, how do issues of sustainability and prosperity affect the economy, the environment, and society? Whose responsibility is it to ensure that the needs of people worldwide are being met in a sustainable way? Whose responsibility is it to distribute wealth fairly?

First, think about what sustainability means in practical terms. Living in a globalizing world has made it easier for many people to have “more” of everything—more contact with other parts of the world, more opportunities for trade, more goods available to consume. Yet not all people have “more.” The situation is sustainable and prosperous only if there is enough for everyone. As people who live in a more developed country, Canadians consume many more resources than people in less developed countries.

### Sustainability and Population

Some experts have claimed that the earth’s carrying capacity for humans, or the ideal number of humans on earth, is about one billion. In 2005, the population was already at about six billion, and it is expected to reach nine billion between 2025 and 2040.

### FastFacts

Some environmental scientists claim that the world’s population needs to reduce consumption of energy and materials by 50 per cent by the year 2050 in order to keep from damaging the ecosystems of the world beyond repair. In more developed countries such as Canada, scientists believe that the reduction must be about 80 per cent in order to accommodate the growth of less developed countries.

How are you, as a global citizen, responsible for reducing consumption?

## Voices

### A Complex Spiritual Issue

The 14th Dalai Lama is the spiritual leader of Tibetan Buddhists. He made the following remarks on the issue of population.

*There are six billion precious lives on earth. All of these are under direct threat from other precious lives that are being added by the millions.*

Source: The 14th Dalai Lama, Tenzin Gyatso, quoted in the *Optimum Population Trust Newsletter*, January 1998.

It can be intimidating to think about complex spiritual, social, political, economic, and environmental issues. Identify information sources and perspectives that could help you expand your understanding of population growth.

There are many different perspectives on population and its effects on the environment. Some people believe that policy is required to curb population growth. Others believe that everyone has a right to have children. There are religious and spiritual issues to be considered, too. Population growth is a complex issue, but it is an important one to think about as we examine sustainability and prosperity. Is population growth sustainable?



**Figure 15-15** A small farm in Calgary, and a large Alberta feedlot. Which farm do you think produces more food? Which farm do you think is more sustainable?

### Food for All

Some people believe that we must increase farming and agriculture to provide food for the world's growing population. Many farmers practise sustainable farming techniques to keep the environment near their farms healthy. Scientists are constantly creating new, more environmentally friendly ways to water crops, fertilize soil, and keep away insects. Not all farmers can or do use sustainable practices, however. Consider some of the impacts of farming on the environment:

- To clear land for farming, ecosystems are changed or destroyed.
- Chemical pesticides and fertilizers can affect soil, groundwater, and wildlife.
- Soil that is continuously used for farming loses nutrients and eventually cannot be used to grow anything.
- **Irrigation**, or watering of large crops, can cause water waste if it is not done carefully.
- Irrigation can also cause **erosion**, or the washing away of soil so that it cannot be used to grow plants.

One of the biggest challenges in our globalizing world is that of large-scale agricultural business, or **agribusiness**. In order to feed growing populations, massive commercial farms grow crops to sell in markets in

**irrigation** the watering of large crops

**erosion** the washing away of soil

**agribusiness** large-scale agricultural business

other parts of the world. These agribusinesses are often given money by governments that help them keep prices low. You will learn more about agribusinesses in Chapter 19.

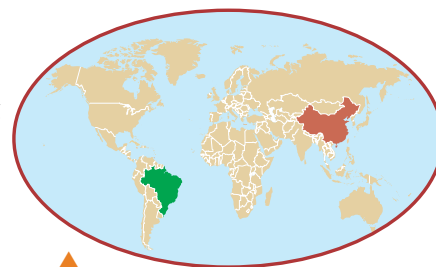
Let's look at an example of global trading to examine the roles of sustainability and prosperity in food production.

## Global Connections

### Sustainability and Trade

One of Brazil's biggest exports is soya beans, which are sold in China. Since 1995, 1.7 million hectares of Brazilian rain forest have been cleared for agriculture. Why is China not growing soya beans locally? Since 1995, China has converted six million hectares of **arable**

land into developed land by building roads, cities, housing, and factories. China now has less land available on which to farm, and a population of more than 1.3 billion people to feed. How does this situation affect sustainability and prosperity in China, Brazil, and elsewhere in the world?



**Figure 15-16** Location of Brazil and China.

**arable** capable of supporting agriculture

**Figure 15-17** Two viewpoints on the destruction of rainforests for agricultural development.

*“There is no such thing as sustainable management of forests. All we can do is minimize the damage.”*  
—Nielson Vieira, Ibama (Brazil's state environmental agency).

*“Foreign environmental activists worry too much about a few trees, a few species, and a few tribes. They don't want us to develop. All we want is health and money.”*  
—Jomar Nascimento Neves, Brazilian economics professor.

**1** What other perspectives might Brazilian people have on the issue?

#### Global Geography

Wang Huijun, deputy director of China's department for American and Caribbean Affairs, has given his point of view: “Since 2003 China has pursued a policy of sustainable development. But how Brazil protects its environment is up to them.”

- 1** Should each nation decide for itself how it will deal with sustainability issues? Explain your reasoning.
- 2** Should the international community be involved in questions of sustainability in individual countries? Explain your thoughts.

## Explore the Issues

- 1 Investigate It.** In the 1990s, a non-profit organization in the United States called Redefining Progress developed a formula called the Genuine Progress Indicator (GPI). (This is similar to the Canadian Index of Wellbeing discussed on page 274). The formula measures sustainability in a region by factoring in economics, social conditions, and environmental issues. In Alberta, the Pembina Institute uses 51 factors to evaluate the province's GPI. What is Alberta's current GPI? You can find out at the Pembina website.
- 2 Share It.** In a team, find a sustainable development project sponsored by the Canadian government. Find information on the problem, the solution, the environmental results of the solution, and the final outcome. Plan to present your findings to the class orally. Before working on your presentation, troubleshoot any conflicts that could arise. Watch for warning signs and respond to conflict through collaboration to ensure a smooth presentation. **SKILL PATH**
- 3 Brainstorm.** At Ford's Rouge River manufacturing complex in Dearborn, Michigan, a team of sustainable developers have created a factory that actually helps improve the surrounding environment instead of

contaminating it. It has

- a living roof covered in plants, which absorb rainwater and provide habitat to birds
- grounds populated by plants, which absorb the toxins that may enter the environment from the plant
- a department that disassembles old cars and sorts parts for reuse and recycling

These features help the plant contribute to the surrounding environment, rather than using it up. Can you think of ways in which your school environment could create habitat, reduce waste, or be more energy efficient? As a class, brainstorm a list of suggestions with your teacher. Invite your principal to visit your class and listen to your ideas.

**Web Link**

Read more about the Ford plant by visiting the *Living in a Globalizing World* website for a link to "Restoring the Industrial Landscape," an article by William McDonough and Michael Braungart.

## Chapter Summary and Reflection

### Apply and Extend Ideas

- 1** In pairs or groups of three, select a person from your community to interview about spirituality, stewardship, and sustainability. Try to talk to someone whose perspective is very different from yours. Draft several questions, and then choose the best questions to make up your group's final list. Use your skills from the Chapter 11 Skill Path (pages 179–180) on preparing for an interview. Conduct the interview in person, over the telephone, or via email. Then summarize what you have learned. As a group, present the summary of your interview to the class. After you have explained your interviewee's position, have each team member explain his or her position.
- 2** Astronomer, astrophysicist, and Nobel-prize winning author Carl Sagan once said, "Anything else you're interested in is not going to happen if you can't breathe the air and drink the water. Don't sit this one out. Do something. You are by accident of fate alive at an absolutely critical moment in the history of our planet." In what ways can you play a role in our globalizing world? How important do you think it is to be aware of issues such as sustainability? Write a journal entry to reflect on how you will keep from "sitting this one out."
- 3** To what extent should fossil fuel development be reduced in order to prevent global warming? Debate this in class using the following method.

- Form a “horseshoe” with the other members of your class. The horseshoe should form a continuum of opinion about the issue, with the pros at one end and the cons at the other. Memorize your position.
- Now meet with a few of the people close to you on the horseshoe. Make a list of all the reasons why you hold the position you do.
- Now re-form your horseshoe, standing in your original position. One spokesperson for your group will explain the team’s position.
- After all positions have been heard, rearrange yourselves according to how your personal opinions have changed.

Why did your opinion change or stay the same? (For guidance in running a horseshoe debate, see the Skill Path for Chapter 20 on page 328.)

- 4** The Inuit Tapiriit Kanatami is an organization that represents Inuit people of Canada. Its Environment Department works to protect the Arctic by providing information, working with governments, and pursuing sustainable development. Visit the *Living in a Globalizing World* website for a link to the Inuit Tapiriit Kanatami’s Environment Department to learn about the group’s commitment. Why is the organization concerned about climate change? What effects will global warming have on the lives of Inuit living in the Far North?

### Practise Your Skill

- 5** To tackle global warming, Canada must reduce the level of greenhouse gas emissions that we create both individually and through our industries. Is this possible? Development of Alberta’s oil sands, for example, is in full swing. This will increase our emissions because greenhouse gases are created in the process of mining oil from the sands.
- a)** In small groups, hold an informal discussion on the following question:
- Different provinces and territories have different natural resources. Alberta’s rich oil resource happens to create greenhouse gases. Is it fair to ask Alberta to slow down its development of this natural resource?

As you discuss this question, try to distinguish between differences of opinion and interpersonal conflict among your teammates. Acknowledge conflict if it arises, and use the skills you learned in the Skill Path in this chapter to respond to conflict through collaboration. **SKILL PATH**

- b)** Create a T-chart of reasons why reducing Canada’s production of greenhouse gases should or should not be Alberta’s responsibility.

### Focus on Inquiry

- 6** Choose any group research task that you conducted in this chapter.
- a)** Evaluate your group’s plan. In what ways was your initial plan a good start?
- b)** How did you adjust your plan to make it more effective as you went along? **SKILL PATH**
- c)** What could you do to ensure that you have a better plan on your next group research task?
- d)** In carrying out your plan, what were your most effective strategies for resolving any conflict that arose while working together? Explain the criteria you used to make that assessment. **SKILL PATH**

### Reflect on the Chapter Issue

In this chapter, you examined multiple perspectives on sustainability and prosperity in a globalizing world. Now you are ready to respond to the Chapter Issue: *In a globalizing world, how can we balance sustainability and prosperity?*

When you are asked a question, think critically about the question before you answer. What are the different parts of the question? Is it asked from a particular perspective? What other questions does it raise? What assumptions does it make? The above Chapter Issue, for example, does make a big assumption: that sustainability and prosperity *can* be balanced in our world. Think critically about the question being asked as you hold a class discussion about the Chapter Issue.

This exploration will help you to complete your development of a personal point of view about the Main Issue for Part 3: *Does globalization contribute to sustainable prosperity for all people?*