Chapter Focus

Should I, as a citizen, respond to globalization? As you continue to explore this Main Issue for Part 4, think about how globalization affects you as an individual. How does it affect your family? How does it affect your community?

Today, the world is constantly changing with the rapid pace of globalization. These changes have had a powerful impact on individuals and communities. Globalization has affected migration patterns and trends. It has raised concerns about global agriculture and food safety. It has caused alarm over the potential for diseases to spread rapidly around the world. It has raised questions about sharing and protecting essential resources. These are just a few areas in which globalization will affect individuals and communities in the century that lies ahead.

Chapter Issue

In this chapter, you will focus on some examples of the effects of globalization on individuals and communities. These examples will help you explore the Chapter Issue: To what extent does globalization affect people’s lives?

Key Terms

- transnational community
- genetically modified (GM)
- BSE (bovine spongiform encephalopathy)
- Green Revolution
- pandemic

Effects of Globalization on Individuals and Communities

Figure 19-1 Before you begin this chapter, brainstorm a list of the possible effects of globalization under each of the five categories identified here.
Today, the global population is more mobile than ever before. Millions of people migrate around the world. They settle in other countries and create diverse, multicultural communities. Within these societies, individuals take on multiple identities that reflect the attitudes, values, and behaviours of their home cultures as well as those of their adopted countries. In this section, you have the opportunity to analyze the impacts of globalization, migration, and technology on individuals and communities. As you do, you will begin to form an opinion about the Chapter Issue: To what extent does globalization affect people’s lives?

Migration and Technology

Do you have friends or family living in another part of the world? If you do, how do you communicate with them? Have you ever travelled to visit them? How has globalization and technology made it easier for you and people in your local community to stay in touch with people in your extended community around the world?

Figure 19-2  Nilda Ortiz is a 28-year-old Puerto Rican university student at the Art Institute of New England. This photo shows her taking part in a rally to support a protest called “A Day without Immigrants” on May 1, 2006. The protest called for participants to boycott school, work, and making purchases. By showing their economic clout, they hoped to influence politicians who were deciding whether or not to strengthen immigration laws that would make illegal immigrants’ lives more difficult. What makes this an effective news photograph?
Transnational Communities

Today, the ease of maintaining connections between distant places has created the transnational community. Members of transnational communities live in a global world. They are anchored in both their place of origin and their place of destination. In Canada, many of these immigrants feel loyalty to both Canada and their homeland. They are not multicultural citizens of a single country. They are citizens of two countries, or more.

Promoting Canadian Values

Albert Cheng came to Canada from Hong Kong in 1968. After Hong Kong was returned to the People’s Republic of China in 1997, he became a transnational. Cheng returned to his homeland to promote the democratic values he had learned in Canada. In Hong Kong, he hosted a radio show in which he offered outspoken opinions about the Chinese government. He urged his listeners to support democratic reforms. His comments led to pressure to silence Cheng as part of the government’s efforts to stifle the pro-democracy movement. Cheng was fired from the radio station. No longer able to promote democracy on the airwaves, he ran for political office in the Hong Kong legislature. To do so, however, Chinese law required that Cheng give up his Canadian citizenship.

Beijing keeps bad-mouthing me and campaigning against me. But I have to stand up against violence and against any evil force that wants to shut me up and take away my freedom of expression. This is a Canadian value. It’s something I learned in Canada. It’s something I share with Canadians.


1. What values did Albert Cheng learn in Canada? Why would he want to spread these values to Hong Kong?
2. How does Cheng’s story reflect the ways in which globalization affects people’s lives?

Explore the Issues

1. Focus on Current Events. Look for images in newspapers, in books and magazines, and on the Internet that reflect the impact of globalization on migration and technology in Alberta. Photocopy or download these images to create a photo collage. Include labels.

2. Think About It. “Globalization will impact Canada’s First Nations and Francophone communities differently than it will impact the majority. In the case of the Francophone communities, it may well become a question of survival.” (France Levasseur-Ouimet, Francophone educator, University of Alberta, February 2006)

   a) Why might globalization affect First Nations and Francophones differently than the majority of Canadians? Why might it threaten their survival?

   b) What can these communities do to maintain their identities while still welcoming newcomers?

3. To come to a tentative position on the Chapter Issue, follow the steps in the Skill Path on the next page.

Transnational Community

a cultural community that maintains political, social, cultural, and economic links between its homeland and its adopted land.
**Making an Informed Decision**

Decision making is important. It helps you when you are examining values and applying skills to determine solutions to issues. Many issues involve controversy. They can make us feel emotional. To make an informed decision, use your reasoning powers. Take it step by step, doing your research to understand the background, identifying the different decision options, and evaluating each one. This process requires your critical thinking skills.

**Your Task:** You can practise making informed decisions as you explore the Main Issue for Part 4: *Should I, as a citizen, respond to globalization?* In the previous section, you explored the effects of migration and technology on people’s lives. In this Skill Path, make a decision about this related issue: *To what extent should Canada embrace transnationalism?*

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**Step 1**

**Understand the Issue**

The first step in making informed decisions is to understand the issue by doing research to find answers to the following questions:

- What is the issue? Why is it important?
- Who is affected by the issue?
- What do experts say about the issue?
- What needs to be done to resolve the issue?
- Who should resolve the issue?

For the issue, *To what extent should Canada embrace transnationalism?* begin by reviewing pages 313 and 314. Then do extra research to find more answers.

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**Step 2**

**Analyze Your Values and Beliefs**

Analyze your own values and beliefs about the issue. For the issue we are using as our example, think about how transnationalism affects your life and the lives of your friends and family. How important is transnationalism to you? Why is it important? Write down your ideas.

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**Step 3**

**Analyze the Decision Options**

Now put all your background research together to analyze the possible decision options. Using the chart below, list possible ways of answering the question. For each decision option, lay out the values and costs associated with it. For costs, think of a variety of costs, such as environmental costs. Also lay out the positive and negative consequences of the decision option.

When you have completed the organizer, review the information for each decision option. Then decide how you will respond personally to the question, *To what extent should Canada embrace transnationalism?*

**Step 4**

**Record Your Informed Decision**

Using the information and ideas you have gathered, record in your journal your tentative informed decision on the issue, along with the reasoning you used to come to your decision.

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**Decision-making Chart**

<table>
<thead>
<tr>
<th>Options</th>
<th>Values</th>
<th>Costs</th>
<th>Consequences + / −</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
The Globalization of the Food Supply

Question for Inquiry

In what ways do changes in global agriculture affect people?

Do you think about the foods you eat? Do you check to see if any chemicals have been used to preserve them or to improve the way they look? Do you think that new agricultural technology is making the foods you eat safer? Or are you concerned that new technology raises unanswered questions about food safety? These are some of the issues in agriculture today. In this section, you have the opportunity to explore the impact of globalization on two contemporary food issues: genetically modified (GM) foods and BSE (bovine spongiform encephalopathy), or mad cow disease.

Globalization and Genetically Modified Foods

For hundreds of years, humans have been modifying their food sources. In the 20th century, however, new technologies allowed people to modify foods more extensively than ever before. In the 1960s and 1970s, the Green Revolution ushered in a new era in global agriculture. Many farmers abandoned traditional practices. Instead, they began to farm using new technologies.

Today, biotechnology is creating a second Green Revolution through the creation of genetically modified foods. Scientists have the technology to transfer particular genes or parts of DNA from one organism to another. For example, they can transfer the genetic codes from an animal to a plant.

Not everyone agrees about genetic modification. Many scientists believe that GM crops will allow farmers in developing countries to increase food production and reduce food shortages. However, GM products are a source of concern for others who question the benefits of globalization. Figure 19-5 highlights the key arguments on both sides.
Globalization and the Beef Industry

Do you eat beef or other meat products? Do you ever worry about the safety of these foods? Governments routinely regulate and monitor food products, both those produced in Canada and those that enter the country through trade. They want you, as a consumer, to feel confident that the foods you eat are safe.

Today, however, the spread of diseases such as mad cow and foot-and-mouth around the globe are proof that no country is immune to the threat of illnesses transmitted by animals. Several modern trends have combined to increase the risks these diseases present to the public. Factory farms create ideal conditions for the rapid infection of large numbers of animals. Global trade and an increase in regional trade agreements have increased the flow of cross-border cattle and have expanded the beef trade. Intercontinental travel allows diseases to move quickly across borders.

Mad cow disease is caused when cattle are fed certain animal by-products. Among cattle, mad cow disease is always fatal. In humans, it has been linked to Creutzfeldt-Jakob disease, or CJD, a rare and fatal brain-wasting disease. What do you think governments should do to prevent the spread of diseases such as mad cow?
Explore the Issues

1. **Present Your Point of View.**
   
a) Follow the steps in the Skill Path in Chapter 1 (pages 7–8) to brainstorm what you know about genetically modified products.

b) Form a round-table discussion to assess the benefits and risks of GM products.

c) Express your opinion about genetically modified products in a concept web, an editorial, a political cartoon, or another format of your choice.

2. **Find Out More.** Since 2003, a number of cases of mad cow disease have been reported in Canada. Use the steps in the Skill Path in Chapter 10 (pages 157–158) to conduct research to find out more about these cases and how the Canadian and foreign governments responded to the discovery of infected cattle. Then prepare a report describing the impact mad cow disease has had on individuals and communities in Alberta’s cattle industry.

Voices

**The Food Supply: A Global Issue**

With global trade and travel, it is easier than ever before for diseases to be transmitted quickly around the world.

Foot-and-mouth is already a problem in South America. The recently completed Pan-American highway from Colombia to the United States virtually guarantees that the disease will make its way up north. Similarly, a [person] with the foot-and-mouth virus hitchhiking on his shoes can board a plane in London and be on a Texas cattle ranch in a matter of hours. …

It’s time for [our] leaders to wake up. We need reforms at the national level, but in the end, it’s a global issue—trade is global, disease is global, and protecting public health must become global, too.


Foot-and-mouth disease is an often-fatal disease that affects cattle, pigs, and other cloven-hoofed animals. Although the disease is very contagious, it had not reached North America as of 2007.

1. How does global trade and transportation increase the spread of animal-borne diseases?

2. Why are changes in modern agriculture a global concern? How do these changes affect people and communities?

Domestic agencies are responsible for ensuring the safety of our food supplies. Some countries have placed restrictions on cattle and meat imports from countries that have discovered BSE-infected cattle. However, any health measures that affect international trade are subject to the rules of the World Health Organization (WHO). Restrictions cannot discriminate against countries and must be supported by scientific evidence. What impact would a ban on beef have on cattle ranchers and their communities? As a citizen, how should you respond to the changes in global agriculture that have led to the spread of animal-borne diseases?
Globalization affects all aspects of human life, including our health and well-being. Today, people and goods move freely from place to place around the world more than at any other time in history. Yet not only people and goods cross national boundaries. Diseases such as HIV/AIDS and flu viruses are moving around the world, too—and they are moving quickly and easily. Travellers can now cross continents in less time than it takes for the symptoms of disease to appear. When they reach their destination, they may be infecting others before they even know they are sick. This creates the potential for pandemics that present new challenges to human health around the world.

In this section, you have the opportunity to learn about one of the worst pandemics in human history: HIV/AIDS. As you do, you will consider the impact pandemics can have on individuals and communities around the world.

The Globalization of Disease

HIV/AIDS has highlighted the global nature of human health. This pandemic has raised awareness of the need to find common solutions to global challenges. In the past 25 years, HIV/AIDS has crossed all social, political, and cultural barriers. Today, it affects more than 40 million people worldwide, almost 95 per cent of whom live in less developed countries. The United Nations predicts that by 2016, 112 million people around the world will be HIV positive. To what extent is the spread of HIV/AIDS a product of globalization? What impact do you think this pandemic has on individuals, families, and communities? In the pages to come, think about to what extent globalization has responded to the HIV/AIDS pandemic.

Figure 19-7  People gathered in Nairobi, Kenya, for an anti-AIDS campaign rally in December 2003. The United Nations announced plans to rush life-saving AIDS drugs to three million people in less developed countries as part of a $5.5 billion strategy to fight a disease that kills 8000 people a day. In more developed countries, these drugs are taken for granted. How should Canadians respond to this type of pandemic?
No matter where they live, people affected by HIV/AIDS face many challenges. Perhaps nowhere are these challenges greater, however, than in Africa. The continent, and in particular sub-Saharan Africa, has the highest rate of HIV/AIDS in the world.

Many factors have contributed to the spread of HIV/AIDS on the African continent. Migrant workers and truck drivers leave their rural homes, often for months at a time. While on the road, some have unprotected sex with commercial sex workers, most of whom have HIV/AIDS. When the men return home, they pass on the disease to their wives. Infected women give birth to HIV-infected babies if they don’t have protective medicine. Wars and armed conflicts also contribute to the spread of HIV/AIDS. Some soldiers force girls and women to have unprotected sex. In the world of illegal drugs, people addicted to drugs spread HIV by sharing infected needles.

Ignorance about sexually transmitted diseases is increased by poverty and illiteracy. Both limit opportunities to educate people about prevention. Cultural attitudes prohibit open discussion about sex and HIV/AIDS. Governments lack the financial resources to provide medical treatment. All these factors have made HIV/AIDS more than a health issue. As the death rates continue to climb in many countries, there is a growing negative impact on economies. Young adults in the prime of their working lives die, leaving millions of AIDS orphans in their wake. As a result, AIDS is turning back the clock on development goals throughout much of Africa.

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Figure 19-8 The number of people infected with HIV/AIDS around the world as of December 2005. Thematic maps provide a visual commentary on a topic or issue. They generalize information so that you are able to draw conclusions about regional and global patterns and trends.

1. Which regions of the world have the highest rate of HIV/AIDS?
2. How do trade and other economic factors, such as travelling for work, affect the spread of HIV/AIDS?

In Alberta, the Red Cross is working with Aboriginal communities in a program called the Tipi of Courage. Through this mobile community centre, volunteers use traditional teachings of the Elders to distribute information about HIV/AIDS. In what ways do you think this program can help to eliminate the stigma often associated with this disease?

You can find out more about HIV/AIDS by logging on to the Living in a Globalizing World website and clicking on the link to the Stephen Lewis Foundation.
Globalization and HIV/AIDS

Globalization has contributed to the spread of HIV/AIDS in Africa. Therefore, many people believe that globalization must play a role in stopping the pandemic. In more developed countries, there has been a great deal of progress in containing the disease. Preventive education programs have limited the spread of HIV/AIDS. Advanced medical treatments have prolonged the lives of those infected with it. Yet, these programs and treatments remain largely unavailable to the less developed countries of Africa.

Globalization hasn’t been able to handle disease, whether it’s the spread of HIV/AIDS or West Nile virus or SARS [Severe Acute Respiratory Syndrome]. … All of this in an international community which is supposed to be prepared to respond adequately to assaults on the human condition. So we’ve failed to globalize social responsibility, economic responsibility, and collective public responses. …


Take foreign aid. In principle, official development assistance to Africa was doubled by the world’s wealthiest nations. But between principle and delivery, there lies an unblemished record of failure. In this instance, both Germany and Italy have already said that their commitments on future aid will be contingent on the state of their economies at the time. My country, Canada, refuses to set a timetable for meeting the famous target of contributing 0.7% of GNP to foreign aid (a target which, ironically, was originally fashioned by Canada). …

The proliferation of orphans has become a deluge; it’s absolutely overwhelming in country after country. Governments are beside themselves: no one has any firm grip on how to handle these millions of frantic children. Extended families and communities struggle to absorb them; grandmothers bury their own children and then try somehow to cope with hordes of grandchildren; child-headed households are an ever-growing phenomenon on the landscape of Africa: it is a nightmare… .

We can subdue this pandemic, but it will take the collective and uncompromising voices of principle and outrage to make it happen. It will, in other words, take your voices.


1. What does Stephen Lewis say are the reasons that globalization has failed to respond to the HIV/AIDS pandemic in Africa? Do you agree with his analysis? Why or why not?

2. How should you, as a citizen, respond to the impact of the HIV/AIDS pandemic around the world?
Explorey the Issues

1. Practise Your Skill. In the Active Citizen feature, you identified some possible ways in which you and your school could take action to reduce HIV/AIDS in Africa. Now apply the steps in this chapter’s Skill Path to make a decision about the best way you can contribute.

2. Prepare a Multimedia Presentation. Choose one region from Figure 19-8. Follow the steps in the Skill Path in Chapter 8 (pages 123–124) to conduct a geographic inquiry to find out what impact HIV/AIDS has on individuals and communities there. Use your geography skills to produce maps, graphs, and charts to create a multimedia presentation of your findings.

3. If an influenza pandemic hit Canada, people on the list to be vaccinated include, in order of priority.
   - frontline health care workers such as doctors, nurses, and ambulance drivers
   - adults who provide essential services, such as police officers and firefighters
   - people who are vulnerable to disease, such as older people, babies, and people with existing health problems
   - healthy adults and children

   Why do you think these groups have been prioritized this way? Do you agree with this list? Why or why not? How would you revise it?

Water: An Essential Natural Resource

What do these two newspaper articles suggest about the importance of the world’s water resources in the coming century?

World’s supply of fresh water shrinking dramatically
A United Nations report released Wednesday on the state of the world’s fresh water warns that decreasing water supplies could lead to epidemics and international conflict.

CBC.ca News, March 5, 2003

Huge spending urged on African water
Africa’s water systems need an annual investment of about $20 billion over the next two decades, a United Nations report has concluded.

BBC News Online, March 30, 2006
Do you have access to fresh water every day? Has there ever been a time when you didn’t have access to fresh water? Many Canadians take fresh water for granted. We think that in Canada we have an abundant supply of water. And it’s true that Canada has one of the largest water supplies in the world. However, water is not evenly distributed across the country. Much of it is locked in ice or is located in inconvenient places far away from the communities that need it. Do you know which provinces or territories have the lowest amount of fresh water? What impact do water shortages have on individuals and communities there?

Water distribution is uneven not only in Canada. It is uneven all over the world. Some places have an abundant supply of fresh water. Others have little water at all. Think about this: the average Canadian uses 350 litres of water each and every day. A person living in Gambia in Africa, however, has only 4.5 litres of water to use each day. Experts say that the basic daily amount of water people need is 50 litres. What does this information tell you about the ways in which Canadians use water? What impact do you think a lack of water in places like Gambia has on individuals and communities? Should you, as a citizen, respond to the issue of water scarcity?

Taking Action

According to the UN, more than one billion people lack access to clean water. As the global population increases in the coming years, the world’s water supply will not be able to keep pace with demand. The magnitude of the looming water crisis has led some people to believe the world will soon see water refugees—millions of people forced to leave their homes in search of clean water. There are many reasons for the lack of clean water. Finding solutions for these problems is complicated. Yet, people are making a difference in their communities. In this section, you will have the opportunity to see how the women of one community in Kenya are bringing clean water and sanitation to their community.

Figure 19-10 In the semi-arid Kitui District of Kenya, traditional women’s groups are behind a grassroots development plan that works collaboratively with non-governmental organizations and focuses on appropriate local technology to access important resources such as water. What impact do you think their work has on individuals and communities in the region?
Chapter 19: Individuals and Communities in a Globalizing World

Kalimani Women’s Water Project

Under the hot sun, the women slowly and deliberately carried their heavy loads up the steep and dusty path from the river. Some supported their burdens on their backs, braced with a cloth band around their foreheads. Others used sticks to cajole donkeys, bowed with the weight of double loads.

On most days, the women of Kalimani village tote water up from the Mutendea River like this in plastic jerry cans. On this day in May, however, they were hauling up bags of riverbed sand. Their hope was that if they carried enough sand, they would soon no longer have to carry water.

“It takes a lot of time when we go for water and it tires us to carry it home, so when the water is nearer, it gives us time so we can do other activities in the home,” said Lydia Kitheka, … a member of the Kalimani Women’s Group, which has organized a project to build a new pipeline and pumping system here that will bring water up the hill from the river to the village. She herself has carried many bags of sand, which is used to line trenches for piping and storage tanks. “We will have more time with our children, more time for gardening, and more time to work for income.”

There are many village water projects in the world, but what makes this one unusual is the degree to which the villagers themselves—in this case the women—have identified their needs and organized themselves to collaborate with outsiders to design, build, and maintain the system. …


Figure 19-11 Kalimani is a small village in southern Kenya, in eastern Africa.

Web Link

You can log on to the Living in a Globalizing World website and click on the link to the BBC’s feature on the world water crisis. By clicking on the various regions on the interactive map, you can learn more about some of the world’s water “hot spots.” What continent will face the greatest number of threats to the water supply in the coming years?

Explore the Issues

1. Find Out More. Follow the steps in the Skill Path from Chapter 8 (pages 123–124) to conduct Internet research on a case of water contamination here in Canada, such as the outbreak of E. coli bacteria in the water supply of Walkerton, Ontario, in 2000. Find out where and when the contamination took place, what the contamination was, what caused it, what actions were taken, and how the problem was resolved.

2. Create a Visual Presentation. Use an online or CD-ROM atlas to identify those countries or regions currently facing an extreme water shortage. Choose one country or region and create a visual presentation, such as a collage, poster, diagram, model, or video, that explains how access to this water resource affects people and communities in the region.
Chapter Summary and Reflection

Apply and Extend Ideas

1 Many Canadians take water for granted. Although we have greater water resources than many other countries, Canadians must conserve water supplies, too.
   a) In a journal, record your own water usage over the course of one week. For example, keep track of how many times you have a shower, wash your hair, and brush your teeth.
   b) Think about ways you waste water. For example, do you leave the water running when you brush your teeth? Do you run the dishwasher when it is only half full? Write down your ideas.
   c) Now think about ways to reduce your daily water consumption. You can find useful suggestions on reliable water conservation websites. Check two or three of these sites.
   d) Create a poster to display in your house that reminds you and your family of ways you can conserve water every day.

Practise Your Skill

2 Vitamin A deficiency is a serious health problem affecting millions of people in many parts of Africa and Asia. Some experts believe that a genetically modified grain known as Golden Rice is the answer to this health crisis. Others believe that focusing on only one product, such as rice, ignores the larger issues associated with widespread hunger and poverty. There may be other points of view besides these two.
   a) Do some research into the debate over Golden Rice, following Step 1 in this chapter's Skill Path.
   b) Select the most persuasive points of view, presenting all sides of the debate. Present them in your own Voices feature (see page 318 as an example).
   c) Continue with the steps of the Skill Path to make an informed decision about Golden Rice.

Focus on Inquiry

3 In 2003, avian, or bird, flu was first identified among poultry in Southeast Asia. By 2006, it had spread beyond Southeast Asia to China, the Middle East, Russia, and Europe, and a growing number of cases had been reported in humans. Many health officials expressed concern that bird flu was becoming a global pandemic that could kill millions of people around the world.
   • Do some research into the current status of the bird flu virus. Find out where the disease has spread and to what extent it has affected individuals and communities.
   • Prepare a visual presentation of your findings. Include current statistics, graphs, and maps on its impact on the global community. Then focus on one particular region and report on the impact bird flu has had on individuals and communities there.

Reflect on the Chapter Issue

In this chapter, you examined ways that globalization affects individuals and communities. You are now ready to respond to the Chapter Issue: To what extent does globalization affect people's lives? As a class, zero in on the issue of globalization creating challenges related to freshwater. To what extent is globalization affecting Albertans' lives through their access to clean freshwater? Individually, follow Step 1 and 2 of this chapter's Skill Path to conduct research to find out how globalization is affecting this natural resource through such means as water use in the oil industry, water use in agriculture, water pollution, global warming, population growth, and possible water diversion to other countries. Then, as a class, follow Step 3 to come to an informed decision about the extent to which globalization is affecting Albertans' lives through their access to freshwater. Use this investigation as a starting point for a discussion about the Chapter Issue.

This exploration will help you to continue to develop a personal point of view about the Main Issue for Part 4: Should I, as a citizen, respond to globalization?