Chapter Focus

The Main Issue for Part 4 of this textbook is: Should I, as a citizen, respond to globalization? One aspect of globalization is civic responsibility.

What does civic responsibility mean? The word civic is related to citizenship, to membership in a community. Responsibilities are duties. So one way to define civic responsibilities is “the duties of a member to the community.”

Different people will have different points of view about what are their civic responsibilities. What do you believe are your civic responsibilities in each of the communities in Figure 20-1? Let’s begin by looking at the evidence.

- Do you feel a sense of civic responsibility to your school? If you vote in student council elections, you probably do—you would be acting as a member of a participatory democracy.
- Do you feel a sense of civic responsibility to your local community? If you donate used clothing to a charity or put coins in the send-a-kid-to-camp box at the cash register at your local Tim Hortons, you probably do—you would be acting as a socially responsibly citizen.
- Do you feel a sense of civic responsibility to the environment? If you recycle cans and bottles or turn off lights when you leave a room, you probably do—you would be acting as an environmentally responsible citizen.

You’re not the only one with civic responsibilities, though. So do organizations, businesses, and governments, too.

Chapter Issue

In this chapter, you will have a chance to explore multiple perspectives regarding the civic responsibilities that individuals, organizations, businesses, and governments may have as members of a global community. This exploration will help you develop your own informed position on the Chapter Issue: What are our most important civic responsibilities?
Voices

Civic Responsibility and Allegiance

Our country is not the only thing to which we owe our allegiance. It is also owed to justice and to humanity.

—James Bryce, British historian, statesman, and diplomat.

Figure 20-2 These American high school students staged a protest in 2003 to let their government know they were against war in Iraq, and war in the world. Do you have a civic responsibility to let your government know what your position is on specific issues?

1. If you disagree with an action your government is taking, do you have a civic responsibility to speak out? Why or why not?
2. Is a protest such as the one shown in Figure 20-2 an example of citizens acting on their civic responsibility? Why or why not?
3. What civic responsibilities does James Bryce suggest we have, and in which communities?

Fast Facts

“Globalization may be making young people more aware of the rest of the planet. But that’s not to say it’s making them appreciably more compassionate toward people elsewhere. In the 1980s, some 44 per cent of teens maintained Canada should look after itself and let the rest of the world take care of itself; today’s level (2001) is only a slightly lower 38 per cent.”


If 38 per cent of Canada’s teens think Canada should let the rest of the world take care of itself, what percentage thinks Canada has a responsibility? What factors might account for teens’ different points of view? With which position do you agree? Why?
Critical Thinking

Conduct a Horseshoe Debate

When you listen to someone who is presenting an argument, you probably weigh what they’re saying against what you believe. In the best case, you take what they have to say, and use it to revise your opinions. That way, you improve the foundations of your own beliefs and opinions.

A horseshoe debate is a way of listening to others in a group, contributing your own thoughts on an issue, and then revising your personal opinion as needed. You may have already tried out a horseshoe debate in Chapter 13 (page 231).

**Your Task:** In this task, you will have the opportunity to take part in a horseshoe debate to decide if you agree with the 38 per cent of Canadian teens who believe that, “Canada should look after itself and let the rest of the world take care of itself.” (Reginald Bibby, quoted in full on the previous page).

**Step 1**

**Place Yourself on the Horseshoe**

You know what a horseshoe looks like: a skewed oval with a break at one end. In a horseshoe debate, the person with the strongest opinion in favour stands at one side of the break, and the person with the strongest opinion against stands at the other side. Everyone chooses their position along the horseshoe depending on how strongly they feel in favour or against.

For our example, think about your opinion about the statement above, and place yourself on the horseshoe according to your initial opinion.

**Step 2**

**Debate the Issue or Statement**

Conduct a class discussion about the issue or statement under consideration. Begin the discussion by explaining the reasons you have for placing yourself on the horseshoe in the place where you did.

**Step 3**

**Research the Issue or Statement**

If the class decides that more information is needed before you can revisit your positions, do so, and then continue your discussion.

**Step 4**

**Reposition Yourself on the Horseshoe**

After completing your discussion, change your place on the horseshoe according to how your position on the issue has changed.
Organizations and You

**Question for Inquiry**
- What civic responsibilities do individuals and various organizations have in relation to globalization?

Have you ever joined with classmates to run a White Ribbon campaign, or bought cookies at a bake sale to support a good cause? Or, perhaps you have worked with classmates to prepare a presentation or skit. In these cases, you combined your efforts with those of others to achieve a common goal. In the same way, individuals form organizations to combine their resources of time, talent, and money toward achieving goals they collectively hold to be important. Non-profit organizations pursue specific goals with the support of individuals, corporate citizens, and often governments, as well.

Sometimes these goals focus on providing humanitarian aid, such as distributing food to people in famine-stricken countries. Some goals focus on justice—for example, working to gain the release of individuals who have been imprisoned for expressing a dissenting opinion. Some goals focus on environmental issues, such as reducing greenhouse gas emissions. What other goals can you think of in each of those categories: humanitarian aid, justice, and the environment?

These goals are civic responsibilities. In Canadian society, many individuals use organizations to help them accomplish their goals more effectively. In this section, you will have a chance to consider whether or not individuals and organizations have a civic responsibility to promote democracy.

**Civic Responsibility: Toward Democracy?**

For millions of people worldwide, the issues considered to be central to quality of life include citizenship rights, freedoms, and responsibilities. Democracy is only one possible human political structure, and it remains an evolving system. Global information technologies have spread the ideals of democracy and human rights worldwide. Equally important, individuals who have moved to democratic countries share their experiences with relatives and friends still living in non-democratic countries.

**Fast Facts**

Statistics Canada reports that Canadians gave $6.5 billion to charity in 2003. For what reasons do individuals contribute money to charitable organizations? If you had $1000 to donate to a charitable organization, which organization would receive your money, and why?

**Media Smarts**

How do you get your news: in newspapers or magazines, via the Internet, or from radio or television? Statistics Canada reports that the number of hours teens spend watching television is declining. On average, Canadian teens watch 12.9 hours of television a week. About 1 hour (9.4 per cent of viewing time) is directed to news and public affairs shows. Early trends indicate that more teens access their news using the Internet. Track your viewing habits for a week to see how you compare with the average teen. Regardless of how you access your news, you will be thinking critically if you remember to assess what you see, hear, and read for bias.
Effecting change on a global scale is an opportunity brought about by globalization—but effecting change also remains a significant challenge. Do individuals have a responsibility to promote democracy? There are different positions about what citizens’ civic responsibilities are in relation to promoting democracy. Figure 20-4 shows three.

**Figure 20-3** The number of countries holding multi-party elections to choose their governments has almost doubled since 1987. What reasons does the text on the previous page give for this increase? Can you think of other contributing causes? The United Nations had 192 members, as of 2006. Based on the information in the chart, what percentage of UN members were electoral democracies in that year?

**Reading Guide**

When reading a graph, ask yourself the following:
- What type of graph is it (bar, line, pie, scattergraph)?
- What information is included in the labels and captions?
- What is the purpose of the graph?
- Do you need additional information to understand the graph?

Effecting change on a global scale is an opportunity brought about by globalization—but effecting change also remains a significant challenge. Do individuals have a responsibility to promote democracy? There are different positions about what citizens’ civic responsibilities are in relation to promoting democracy. Figure 20-4 shows three.

**Figure 20-4** Three possible positions with regard to establishing democracy. For each position, can you think of one country that is a good example of this stance?
If you lived in a country that was not a full participatory democracy, what do you think your civic responsibilities might be? Should you work to establish a democracy in your country? If so, what actions should you undertake? Hong Kong, a "special protectorate of China," has nearly 7,000,000 citizens, but only 800 individuals elect the leader. Many Hong Kong citizens want to change that. This news article lets you listen in on some voices of Hong Kong citizens.

Pressure mounted for Hong Kong and Beijing leaders to respond to calls for full democracy in this Chinese territory as tens of thousands of protesters marched Sunday, demanding the right to pick their leaders. Organizers said the massive protest drew 250,000 people—far exceeding analysts' forecast of between 50,000 and 100,000. …

“[Hong Kong leader] Donald Tsang said in response to the protest that he has heard people's demands but an immediate timetable for Hong Kong to have full democracy is "not achievable." “I've heard their voice. I have felt their feelings and I share their pursuit," Tsang told a news conference late Sunday. “Both the central government and this administration are actively leading this community toward universal suffrage [right to vote for all adult citizens] in an orderly fashion. … I am 60 years of age. I certainly want to see universal suffrage taking place in Hong Kong in my time," he said.

One protester, John Cheng, a polio sufferer, marched with a crutch. “I hope that with more people taking part in the march, our wish for popular elections will be granted," said the 50-year-old handicraft worker as he hobbled along. Retiree K.T. Wong, another marcher, held a cardboard [sign] saying, “I'm 75. I want popular elections. Never give up. Beijing will have to consider our views if more people speak up. We have to keep fighting." …

But Hong Kong's leader, Donald Tsang, and Beijing insist that much happened today."…
## Explore the Issues

### Apply and Practise Skills.

Following the steps for successful teamwork outlined in the Skill Path for Chapter 4 (pages 55–56), complete a chart like the one below by ranking each of the civic responsibilities listed.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Rank</th>
<th>Responsibility</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voting in elections</td>
<td></td>
<td>Respecting other people’s property</td>
<td></td>
</tr>
<tr>
<td>Running for office</td>
<td></td>
<td>Respecting other people’s rights</td>
<td></td>
</tr>
<tr>
<td>Participating in political life</td>
<td></td>
<td>Respecting other people’s opinions</td>
<td></td>
</tr>
<tr>
<td>Getting an education</td>
<td></td>
<td>Paying taxes</td>
<td></td>
</tr>
<tr>
<td>Being active in the community</td>
<td></td>
<td>Serving in the military</td>
<td></td>
</tr>
<tr>
<td>Staying informed by reading newspapers, listening to the news on the radio, and so on</td>
<td></td>
<td>Serving on a jury</td>
<td></td>
</tr>
<tr>
<td>Talking about public issues</td>
<td></td>
<td>Doing volunteer work with community organizations (for example, a school, a homeless shelter, a neighbourhood crime watch)</td>
<td></td>
</tr>
<tr>
<td>Writing letters to public officials about important issues</td>
<td></td>
<td>Joining a citizens’ group to work on a community problem</td>
<td></td>
</tr>
<tr>
<td>Obeying laws</td>
<td></td>
<td>Keeping the environment clean</td>
<td></td>
</tr>
<tr>
<td>Reporting crimes</td>
<td></td>
<td>Recycling</td>
<td></td>
</tr>
<tr>
<td>Helping the community, nation, or another country in emergency situations</td>
<td></td>
<td>Being tolerant, fair, truthful</td>
<td></td>
</tr>
<tr>
<td>Fostering tolerance</td>
<td></td>
<td>Respecting differences</td>
<td></td>
</tr>
<tr>
<td>Respecting minority rights</td>
<td></td>
<td>Using minority rights responsibly</td>
<td></td>
</tr>
</tbody>
</table>

As a team, select your three top choices. What makes these civic responsibilities important to you?

### b)

Following discussion, write a letter to the editor, a paragraph, or a commentary aimed at a radio audience to address this issue:

**What civic responsibilities should individual Canadians accept and demonstrate, domestically and internationally?**


1. Do you agree with Ronny Tong, John Cheng, and K.T. Wong that citizens have a responsibility to work actively for democracy? Explain.

2. In what ways are Canadians connected with Hong Kong? What connections do you have with other countries? Do you feel you have civic responsibilities toward other parts of the world to which you have connections? Why or why not?

3. Review the Map of Freedom, Figure 17-10 on page 294. What information does the map provide about Hong Kong?

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- In 1996, the last year for which statistics that are specific to Hong Kong are available, nearly 30,000 Hong Kong immigrants arrived in Canada.
- The 2001 census reported that about 3.3 per cent of all Canadians were of Chinese (including Hong Kong) origin. In Alberta, about 3.6 per cent reported Chinese origin.

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FastFacts

- In 1996, the last year for which statistics that are specific to Hong Kong are available, nearly 30,000 Hong Kong immigrants arrived in Canada.
- The 2001 census reported that about 3.3 per cent of all Canadians were of Chinese (including Hong Kong) origin. In Alberta, about 3.6 per cent reported Chinese origin.
Express and Explain.

a) Read the article at right. Do you support the teens’ argument? Why or why not? What advantage(s) would be gained if 16-year-old Albertans were given voting rights?

b) Some other countries have extended the right to vote to 16- and 17-year-olds. For what reasons might the countries in the table below have extended this democratic right and civic responsibility to younger persons?

<table>
<thead>
<tr>
<th>Country</th>
<th>Voting Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>16</td>
</tr>
<tr>
<td>East Timor</td>
<td>17</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>16</td>
</tr>
<tr>
<td>Cuba</td>
<td>16</td>
</tr>
<tr>
<td>Iran</td>
<td>15</td>
</tr>
<tr>
<td>Sudan</td>
<td>17</td>
</tr>
</tbody>
</table>

Fighting for a lower voting age

There a lot of things Canadian 16-year-olds can do legally, but voting isn’t one of them. Two Alberta teens want to change that. ... They want the province to change the Municipal Election Act lowering the voting age from 18 to 16, allowing them to vote for city councilors and school trustees. ... Their argument is simple. At 16 they can drive a car, pay income taxes, even be charged with adult crimes. They have many of the responsibilities of an adult but they don’t have the right to cast a ballot.

CBC Archives, August 28, 2001

Express and Explain. What do you think Mead means in the quotation below? Think of an example where a small group of people have made a difference in your school or your community?

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it’s the only thing that ever has.”

—US anthropologist Margaret Mead

Businesses and You

What civic responsibilities do businesses have in relation to globalization?

One of the most profound changes in our world as a result of globalization has been the phenomenal increase in the number of transnational corporations that operate in a variety of countries. Not only are foreign transnationals operating in Canada, many Canadian transnationals are operating in other countries. Many of the goods and services they produce come back to Canada, and improve your lifestyle. Many of these companies employ Canadians and provide dividends to shareholders.

Do Canadian businesses have a responsibility above and beyond the duty to succeed? Do they have a duty to improve the lives of all people, especially in the countries where they operate? In this section, you will have an opportunity to consider what the civic responsibilities of corporations should be.
Voices

Linking Human Rights to Success in the Global Marketplace

Canadian Business for Social Responsibility (CBSR) is a non-profit organization founded in 1995 to provide companies with information, advice, and strategies that help them carry out their business activities in a way that improves corporate performance while also contributing to a better world. It now has members in every industry and every part of the country, including Alcan, Bell, Syncrude, Inco, Hudson’s Bay, Telus, Royal Bank, and others. At a conference held in Toronto, CBSR put forth five key arguments linking human rights with success in the global marketplace:

1. By making respect for human rights part of the “Maple Leaf brand,” Canadian companies could acquire a competitive edge [an advantage] in the world’s emerging economies.

2. By bringing enlightened [better informed] business practices to troubled regions, Canadian companies could help create the kind of stability that spurs economic growth.

3. By helping to meet the basic needs of the 2.7 billion people living on less than $2 a day, Canadian companies could make inroads in the world’s largest underdeveloped market.

4. By being socially progressive [committed to the common good], Canadian companies could improve their access to ethical investment funds and pre-empt [avoid] criticism from their shareholders.

5. By becoming global trendsetters, Canadian companies could [improve] their images and build customer loyalty at home.


Figure 20-6 The photo on the left was taken in Seattle, Washington, during a World Trade Summit in 1999. How can we find out if accusations of unfair labour practices made against companies are valid? The photo below shows some of the 50 000 workers Nike employs in Vietnam. How can we find out whether the products we purchase are produced fairly or not? What kind of information do we need, and from whom, to make an informed decision?

1. Which of the five arguments is the strongest? Which is the weakest? Explain your position.

2. These five arguments strive to show how a corporation can be more successful by behaving ethically. Do corporations have a further, underlying civic responsibility to behave ethically? Explain your opinion.
Voices

Business Responsibility

*The business of business should not be about money, it should be about responsibility. It should be about public good, not private greed.*

Source: Anita Roddick, founder of the Body Shop.

*Business has a responsibility beyond its basic responsibility to its shareholders; a responsibility to a broader constituency that includes its key stakeholders: customers, employee, NGOs, government—the people of the communities in which it operates.*

Source: Courtney Pratt, former CEO, Toronto Hydro.

*Campaigns against corporations have led them to take greater care that their goods are not produced under unacceptable working conditions for starvation wages. All of us, by the decisions we make about how we live and work and travel and consume, help to shape an environment.*

Source: Rabbi Jonathon Sacks, Chief Rabbi of the British Commonwealth.

A Real-Life Case

In 2003, anti-sweatshop groups named the Hudson’s Bay Company a “sweatshop retailer of the year.” It turns out that some of the jeans sold by The Bay were made in factories in Lesotho, Africa, where workers reported human rights abuses.

The Hudson’s Bay Company checked out the reports of abuse and found them to be accurate. They stopped ordering from the factories. Some activists think that was the wrong decision. They think The Bay had an obligation to improve conditions at the factories—not simply to cancel their orders.

1. What action did The Bay take? What action did some activists think The Bay should have taken?
2. As a consumer, what action do you think The Bay should have taken? Now imagine that you are on the management team at The Bay. Does that change your view about which action to take? Why or why not?
3. Would you pay five dollars more for an article of clothing if you knew that, by doing so, you would ensure that the workers who made the clothing were being treated fairly?
4. Review the quotations provided about business responsibility. In what ways can individuals encourage businesses to accept these civic responsibilities?
Explore the Issues

1 Work in a Team. What makes a company a “good” corporate citizen? In the preceding Voices feature, you read opinions that businesses have a deeper responsibility than simply making a profit. How can we evaluate exactly how “good” a company is? Since 2001, Corporate Knights, Inc., a Canadian-based media company, has ranked Canada’s top 50 corporate citizens using 13 different measurements. The information they collect is in the public domain (free and readily available), so if readers want to confirm the information, they are able to do so. Some of the measurements included were as follows:

- how up to date companies were on paying their taxes
- how many women and visible minorities served on corporate boards
- how many conflicts a company has had with its shareholders
- how many days’ work were lost because of conflicts with employees (work stoppages)
- how many toxins were released into the air (for example, sulphur dioxide from factories)

Companies were evaluated and scores (out of a possible 100) were tallied. The results for 2006 included companies in all business sectors—consumer goods, finance, energy, utilities, information technology, and health care. In 1st place, with a score of 92.12, was Shoppers Drug Mart. In 50th place was IGM Financial, with a score of 80.32.

Follow the steps on effective communication in the Skill Path for Chapter 13 (pages 215–216) as you work with two or three classmates to complete this assignment.

a) Use an organizer like the one below to restate the civic responsibility that Corporate Knights feels Canadian companies have.

b) Then, indicate whether or not you agree that companies have that specific civic responsibility. Two examples have been provided.

c) Visit the Living in a Globalizing World website for a link to the Corporate Knights Best 50 Corporate Citizens Ranking 2006. What other measurements did Corporate Knights include? Work with your team members to determine the civic responsibility associated with the measurement.

d) Are there additional measurements you would add? What are they?

e) Rank what you feel to be the top four civic responsibilities of companies.

2 Share It. Share your rankings from Activity 1 with another team. Then, each team can share their “top four” list with the class as a whole. Each team member should be prepared to provide reasons why he or she ranked those four civic responsibilities highest.

3 Discuss It. See if your class can work together to come up with its own top four civic responsibilities for companies. What can you do, as individual citizens, to encourage companies to fulfill these four obligations?
Government and You

**Question for Inquiry**

- What civic responsibilities do governments have in relation to globalization?

Since the creation of the UN in 1945, Canadian governments have accepted civic responsibilities associated with peacekeeping and peace making. Canada has been at the forefront in promoting worldwide standards to internationalize human rights, and has led other nations in banning land mines and establishing the International Criminal Court. Also through their governments, Canadians have demonstrated a long-term commitment to economic development in Latin America, Africa, and Asia, and to international trade negotiations and institutions (with membership in the UN, WTO, Commonwealth, OECD, NAFTA, and others). Canada is also a founding member of La Francophonie.

All of these actions are evidence that the Canadian government accepts certain civic responsibilities to peoples elsewhere in the world. Is Canada doing enough? In this section, you will have a chance to consider the civic responsibilities of various levels of government.

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**OECD** Organization for Economic Cooperation and Development

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**Reading Guide**

How attentive have you been to references to specific individuals or organizations that have appeared earlier in this textbook? For instance, the WTO, OECD, and NAFTA were first presented in Part 3. Often it is helpful to turn back to the first appearance of specific material for background information and for better understanding of current references. The index at the back of the book will also help you find references to organizations.

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**Figure 20-8** United Nations Secretary-General Kofi Annan addresses Canada’s Parliament in January 2004. At that time, Annan praised Canada’s contribution to the UN, especially in its role as a worldwide peacekeeper. In recent years, Canada has shifted its efforts to peacemaking instead of peacekeeping. Both are ways of fulfilling a civic responsibility to help all people live in peace. Find out the differences between the two terms.
Wilton Littlechild heard these words from Cree Elders when he was a child, and he passed them on to Alberta students in 2001. The words reflect what Littlechild himself has done. Thanks to him, the United Nations has a Permanent Forum on Indigenous Issues. Through his leadership, the UN also adopted the first International Decade of the World’s Indigenous Peoples, from 1994 to 2004. Littlechild hoped that by the end of that decade, the Declaration on the Rights of Indigenous Peoples would be adopted. Although much progress has been made, the Declaration has yet to be adopted by the United Nations.

In 2006, the UN Rights Commission, the organization working to finalize the Declaration, was abolished and replaced with the UN Human Rights Council. The new Council, which will continue to be chaired by UN Human Rights Commissioner Louise Arbour, will meet more often and work longer sessions. Littlechild remains hopeful that the Declaration will be passed in the near future, and certainly long before the end of the Second International Decade of the World’s Indigenous Peoples, which began January 1, 2005. He continues to serve on the Permanent Forum on Indigenous Issues to help make the Declaration a reality.

Visit the United Nations link at the *Living in a Globalizing World* website to review the goals of the Second Decade of the World’s Indigenous Peoples. What responsibility do Canadian governments, their agencies, and organizations have to Aboriginal peoples in Canada, and to achieving the goals of the Second International Decade nationally and internationally?

**Municipal Governments: Acting Locally, Thinking Globally**

What challenges is your community facing right now? Is rapid growth an issue where you live? Or does your community have the opposite problem: a decrease in population? Are the services in your community—such as hydro, transportation, water—adequate? If your community wants to begin a new program, perhaps a recycling or composting program, who can your municipal officials—mayor, councillors, or other representatives—go to when they want to find out how other communities are handling issues?

One of the calls they may make is to the Federation of Canadian Municipalities (FCM). More than 1300 communities across Canada, from small rural communities to the country’s largest cities, are members of the FCM. Nationally, the FCM is dedicated to improving quality of life in all communities by promoting strong, effective, and accountable municipal government. But its activities don’t stop at the Canadian border. The FCM sees rapid urbanization as a worldwide occurrence, and its members look...
for opportunities to share their knowledge, skills, and experience with countries in the less developed world. They also join together in pursuit of common goals. For example, more than 600 communities around the world, including 122 in Canada, have joined the Partners for Climate Protection. The goal: to reduce greenhouse gas emissions and slow the rate of global warming.

Figure 20-10 As a member of the Partners for Climate Protection, the city of Yellowknife is developing an energy plan to improve its energy efficiency, increase the use of sustainable and renewable energy sources, and reduce its greenhouse gas emissions. When it comes to the environment, in what ways are the responsibilities of municipal governments linked to globalization and the responsibilities of individuals and businesses?

Promoting Cultural Links—At Home and Around the World

Your school probably has clubs you can join to share common interests with other students. Back in 1979, mayors of two cities—Paris, France and Québec City, Quebec—decided that Francophone mayors could benefit from sharing their ideas and interests, too. Together, they created the International Association of Francophone Mayors and City Officials. The goal was to support Francophone communities in all areas, and to celebrate Francophone culture. Now part of La Francophonie, the International Association of Francophone Mayors and City Officials has more than 150 members representing 47 countries. Five Canadian cities—Montréal, Québec City, Gatineau, Ottawa, and Moncton—are members. These mayors recognize that international links can help them fulfill their local responsibilities better. What international links does your community have?
Civic Responsibilities and Your Federal Government

Many Canadians believe that their governments can—and should—help people in other parts of the world cope with the impacts of globalization. The Canadian International Development Agency (CIDA), an agency of the federal government, is involved in about 100 countries at any one time to fulfill its mandate, which is to reduce poverty and contribute to a more secure, equitable, and prosperous world. In 2005–2006, CIDA spent nearly $2.5 billion to fulfill its goals.

Voices

Canada’s International Responsibilities

In 2004, the Canadian government outlined these five areas of responsibility in the international arena.

The responsibility to protect means… Canada will hold governments accountable for how they treat their people, and will intervene if necessary to prevent a humanitarian catastrophe.

The responsibility to deny means… Canada will prevent terrorists and irresponsible governments from acquiring weapons of mass destruction that could destroy millions of innocent people.

The responsibility to respect means… Canada will help build lives of freedom for all people, based on the fundamental human rights of every man, woman, and child on earth.

The responsibility to build means… Canada will make sure our economic assistance programs provide the tools that ordinary people need to pursue their own development.

The responsibility to the future means… Canada will ensure sustainable development for future generations through better management of global public goods.

Source: Department of Foreign Affairs and International Trade, “Making a Difference: Canadian International Policy.”

1. Do you agree that Canadians have a responsibility in these five areas? Why or why not?
2. Can you think of parts of the world today where Canadians are fulfilling some of these responsibilities?
3. Can you think of parts of the world today where Canadians are absent? How can we decide where, and how, to fulfill these responsibilities?
Opportunities and Challenges: Canada’s Growing Trade with China

Canada’s trade with China is increasing. In 2006, Statistics Canada reported that when all trade between the two countries is considered, China ranked as Canada’s second-largest trading partner, after the United States. China does not always treat its citizens well. In fact, its human rights record is considered poor by respected international organizations such as Amnesty International and Human Rights Watch.

The Challenge: What should Canada’s role be in encouraging China to respect fundamental human rights?

The Opportunity: Some people believe that trading with China will increase its connection and involvement with the rest of the world, and will pressure China to demonstrate greater respect for human rights. These people believe that the role of the Canadian government is to encourage trade.

Others believe Canada should restrict its trade with China. As Figure 20-13 shows, Canada exports a lot of raw materials to China. Should the Canadian government restrict trade with China, or ban it entirely, until China’s human rights policy is closer to ours?

What should Canada’s role be?

In the Voices feature on page 340, you saw that the Canadian government accepts five major responsibilities in the international arena. In this feature, you will evaluate whether or not you believe Canada is fulfilling its responsibility with regard to its relationship with China.

First, conduct research to investigate the human rights situation in China today. Use Internet sites, news magazines, and your local newspaper.

Record your information in an organizer or in point-form notes. Remember to keep track of the sources you use.

Is Canada fulfilling its responsibilities in its relationship with China? Write a position paragraph supporting your view using the information you gathered. Be sure to indicate which of the five major responsibilities you are focusing on. (For guidance in putting a position in writing, see the Skill Path for Chapter 21 on pages 349–350.)
**Explore the Issues**

1. **Focus on Media.** “Canada has enjoyed a reputation for diplomacy ever since Lester B. Pearson came up with a novel solution—peacekeepers—for the Suez Crisis in 1956. We’ve also been recognized for our involvement in human rights issues, nuclear disarmament, and the International Criminal Court. But have our efforts made for a more peaceful world, or is the image of the ‘good diplomat’ a convenient holdover from the days when Canada actually made a difference?” — *Peacekeepers and Peacemakers: Canada’s Diplomatic Contribution* (Canadian Broadcasting Corporation media package).

   Work in teams of three to create an illustrated timeline that contains each event and development referred to in this quotation. Use the steps from the Skill Path in Chapter 3 (pages 39–40). Add a paragraph of personal commentary in which you explore Canadian governments’ civic responsibilities abroad.

2. **Express and Explain.** Examine Figure 20-14. In what ways can the “sins” referred to be regarded as the challenges arising from globalization? As citizens of a member country of the G8, what responsibilities do Canadians have to address the concerns of these protesters?

![Figure 20-14. These protesters at the G8 Summit in 2003 in Evian, France are carrying a sign that reads, “The 8 deadly sins: globalization, speculation, exclusion, corruption, privatization, manipulation, lies, and contempt.”](image)

3. **Express and Explain.** Consider the following quotation: “If I knew something that would serve my country but would harm mankind, I would never reveal it; for I am a citizen of humanity first and by necessity, and a citizen of France second, and only by accident.” — Baron de Montesquieu (1689–1745), author of *On the Spirit of Laws*. What do you think Montesquieu is saying about determining which civic responsibilities are most important? Write a position paragraph indicating your agreement or disagreement with this quotation. Give reasons for your position.

4. **Express and Explain.** Like Hali Ahlfeld, featured on page 267, Julie Séguin made a personal effort to address the challenges of globalization. Séguin participated in a month-long CIDA project to help bring running water to a village in Peru. Her advice to other students: “… get involved with international projects. It is a life experience you will never forget. It will open your eyes to how people around the world are the same, yet different. It builds character. There is no better way to change your life than to change the lives of others.”

   a) What advantages does Séguin connect with involvement in international projects? How do government agencies like CIDA help individuals fulfill civic responsibilities?

   b) Find out where Albertans are working with CIDA around the world. Choose one of the stories at the CIDA link at the *Living in a Globalizing World* website. What civic responsibility is the Albertan you chose fulfilling?
Chapter Summary and Reflection

Apply and Extend Ideas

1. Read the excerpt below from an article by Anna Quindlen about voter turnout in Australia and the United States. Use an organizer like the one that follows to assess it for bias.

Freedom’s just another word
By Anna Quindlen

… [Australia] requires its citizens to vote. Really requires it. If you don’t show up at your polling place on Election Day, you are asked to provide an excuse in writing afterward. “The dingo ate my ballot” will not do. Unless you have a good explanation—a heart attack that morning, say—you are fined. The result is that Australia has one of the highest voter-turnout rates in the world, around 90 per cent. …

Lest we forget, only 51 per cent of all voting-age Americans bothered to show up in the last presidential election, which means that while Australia may be a forcible democracy, we are barely a participatory one. … Why don’t we adopt the compulsory system the Aussies have embraced so successfully? …

Forgoing the vote is an injury to the body politic, and that’s not a personal matter. Low voter turnouts hurt everyone because they erode the notion of government by the people and for the people. … There’s no argument about this: when we make an act optional, we inevitably suggest that it’s not that important. …

What’s the price of freedom? How about a fine of 50 bucks? … Democracy without participation is like a house with two walls: it just doesn’t stand up.

Newsweek, October 18, 2004

Freedom’s just another word
By Anna Quindlen

Steps in Assessing for Bias

<table>
<thead>
<tr>
<th>Purpose of article</th>
<th>Use a descriptive word or phrase, for example, express a viewpoint, make an argument, recommend an action.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer’s view or argument</td>
<td>Summarize using one sentence.</td>
</tr>
<tr>
<td>Evidence offered in support of writer’s viewpoint or argument</td>
<td>Use point form and summarize the evidence the writer provides.</td>
</tr>
<tr>
<td>Language used: neutral or not neutral (that is, it plays on the reader’s emotions). Give examples of non-neutral language (if applicable).</td>
<td>Hint: Non-neutral language often includes adjectives.</td>
</tr>
<tr>
<td>Is more information needed to evaluate the writer’s viewpoint or argument? If so, what?</td>
<td>Ask yourself: Do I need more information before deciding whether or not this writer’s position is adequately supported? Remember that a writer may have a valid point, but that does not necessarily mean you have to agree with his or her position.</td>
</tr>
</tbody>
</table>

My assessment

Hints to Help Your Assessment

Reflect on the Chapter Issue

In this chapter, you explored multiple perspectives about the civic responsibilities of individuals, governments, and businesses to respond to globalization. You are now ready to respond to the Chapter Issue: What are our most important civic responsibilities? First ask yourself again, What is a civic responsibility? Is it a duty to others? What does it have to do with your obligation to be true to your own ideals and values? Why do we have obligations to other societies? To those less advantaged than ourselves? To the environment? How are they connected to globalization? Then conduct a horseshoe debate following the steps in this chapter’s Skill Feature. The focus of your debate should be the Main Issue for Part 4: Should I, as a citizen, respond to globalization?