



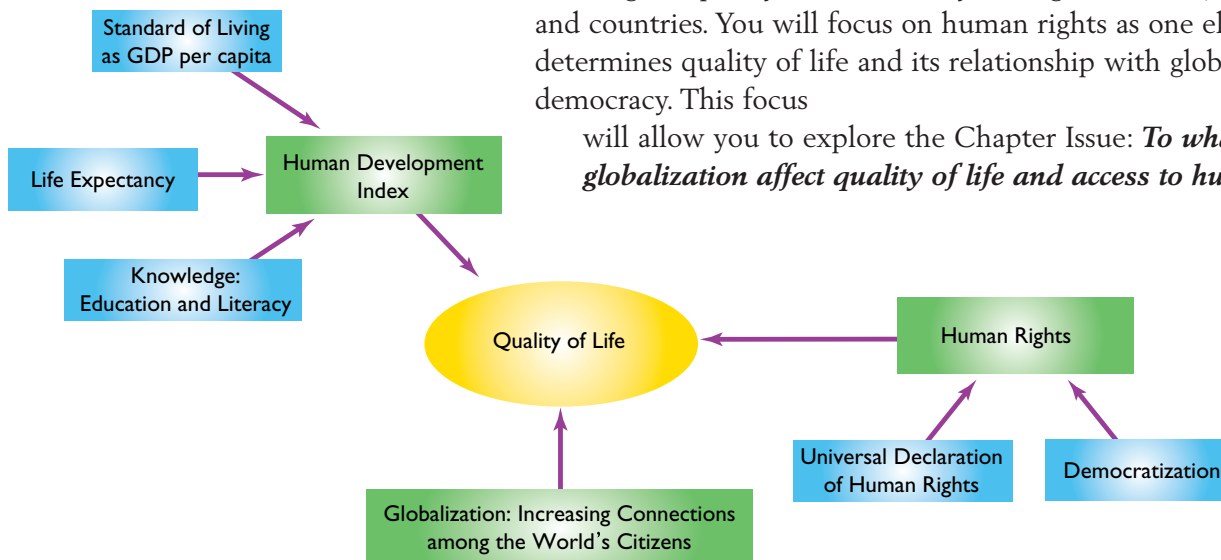
An Introduction to Quality of Life, Human Rights, and Democratization

Chapter

15

Figure 15-1

Should differences in quality of life and access to human rights within communities and around the world matter to you? How should you respond? As you read through this chapter about the topics in this diagram, think about what you can do to contribute to the world. ▼



Chapter Focus

To what extent should you, as a citizen, respond to globalization?

Think about what you share as a member of the international community—in particular, the global environment and the future. Then think about things that you enjoy and use individually and with others, such as resources and technology. Does everyone share and enjoy these things equally?

Every society is affected by globalization in some way; most are affected deeply. Globalization affects how we think about other individuals, communities, and countries in the world. It makes us more aware of the conditions in people’s lives—our **quality of life**. For some, there is a struggle for basic necessities such as food and shelter. Others may be struggling for the human rights and freedoms, such as freedom of expression, that many people believe should be universal. Some people believe that the right to a democratic government should be included as one of these rights.

Chapter Issue

In this chapter, you will have a chance to consider how the understandings of quality of life can vary among individuals, communities, and countries. You will focus on human rights as one element that determines quality of life and its relationship with globalization and democracy. This focus

will allow you to explore the Chapter Issue: *To what extent does globalization affect quality of life and access to human rights?*



SKILL PATH

Use SWOT to Choose the Best Action

To what extent does globalization affect quality of life and access to human rights? To explore this Chapter Issue, you have to consider the degree to which globalization increases or decreases various aspects of quality of life and access to human rights. But you also have to consider the extent to which the tools of globalization can be used to boost either of these. In this Skill Path, you have a chance to assess one plan of action to affect quality of life. You will use a **SWOT analysis**—a strategy tool designed to help a team evaluate a proposed plan of action.

Step Decide on a Plan of Action to Evaluate

1 To begin, decide with your team on a proposed plan of action to evaluate. For example, let's assume that your class (your team) is considering a plan of action to raise funds to adopt one bicycle to supply to a health care worker in Africa through the BikeTown Africa donation program.

Step Research the Plan of Action

2 Individually or in pairs, do some research to find out more about the proposed plan of action. For our example, you might dig up information like that provided in the box below.

Sample research about BikeTown Africa

Bicycling magazine teamed up with Kona Bicycles and Bristol-Myers to create a program called BikeTown Africa, a program that donates bicycles to non-governmental organizations in Africa. The sturdy AfricaBikes were specially designed by Kona to withstand rugged terrain and poor conditions. Health care workers use them to gain access to people in remote areas, to bring

health-care such as HIV/AIDS medicines and home health counselling.

One of the partners, Kona Bicycles (which is 50 per cent Canadian-owned), set up a program so that interested groups can "adopt" a bicycle to increase the number of bicycles donated to health-care workers.

Ideas and Opinions

“ We never even thought to integrate bikes into our program, but now we know that bikes can go where other things can't. ”

—Dr. K. Ntsatsi, Director of Botswana Christian Aids Intervention Program (BOCAIP).

How could the donation of a bicycle to the right organization make a huge difference in people's lives? Think of another example of a small but practical action that could make a big difference.

Step Set up Flip Charts

3 Across the front of the classroom, set up one of the following:

- four flip charts
- four sheets of flip chart paper taped to a wall
- a chalkboard/whiteboard divided into four separate columns

Each flip chart, paper, or chalkboard column should have one of the following labels: “Strengths,” “Weaknesses,” “Opportunities,” “Threats.”

Assess Your Team	Assess Your Plan
Strengths	Opportunities
Weaknesses	Threats

Sample Questions for Assessing your Team

- Does your team have good organizers?
- Do any of your team members have experience in fund raising?
- Are team members available for an after-school fund-raising effort?
- Does your team have artists who could help design an ad campaign?

Sample Questions for Assessing Your Plan of Action

- Are there school rules that would impede a fund raiser?
- Would the community look favourably on an effort to aid people in Africa?
- Have there been too many fund raisers recently, that would discourage donations?
- Is the cost of one bicycle a reasonable amount for your team to raise?

Step Identify Your Team's Strengths and Weaknesses

4

Begin by assessing the Strengths and Weaknesses of your team. You are assessing the capability of your team to fulfill the proposed plan of action. In the example we're working with, you should assess the capabilities of your team members to raise the needed funds to adopt one AfricaBike. Note that you are not deciding yet whether or not you will actually take on the plan. You are asking only if your team is capable of doing so. Generate a number of questions in addition to those at right, and discuss each one as a team. Post your answers in "Strengths" or "Weaknesses" according to your answers.

Step Identify Opportunities and Threats to the Proposed Plan of Action

5

Next, assess what outside forces may assist or impede your proposed course of action. An outside force that would help your team accomplish the plan of action would be an opportunity. An outside force that would make the plan unworkable would be a threat. Note that team members may have to do some research before you will be able to answer these questions. In the case of our example, generate a number of questions in addition to those at right, and post your answers in "Opportunities" or "Threats" according to your answers.

Step Make a Decision

6

Use your SWOT analysis to decide whether to take on your plan of action, revise it, or look for another.

Step Practise Your Skill!

7

Apply It. Follow Steps 1-6 to complete the SWOT analysis of a plan of action to improve quality of life. You could assess the proposal to raise funds to buy a bicycle for a health care worker, or you could assess any other proposal you wish, as long as its goal is to improve quality of life.

For your research, in Step 2, you can learn more about the adopt-a-bike program by reading the articles at *Bicycling* magazine's website by following the links at the *Perspectives on Globalization* website. You can find out about the particulars of how to adopt a bike at the Kona website by following the links at the *Perspectives on Globalization* website.



Understanding Quality of Life

Question for Inquiry

- What factors could you consider when comparing globalization's effects on quality of life?

Do you live in a clean environment? Do you have enough healthy food and drinkable water every day? You likely have easy access to clean drinking water; yet in many areas of the world, including some First Nations communities in Canada, clean drinking water is not readily available. Some First Nations communities have to boil their water before they can drink it or wash with it. In 2005, almost 1000 residents of the Kashechewan First Nation of Northern Ontario were evacuated to neighbouring towns for treatment of the health effects of using tainted water. Many of them were suffering from skin conditions such as eczema.

In discussions about the economic and social gaps among individuals, communities, or countries, the term **disparity** is used. Disparity implies a “more or less” comparison or a “high, medium, or low” type of ranking. Statistics are most often used to help understand disparities around the world. Statistics offer numbers based on researched facts as a basis for comparison.

The following 2002 statistics from the World Health Organization show disparity in access to clean drinking water and sewage systems around the world.

- 17% of the world's population (1.1 billion people) did not have access to safe water sources
- Nearly two-thirds of the 1.1 billion people without access to safe water lived in Asia
- In sub-Saharan Africa, 42% of the population did not have access to safe water
- More than half of the population used water piped to their homes or yards which protected their health and freed them (mostly women and girls) from the difficult task of collecting water.

What can you infer about the disparity of access to safe water in the world? Which regions seem to have the lowest levels of access?

A great deal of disparity exists within and among countries of the world. There are also differing attitudes toward this disparity. By considering the different ways to evaluate and compare various aspects of quality of life in the following section, you can begin to explore the Chapter Issue: *To what extent does globalization affect quality of life and access to human rights?*



Figure 15-2

Are you concerned about the smog or littered streets where you live? Consider the disparity between your life and the life of teenagers in slums like this one in Brazil. They breathe highly polluted air, and may drink contaminated water that puts them at risk for disease.

Ideas and Opinions

“ Access to safe water is a fundamental human need and, therefore, a basic human right. Contaminated water jeopardizes [endangers] both the physical and social health of all people. It is an affront to human dignity. ”

— Kofi Annan,
United Nations Secretary-General,
World Health Organization,
“The Right to Water,” June 2003.

Do you agree that access to safe water is a basic human right? What does daily access to safe water mean to you?

The Role of Standard of Living in Understanding Quality of Life



READING STRATEGY

One way to remember new terms such as “standard of living” is to use them as soon as you can and as often as you can. Write a few sentences or have a discussion about the term and what it means.

People often use the terms “standard of living” and “quality of life” the same way, but these terms do not mean the same thing.

Standard of living is only one aspect of quality of life. It is a common measure of the quantity and quality of goods and services to which you have access. Statistics are used to describe the amount and quality of food, drinking water, and other goods and services that you can afford to purchase or obtain. Some individuals, communities, and countries have a high standard of living because they can afford the goods and services that they need and want. Other people, groups, and even some countries do not have the wealth required to purchase the goods and services that others in the world take for granted. One goal of governments, communities, and individuals is to achieve and maintain an acceptable standard of living.

Most people agree that everyone is entitled to basic material necessities such as food, safe water, and shelter. Standard of living, though, is only one factor of quality of life, and there is a difference of opinion about its importance. Quality of life includes not just material possessions and properties, but also non-material things that

people need and desire to improve the way they live. A clean environment, personal safety, political rights, and the right to earn a living using traditional means are only a few examples of these elements. Another example is the desire of Franco-Albertans to live part of their lives in their first language through cultural events, educational opportunities, and other means.



Figure 15-3

Standard of living can vary as much within a country as it does from country to country. Compare the scene of people setting up a food bank with the scene of people eating in a gourmet restaurant. What do these pictures tell you about disparity and the standard of living in Canada?



Has Globalization Improved Standards of Living?

Have the forces of globalization improved standards of living and quality of life for workers in different countries? As you read the following ideas on the effects of economic globalization, identify the key concern for each of the parties involved. The first excerpt describes the perspective of two Mexican union leaders. The second expresses the ideas of an American student activist.

"We are against the WTO [World Trade Organization]..." says Mayan peasant leader Pedro Dzib of UNORCA (National Union of Autonomous Regional Farmer Organizations, a Mexican member of the international network Via Campesina). ... "[W]e cannot allow them to flood our market with foreign grains just because theirs are cheaper," ... says [UNORCA leader Alberto] Gomez. "It's about our country. What's at stake is, which will the next step be for our society, for our teachers, our union workers, our consumers? What's at stake is our own existence as farmers—and we are going to show the world that in Mexico, there is a society that does not want to disappear."

—Tania Molina Ramirez, "Marching on Cancun,"
The Nation, September 22, 2003.

...[A]nti-sweatshop forces simply assume that a worker's living standard would improve if only foreign governments close down supposedly exploitative factories or force them to accept more stringent standards. The reality is much different. ...

Consider this: in the 1970s, 11 per cent of the world's poor were in Africa and 76 per cent in Asia. By 1998 this had reversed—Africa had 66 per cent of the world's poor and Asia had 15 per cent. Why did this occur? The difference between Asia and Africa can be seen in the fact that Asia posted strong economic growth while Africa did not. Asia's incredible growth directly coincided with a loosening of government controls on trade, a positive attitude toward globalization and opening numerous "sweatshops" in India and China. ... So instead of dooming generations, so-called sweatshop labour has lifted hundreds of millions out of poverty by giving them an alternative to starvation.

—Jason Carr, University Wire: "Anti-sweatshop Activists Miss the Point," *Brown Daily Herald*, January 25, 2006.

- 1 a) For each article, state who sees globalization as a threat and why.
b) For each article, state whose standard of living may have benefited from a global economy.
- 2 For each article, suggest how globalization might provide opportunities to improve standard of living.
- 3 Using the skills you learned in the Skill Path for Chapter 7 (pages 153–155), answer the following questions:
a) Why are words from the union leaders considered the perspective of a group of people?
b) Why is the excerpt from the student activist considered a point of view?
- 4 Use examples from these articles to consider the Question for Inquiry: *What factors could you consider when comparing globalization's effects on quality of life?*

Just as not everyone has the same standard of living, not everyone has the same quality of life. In fact, people have many different perspectives about what is needed for a good quality of life. Think about the elements you would list for a satisfactory standard of living. What elements would you place on your list for a good quality of life? Now think about how and why these lists may vary among individuals, communities, and countries.



What Is a Satisfying Quality of Life?

Read the following opinions of quality of life from an Inuit news columnist and an agricultural specialist to find out what is important to the Inuit as a people and to small farmers. How do their lists of important factors of quality of life compare with yours?

Modern Inuit have embraced the global community, living in houses, paying taxes, watching cable TV. ...

Now, here is the miracle: Inuit also still hunt. They still eat traditional foods. They hold drum-dances, throat-chanting events. Many still consult Elders. Every day, I spot someone wearing some piece of traditional clothing, always quite well made. ...

The concern of the deepest Inuit mind is to maintain the things that give one joy while trying to adapt to that which does not. Inuit, therefore, are less concerned with alteration than they are with preservation. Thus do the things that they best love about their culture still endure.

—Rachel Qitsualik, “What the Inuit Want,”
Nunatsiaq News, May 16, 2003.

A lot of small farms are “quality of life” farms—their primary purpose is to contribute to the quality of life of a farm family in ways other than by making money. ... For many farm families, farming is the means by which they build positive relationships within their families and communities, and by which they accept their responsibilities for helping build a better society. For many farm families, being good stewards of the land, caring for the land for the benefit of current and future generations, gives purpose and meaning to their lives.

—John Ikerd, “Farming for Quality of Life,”
Small Farm Today, November/December 2001.



Figure 15-4 ▲

Peter Pitseolak works on a soapstone carving at his home in Iqaluit, Nunavut, October 5, 2002. Why do you think many Inuit who live a modern life still practise their traditional arts and culture? How does this affect their quality of life? Does culture play an important role in your quality of life?

- 1 a) What factors besides material well-being do Inuit and small farmers consider important for their respective quality of life?
b) In what ways are the values of these groups similar? Different?
- 2 How would the perspectives of these and other groups that you know of affect the list of factors that you would consider when comparing effects of globalization on quality of life?

GDP: One Measure of Standard of Living

The Western concept of wealth developed during and since the Industrial Revolution. It refers to property and money that is owned: it “belongs to” a person, a society, or a country. Statistics have been used for many decades to measure this wealth. Using statistics permits long-term comparisons between and among countries.

Based on this Western definition, the most common measure of a country’s wealth—and, therefore, the strongest sign of its standard of living—is its gross domestic product (GDP), which you learned about in Chapter 11. The GDP indicates the general health of the economy. When the economy produces more than the year before, it generally means that there are more jobs and a higher standard of living for individual workers.

Fast Facts

Gross domestic product (GDP) per capita is the value in US dollars of all goods produced and services provided in a country’s economy in one year, divided by the country’s average population for the same year.

Why do you think GDP and GDP per capita are usually measured in US dollars?

Ideas and Opinions

“Many industrialized nations—Canada very much among them—are now exploring a concept first introduced in 1972 by the king of Bhutan: the GNH, or Gross National Happiness index. The Atkinson Charitable Foundation in Toronto has given \$1.5 million to a high-profile group of academics and government officials to come up with a specific Canadian index of well-being ... and it asks: why measure a nation’s well-being simply by what it produces or exports when you can also add in the contentment factor?”

—Sue Ferguson, “Life,” *Macleans*, August 2, 2005.

One of the factors the Atkinson group intends to use to measure national happiness is work–life balance. This factor is considered an “intangible” because it’s difficult to measure and dependent on an individual’s feelings. What other intangibles would you measure?

People and Places

1. Follow the links at the *Perspectives on Globalization* website to access the latest international GDP per capita figures at the CIA’s World Factbook website. Construct a table showing data from the three countries that have the highest GDP per capita and the three countries with the lowest GDP per capita in each of the following regions:
 - Africa
 - Asia and the Pacific
 - Europe
 - the Americas
 - the Middle East and North Africa
2. Using the data you collected, create your own circle graphs, bar graphs, or pictographs to illustrate differences in GDP per capita among each of these regions.
3. Which regions of the world seem to have a higher GDP per capita than the others? Interpret and analyze your data. Why do you think this disparity exists? Conduct research to determine whether or not the reasons you stated are accurate.
4. Summarize your findings to show your results. Write one paragraph to comment on the disparities in wealth that exist among countries. Share your thoughts about why these disparities exist, and speculate about how globalization may be used to reduce them.

Fast Facts

In 2005, 62 out of the 193 countries in the world accounted for 96 per cent of the world's gross domestic product (GDP).

What questions does this fact raise about global disparity?

The globalization of communication has played a part in making people aware of GDP statistics and helping people understand disparity. This information motivates many individuals and organizations to work toward providing opportunities for those people who have a lower standard of living worldwide. Examining other ways that disparity is measured will help you address the Chapter Issue: *To what extent does globalization affect quality of life and access to human rights?*

The Human Development Index: One Indicator of Quality of Life

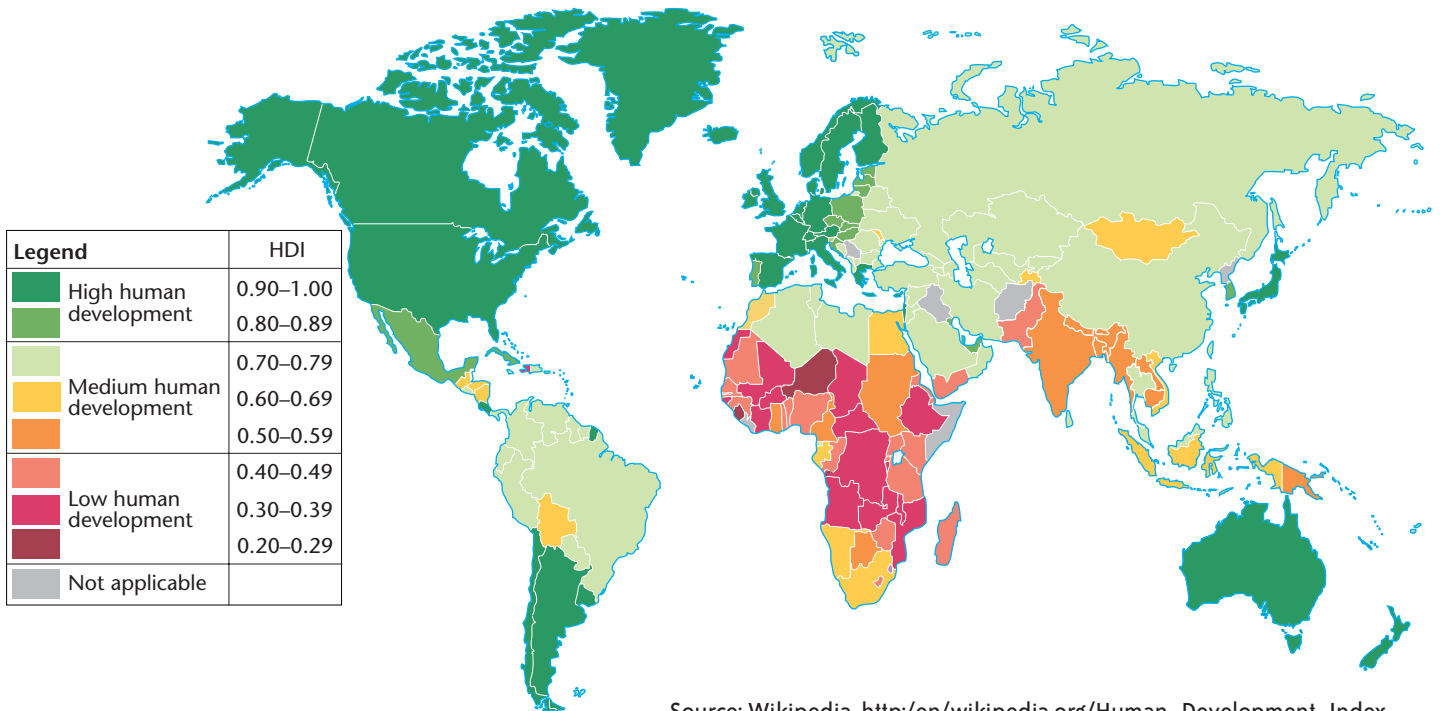
There are many understandings of and perspectives on quality of life. One way to explore quality of life is to apply statistical measures. Since 1993, the United Nations Development Programme has used what has become known as The UN **Human Development Index (HDI)** in its reports on global life. Published annually, the HDI measures the average achievements in a country in three basic areas of human development:

- **GDP Index** as measured by GDP per capita
- **Life Expectancy Index** as measured by life expectancy at birth
- **Knowledge Index** as measured by the adult literacy rate combined with school enrollment rates.

Each year, countries are ranked according to these measures.

Figure 15-5

World map of Human Development Index, 2004. For what reasons might some countries be designated “not applicable”? To what extent would your country’s HDI ranking influence your feelings about your country? What generalizations can you make based on the geographic distribution of countries with various HDIs? ▼



Source: Wikipedia, http://en.wikipedia.org/Human_Development_Index

In previous sections you explored GDP as an indicator of standard of living, which is itself one indicator of quality of life. Now consider why life expectancy and education are used to measure HDI. Life expectancy varies from country to country and within countries based on such factors as armed conflict, disease, availability of food and clean water, and availability of health care. Many people in an area with a short average life expectancy focus their resources on what they need to survive. How do you think this affects their quality of life?

Education is another factor in measuring HDI. Illiteracy and the inability to get a basic education are related to low standards of living and poverty. Think about what would happen to you if you couldn't read or write. What type of job could you do? Would you feel confident enough to take an active part in society without an education? There are countries where women and girls don't receive a basic education. How would you feel if you were told that you would not be allowed to learn how to read and write? Do you think education is a basic human right? You will explore this issue in more detail in Chapter 16.

HDI ratings don't give the entire picture about quality of life, either among countries or within them. For example, while Canadian GDP data that combine information from both genders is favourable, the average earnings of a Canadian woman working full time is only 71 per cent of what a Canadian man would make working full time. As another example of the limitations of HDI ratings, life expectancy is lower in Canada's Aboriginal population than in the non-Aboriginal population. In 2003, the life expectancy for Canadian



Ideas and Opinions

“ The most basic capabilities for human development are to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living, and to be able to participate in the life of the community. Without these, many choices are simply not available, and many opportunities in life remain inaccessible. ”

—United Nations,
Human Development Report 2004.

1. Explain how each of the basic capabilities affects people's ability to have a life they value.
2. How may a “life of value” be interpreted differently in different societies?

Fast Facts

In 2005, Canada ranked as the fifth best country in which to live. Norway was the nation with the top HDI rating.

Suggest one other factor to add to the HDI. Do you think it would put Canada higher or lower on the HDI?

◀ **Figure 15-6**

Private Yolanda Pickett, from Labrador City, Newfoundland, treats a young boy with a head laceration. The boy and his father came to the Canadian field hospital in Garhi Dopatta, Pakistan, to find treatment after the October 8, 2005, Kashmir Earthquake. Why do you think the Canadian government funds both emergency and non-emergency medical aid in foreign countries? What do you think are the benefits of each in terms of life expectancy and quality of life?

males was 7.4 years higher than that for the Aboriginal male population. Likewise, HDI doesn't reveal much information about the quality-of-life issues related to human rights that you will be examining in the pages to come.

There have been other attempts to measure quality of life, such as the Genuine Progress Indicator (GPI) discussed in Chapter 14. The GPI goes beyond the HDI in measuring social, environmental, and economic factors. But it isn't used everywhere around the world, and the factors that are used to establish the GPI rating vary among the different organizations that do the measuring.

READING STRATEGY

The illustration in Figure 15-7 is called a *radial diagram*. The centre shows the main concept that is being explored, while the “rays” show topics that are examples of that concept. You can sketch radial diagrams to clarify the main ideas in difficult material.



Figure 15-7

Take a look at the topics on this radial diagram and think about how each affects your life. Are there topics that don't affect you directly, but may affect other people in this world? By understanding disparity you can start considering what your responsibilities might be in a globalizing world.

Explore the Issues

1 Create a Diagram.

- Look at the radial diagram in Figure 15-7. With a partner, create your own radial diagram that includes the factors listed in Figure 15-7, along with at least five other areas of disparity on which you can agree. Review the earlier chapters of this textbook to come up with more ideas to add to your diagram.
- Compare your diagram to diagrams created by other students. Revise it, if necessary, to include factors listed by others.
- Use your final diagram to create a list of factors you think should be considered when comparing globalization's effects on quality of life around the world.

2 Complete a Table.

- Copy the table below into your notebook. Complete the table by listing the advantages and disadvantages of each indicator in measuring quality of life. Review the section on the Genuine Progress Indicator (GPI) in Chapter 14 on page 302 to help you complete the GPI columns.
- Use information from the table to draw a conclusion about which indicator is most useful in comparing globalization's effects on quality of life.

GDP		HDI		GPI	
Advantages	Disadvantages	Advantages	Disadvantages	Advantages	Disadvantages

3 Express Your Understandings.

- Review the data provided in Figure 15-5 (page 324). What patterns do you see?
- What region of the world seems to require Canada's foreign aid assistance and investment? Why?
- How are the statistical data and Canada's possible reaction to them an example of the extent that globalization affects quality of life at home and abroad?

Human Rights, Democratization, and Globalization

Question for Inquiry

- How are human rights, democratization, and globalization related?

Ideas and Opinions

“China should release all political prisoners and abolish the death penalty in efforts to improve its human rights record before the 2008 Beijing Olympics, an international rights group is recommending.”

— “China Urged to Clean Up Human Rights Record Before 2008 Olympics,” *The Daily News (Halifax)*, August 6, 2005.

When China was awarded the Summer Olympics of 2008, some people thought that hosting the games would act as a positive force to improve human rights there. Others were outraged that a country with an oppressive government would be awarded the games. Do you think that China's human rights record should have been a factor in considering whether or not to award it the Olympic Games?



Figure 15-8

Thousands of pro-democracy demonstrators marched through Hong Kong on January 1, 2004, to protest China's poor human rights record. In what other ways do you think the world's citizens can influence the actions of governments in countries other than their own?



Figure 15-9

This poster advertises a conference sponsored by the University of Ottawa, the Fédération des communautés francophones et acadienne (FCFA) du Canada, and the federal government. The aim of the event is to “redefine the future of the francophone and Acadian communities.” Why do organizations exist to promote attention to quality-of-life issues for unique individuals and communities? What category of the Universal Declaration of Human Rights do they represent?



READING STRATEGY

Bulleted lists highlight key information within a section, making it easier to read and understand. Using this strategy when taking notes will help you study and review what you have learned.

It is important to recognize that countries have not always embraced the concept of universal human rights. Minorities within many countries, including Canada, do not always enjoy the same quality of life as the majority.

In this section you will have an opportunity to explore connections among globalization, democracy, and human rights. What type of relationship should we have with countries with poor human rights records? Should every country have a democratic government? Thinking about these questions will help you explore the Chapter Issue: *To what extent does globalization affect quality of life and access to human rights?*

Internationalization of Human Rights

Can globalization increase the level of human rights in a society? There is no doubt that globalization has increased **internationalism**—the policy of countries working together for the common good regardless of race, religion, nationality, and so on. The United Nations is perhaps the best example of internationalism in action. It has expanded its focus from ensuring world peace to improving quality of life throughout the world.

The United Nations plays a leading role in promoting human rights internationally. The **Universal Declaration of Human Rights** (first known as the Universal Declaration of the Rights of Man in 1948) is a basis of UN policy. This document states the human rights to which every person on the globe is equally entitled. The Declaration states that in order “to promote social progress and better standards of life,” laws that protect human rights must be enforced and respected universally.

The 30 articles in the Universal Declaration of Human Rights focus on six different categories of human rights:

- **political rights:** for example, the right to vote and to participate in government
- **civil rights:** including the right to freedom of opinion and expression
- **equality rights:** for example, the right to be free from discrimination
- **economic rights:** including the right to fair wages and safe working conditions
- **social rights:** for example, the right to education and to adequate health care
- **cultural rights:** including the right to participate in the cultural life of a community, and the right to speak your first language.

Think about the impact of each category of rights on your quality of life.

The Universal Declaration of Human Rights has led to the passing of nearly 100 documents that are dedicated to promoting and protecting human rights worldwide. These documents include the Convention on the Elimination of All Forms of Discrimination Against Women, passed in 1979, and the Convention on the Rights of the Child, passed in 1989. Follow the links at the *Perspectives on Globalization* website to the site of the UN Office of the High Commissioner for Human Rights for more information about human rights documents.

To what extent are the human rights described in the Universal Declaration of Human Rights “universal”? Some countries of the world do not belong to the United Nations, or if they do belong, their leaders at a particular time may not acknowledge the legitimacy of the UN’s involvement in their human rights issues. For instance, although Canada signed the UN’s Universal Declaration of the Rights of Man in 1948, it has been subject to UN disapproval for injustices against some of its own citizens—Chinese and Japanese Canadians and Aboriginal peoples. And there are countries today, such as China, Myanmar (Burma), and North Korea, that do not promote or protect human rights. The UN cannot enforce the Declaration in these countries. However, there are actions that can be taken locally and globally to improve human rights. You will revisit this topic in Chapter 18.

On the pages that follow, you will be asked to consider how the spread of democracy is connected to human rights as part of your response to the Chapter Issue: *To what extent does globalization affect quality of life and access to human rights?*

Globalization and the Spread of Democracy

In Chapter 1, you learned about the spread of democracy over the centuries. Many people have come to value and desire democracy because it increases the control people have over their own lives. Democracy is based on the rights, freedoms, and responsibilities that citizens are guaranteed. Some believe that democracy is a human right and that it is an important factor in determining quality of life.

Leaders and governments of more and more countries are realizing that to be recognized by other countries they need to “govern with the consent of the governed.” As acceptance of democratic practices and processes spreads in a globalized world, pressures to act on it grow. (See Figure 15-12.)

Fast Facts

Available in more than 300 different language versions, the Universal Declaration of Human Rights is the most translated document in the world.

Why do you think the UN felt the need to translate this document into so many languages?



Figure 15-10

In 2003, Iraqi dictator Saddam Hussein was defeated by military forces led by the United States. This Iraqi woman proudly shows her dyed finger, which proves that she voted in the first free elections that followed in January 2005. Why do you think many Iraqi citizens were anxious to vote?

Figure 15-11 ▶

Global trends in freedom. *Freedom in the World* is an annual report on political rights and civil liberties around the globe. What part do you think globalization has played in increasing the number of free countries? Can the forces of globalization be used to reduce global disparity with respect to human rights?

Source: *Freedom in the World*, an annual comparative assessment of the state of political rights and civil liberties around the world, published by Freedom House. Information Please® Database, © 2006 Pearson Education, Inc. All rights reserved.

In what ways do you think globalization has contributed to the “widespread acceptance of democracy”?

Year Under Review	Free Countries	Partly Free Countries	Not Free Countries
1974	41 (27%)	48 (32%)	63 (41%)
1984	53 (32%)	59 (35%)	55 (33%)
1994	76 (40%)	61 (32%)	54 (28%)
2004	89 (46%)	54 (28%)	29 (26%)

Ideas and Opinions

“ Perhaps the most important political change in the 20th century has been the widespread acceptance of democracy as the ‘normal’ form of government to which any nation is entitled. ... Democracy is best seen ... as ‘government by discussion’ This calls for the promotion of civil rights, including freedom from arbitrary arrest (and, of course, from torture), facilities for public gathering, and fuller media freedom. ”

— Nobel Laureate economist Amartya Sen, “The Diverse Ancestry of Democracy,” *Financial Times*, June 13, 2005.

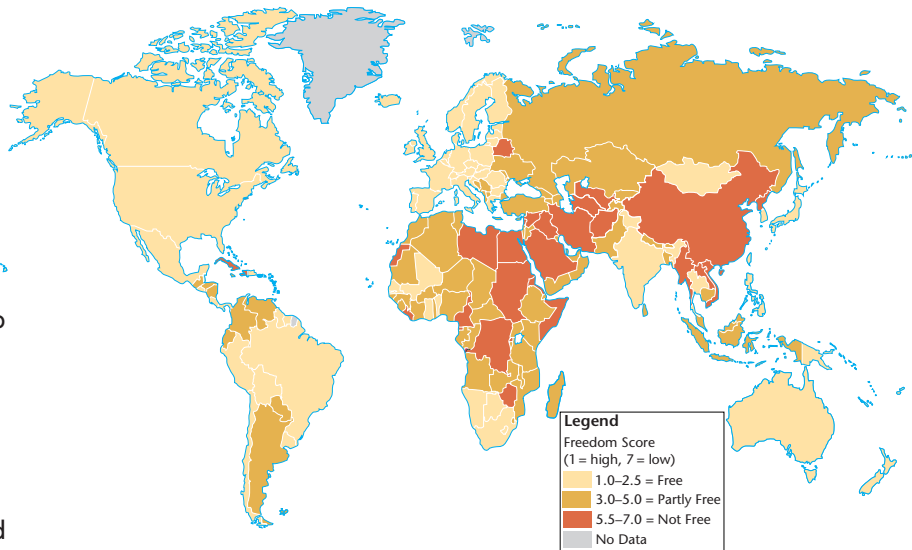


Comparing information from different places can reveal interesting connections. What connections can you find between a country’s freedoms and its HDI rating?

Figure 15-12 ▶

Democratic freedoms: civil and political liberties, 2003.

1. Compare the data in Figure 15-5, World Map of Human Development Index (page 324), to those provided in Figure 15-12. What correlation can you find between countries that score high, medium, or low on the HDI and those that have freedom scores of “free,” “partly free,” and “not free”?
2. What conclusions can you draw from your correlation about how freedom relates to quality of life?



Source: World Resources Institute, EarthTrends: The Environmental Information Portal, “Democratic Freedoms: Civil and Political Liberties, 2003,” http://earthtrends.wri.org/maps_spatial/maps_detail_static.php?map_select=477&theme=10. Washington DC: World Resources Institute, 2006.

Of course, there are people who believe that democracies are not the best form of government. They believe that powerful individuals such as monarchs, military dictators, and religious leaders can better direct a society toward a better life. Some feel that these leaders have the special skills or training needed to deal with a country's problems. Others believe that firm leadership will suppress criminal activities and enforce citizen behaviours that benefit the whole society.

Many of the countries that are led by military dictatorships or other forms of government, however, have local pro-democracy movements. Many of these movements are oppressed by their governments, who see them as a threat to their leadership. In Myanmar (Burma), for example, military rulers responded to a 1990 election win of the democratic party led by Aung San Suu Kyi by placing her under house arrest. She has since been released as a result of local and international protests, and continues to work for democratic rights. She is by no means free, though, for she is constantly watched and cannot leave her country for fear that the military government won't let her return.

Ideas and Opinions

“If people are going to be arrested for expressing their opinions, their political opinions, then how can we say that there is a hope for political freedom in Burma, and without political freedom, how can there be democracy? So, we repeat, again and again, we reiterate, that the release of political prisoners is the most important thing for all those who truly wish to bring about change in Burma.”

—Aung San Suu Kyi, speech in support of the Free Political Prisoners in Burma campaign, Alternative ASEAN Network on Burma, August 2002.

There is an opinion that economic globalization can work against democratization and human rights. Globalization is seen as a negative force that lends financial support to brutal regimes, allowing them to suppress their citizens. As you will see in Chapter 18, transnational corporations that do business in Myanmar have been advised by labour organizations that they should not invest in, or trade with, the country. These organizations feel that international trade benefits Myanmar's military dictatorship, not the Burmese people.

Nigeria is also cited as an example of a country where economic globalization supported a military regime and still encourages human rights abuses. Before becoming a democracy in 1999, Nigeria's military-led government was largely financed by international oil companies. Even with a democratic government, there has been significant corruption and economic disparity. There are areas of Nigeria where people still live without electricity, running water, or access to education.



Figure 15-13

Aung San Suu Kyi, the Nobel Peace Prize recipient of 1991, addresses supporters at a pro-democracy rally in Myanmar. What categories of human rights are illustrated by this rally? Would you risk arrest to show your support for a cause in which you believe?

Why would a non-democratic leadership react to pro-democratic activists by imprisoning them? What human rights does this violate? How could globalization help their cause?

INVESTIGATION

Democracy in Afghanistan

Something to Think About: To what extent can countries that are in the process of becoming democratic through globalization guarantee human rights?



Figure 15-14

Parliament members attend the first session of the National Assembly in Kabul, Afghanistan. Discuss: Does choosing a government in a democratic election guarantee that human rights will be respected? What if the elected government continues to ignore the human rights of minorities?

- 1 What obstacles will Afghan citizens have to overcome to strengthen democracy and human rights in their country?
- 2 a) What role can the international community play in assisting new democracies?
b) Discuss how newly democratized countries indicate the extent to which globalization affects quality of life and access to human rights.

An Example: From 1996 until 2001, Afghanistan was ruled by an Islamic nationalist movement, the Taliban. In late 2001, a US-led invasion ousted the Taliban from power because of its links to terrorist organizations. The UN then began to sponsor the democratization of Afghanistan. A major step in this process took place on December 19, 2005, when the new Afghan parliament held its first session.

News Stories about the First Session of Parliament: *The role of Afghanistan's new national government today extends little beyond the city limits of Kabul, the nation's capital. A large part of the rest of the country is effectively under the control of 12 powerful warlords—regional commanders with personal armies of up to 10 000 fighters each.*

[President] Karzai has tried to tame the warlords by appointing a number of them to important positions in his government. He is also trying, with US and European support, to build up and train a national army that could hold the warlords in check.

—“Looking Ahead: Afghanistan Faces Big Challenges,”
Current Events, November 18, 2005,
http://www.weeklyreader.com/teachers/current_events/.

“This gathering shows that all of the people of Afghanistan are unified,” [President Hamid] Karzai said. “This is an important step toward democracy.”

He said the approval of a constitution and the establishment of the National Assembly “bring us all under one roof to discuss our problems.” ...

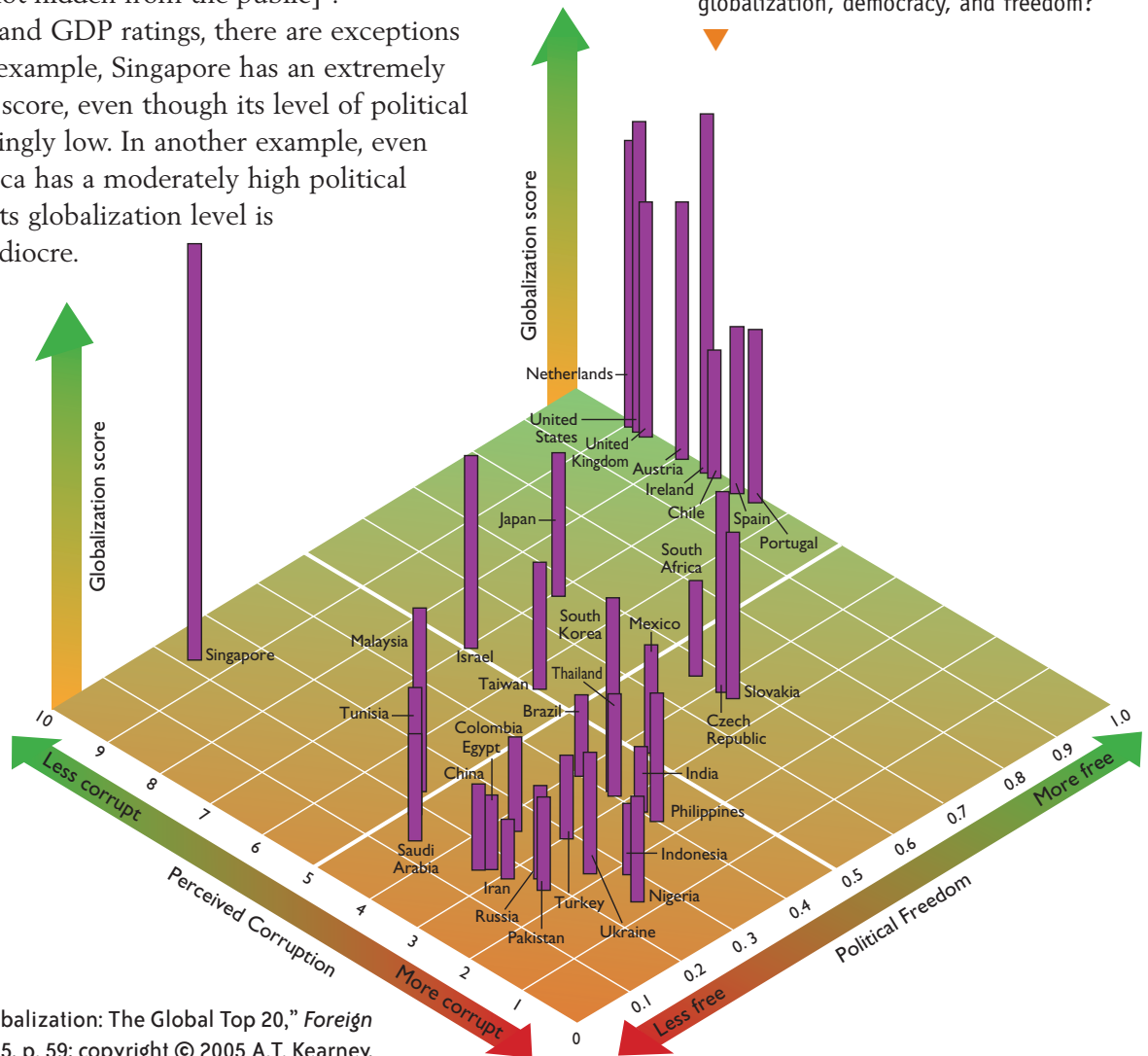
“The international community will try to portray the opening of parliament as a triumph,” said Sam Zia-Zarifi, Asia research director at the New York-based Human Rights Watch. “But many Afghans are worried about a parliament dominated by human rights abusers.”

—Eric Talmadge, “New Afghan Parliament Holds First Session,” **Canoe Network/CNews, December 19, 2005. Copyright © Canoe Inc.**

Measuring the Relationship between Globalization and Human Rights

Do you think that a high level of globalization in a country means that its citizens have more rights? The Annual A.T. Kearney/Foreign Policy Globalization Index measures globalization in the world today. It takes into account a variety of statistics, including technological, economic, and political data, when determining how globalized a country is. The level of globalization is compared with the Freedom House rankings of personal freedom based on political rights and civil liberties from its *Freedom in the World* report (see Figure 15-11, page 330). It is also compared with the level of government corruption that Freedom House determines by evaluating whether the government is “accountable to the electorate [the people who vote] between elections” and whether the government “operates with openness and transparency [their actions are not hidden from the public]”.

Like the HDI and GDP ratings, there are exceptions to the trends. For example, Singapore has an extremely high globalization score, even though its level of political freedom is exceedingly low. In another example, even though South Africa has a moderately high political freedom ranking, its globalization level is actually rather mediocre.



Source: “Measuring Globalization: The Global Top 20,” *Foreign Policy*, May/June 2005, p. 59; copyright © 2005 A.T. Kearney, Inc. and the Carnegie Endowment for International Peace.

Explore the Issues

- 1 Focus on Current Events.** Figure 15-8 (page 327) shows a protest in Hong Kong against China's poor human rights record. Use the inquiry method described in the Skill Paths in Chapter 6 (pages 117–118) and Chapter 8 (pages 160–161) to research and detail human rights that are available or denied to citizens in China. Turn to the Guideline for Debate on the inside back cover of this text to debate the following topic: *Should China have been awarded the Olympic Games for 2008?*
- 2 Practise Your Skills.** Use Step 2 of this chapter's Skill Path (page 317) to explore and evaluate the strengths and weaknesses of using the Kearney/Foreign Policy Globalization Index as a

basis for determining whether or not a country is free. Use your analysis to address the Chapter Issue: **To what extent does globalization affect quality of life and access to human rights?** **SKILLS**

- 3 Complete a Table.** Copy the following table into your notebook. In the second column, identify the category of the Universal Declaration of Human Rights that the event in the first column relates to. In the third column, state the possible points of view or perspectives about the event. An example is provided.
- 4 Explain It.** Using examples from this section, explain how human rights, democratization, and globalization are connected.

International Event	Universal Declaration of Human Rights Category	Possible Points of View or Perspectives
Awarding China the 2008 Summer Olympics	Political right Civil rights	<ul style="list-style-type: none"> Some people thought it would act as a positive force to improve human rights in China. Others were outraged that a country with an oppressive government would be awarded the Olympic Games.
Holding pro-democracy rallies in Myanmar		
Transnational corporations investing in the oil industry in Nigeria		
Electing Afghanistan's first democratic government		

Reflect and Analyze

In this chapter, you explored understandings of standards of living and quality of life, and evaluated relationships among globalization, human rights, and democratization. Use this information in a classroom discussion to respond to the Chapter Issue: *To what extent does globalization affect quality of life and access to human*

rights? You have just begun to explore the Main Issue for Part 4: *To what extent should you, as a citizen, respond to globalization?*

Respond to Ideas

- 1** Follow the links at the *Perspectives on Globalization* website to access information



at Statistics Canada and gather the following data for each Canadian province or territory: life expectancy at birth, adult literacy rate, and GDP per capita. Create your own Human Development Index map for Canada. What can you deduce about the quality of life in the various regions of Canada based on your map?

- 2 In class, discuss the possibility of forming a human rights committee at your school. What types of activities could your school committee organize to promote human rights locally and globally?

Recognize Relationships between Content and Issues

- 3 Every year, the UN publishes a list called Most and Least Livable Countries based on the HDI. For what purpose(s) might a country publish and promote its high ranking nationally and internationally? How might a country use a low rating to its advantage?
- 4 Compose and edit a two-page magazine article to address the Chapter Issue: *To what extent does globalization affect quality of life and access to human rights?* Organize your ideas, using subheadings to answer the following questions:
- What do you share with other people as part of a globalizing world?
 - What do you enjoy individually and collectively?
 - Does everyone judge what is most important for quality of life in the same way?
 - Why might other people not agree with your opinion of what is needed for a decent quality of life?
 - Should everyone have the same quality of life?

- What are your responsibilities in a globalizing world?

Use illustrations, photographs, graphs, tables, or statistics in your article to support your views.

Focus on Research and Inquiry

- 5 **Think Globally.** In small teams, work together to assess what you might do to help people in the world improve their quality of life.
- a) Gather information from newspapers and the Internet about current issues that are affecting the quality of life of individuals in Canada and around the world. The issues should relate to at least one of the six categories of rights listed in the Universal Declaration of Human Rights (page 328). Refer to the six phases in the Inquiry Model graphic located inside this text's front cover to help you in your research.
 - b) In follow-up discussions, use the skills that you learned in the Skill Paths of Chapter 4 (pages 71–72) and Chapter 13 (pages 270–271) to decide on the issue that your team feels has the most significant impact.
 - c) Then decide on a potential course of action your group could take to help address the issue.
 - d) Using the Skill Path from this chapter (pages 317–318), conduct a SWOT analysis to assess your team's proposal. **SKILLS**
 - e) Promote the significance of your issue by creating and distributing an illustrated data sheet or information pamphlet about the issue, international organizations working to improve it, and the role(s) that students can take to address the issue.