

Civic Responsibilities in a Globalizing World

Chapter

18

Chapter Focus

What does the term *civic responsibility* mean to you? In earlier studies you might have learned that civic responsibility has to do with voting, and with obeying laws. But what else does it mean? Consider the following situations:

- Have you ever voted in elections for your school's student council? Campaigned for a position on the council, or helped someone else campaign? If so, you were acting as a member of a participatory democracy.
- Have you ever donated used clothing to a charity, recycled cans and bottles, helped clean up a local park, or put some coins in the send-a-kid-to-camp box at the cash register at your local Tim Horton's? These actions are examples of social responsibility.
- If you have a part-time job, what do you think might be your civic responsibilities as an employee? What might be your employer's civic responsibilities?

Each of these situations illustrates some of the ways—political, social, economic—that you can fulfill civic responsibilities. But how do you decide what your civic responsibilities are within your various member communities—locally, provincially or territorially, nationally, and internationally?

Figure 18-1

Protesters at the G8 Summit in 2003 in Evian, France, carry a sign that reads, "The 8 deadly sins: globalization, speculation, exclusion, corruption, privatization, manipulation, lies, and contempt." In what ways can these "sins" be regarded as the challenges arising from globalization? As citizens of a member country of the G8, what responsibilities do we have to address these protesters' concerns? You can learn how to set priorities in cases like this in the Skill Path for this chapter, on pages 385–386.



Ideas and Opinions

“ 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. ”

—Reginald Bibby, pollster, professor, and author,
Canada’s Teens: Yesterday, Today, and Tomorrow.

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

Chapter Issue

This chapter will help you explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations, and businesses may have as members of a global community. This exploration gives you the opportunity to develop an informed position on the Chapter Issue: *What civic responsibilities should we embrace in relation to globalization?*

Organizations and You

Question for Inquiry

- What civic responsibilities do individuals and organizations have in relation to globalization?

Globalization gives us virtually instant access to what’s going on around the world. No matter what form of media we choose—print, television, the Internet—the world comes to our door. When natural disasters occur, we can turn on the TV and see the damage for ourselves. We listen to reports from journalists on the front lines of battlefields. We read about peaceful (and not-so-peaceful) protests by groups of individuals who are working toward a common goal. We can see for ourselves the disparities between our standard of living and that of other people, in Canada and abroad. What are we to do with this information? What is our role in the global village?

In this section, you will have a chance to consider what our civic responsibilities are as responsible individual global citizens. In the following Voices feature, David Suzuki talks about the need for individuals to take action to make their views known, and thereby create change. After that, you will have a chance to examine one possible civic responsibility as active global citizens: the responsibility to promote democracy.



Promoting the Environment

During the Canadian federal election of 2005, naturalist and environmentalist David Suzuki called on voters to support candidates who promoted their environmental beliefs. “It’s time we stopped ignoring the environment,” Suzuki said. “Let’s not let another election go by without making this a high priority.” In a David Suzuki Foundation report released at the same time, Canadians were told that “there is a wide disparity between Canadian values and the country’s environmental performance. ... [It’s time Canadians] made their values better known to government.”

—Stephen Thorne, “Canada amongst Worst Environmental Performers,” Canadian Press, October 19, 2005.

- 1 How does globalization affect environmental quality of life for individuals and communities? Use a radial diagram (see Figure 15-7, page 326) to develop your response.
- 2 a) Do you think voters have a civic responsibility to choose political candidates based on their positions on environmental protection? Why or why not?
b) Do citizens have a responsibility to be aware of different issues during election campaigns? If so, in what ways can they fulfill this civic responsibility?
c) When you get the right to vote, what ideas will you look for in candidates’ positions?



Figure 18-2

Naturalist David Suzuki established the David Suzuki Foundation in 1990 to help society find ways to live in balance with nature.

Civic Responsibility: Toward Democracy?

For millions of people worldwide, issues central to quality of life are those associated with citizenship rights, freedoms, and responsibilities. Global information technologies have effectively transmitted democratic ideals, such as human rights, worldwide. But democracy is only one of the political structures humankind has developed, and it is still evolving as a system.

Within the past 30 years, the percentage of countries that hold multi-party elections to choose their governments grew from less

than 30 per cent to over 60 per cent. In 2006, about 63 per cent of the world's countries—120 of the 192 countries with membership in the United Nations—were democracies. Such a significant change demonstrates that the world community increasingly believes that countries should “govern with the consent of the governed.” Effecting change on a global scale is an opportunity brought about by globalization, but it also remains a significant challenge.

There are different positions about citizens' civic responsibilities in relation to promoting democracy. Here are three:

- *democracy through peaceful evolution*: This position holds that over time, people can build social support for liberal democracy by acting within the laws of their existing political system. They promote a free press and media so that alternative and opposing views can be heard. Individuals seek influence among those with political power to increase citizens' involvement in decision making.
- *democracy through revolutionary means*: Some people believe that moving from a non-democratic system to a democratic one requires revolutionary change that can occur only through popular strikes, resistance, and protest, even to the point of civil war. Activists use globalized media and communications technologies to appeal publicly to international organizations and governments for support.
- *opposition to democracy*: Other people consider opposing democracy to be a civic responsibility. For reasons of culture and tradition, these people believe that those of a particular age, gender, or class have more right to rule, or to direct government, than others. They may suspect the very concept of democracy because they associate it with the imposition of Western values onto non-Western cultures.

Ideas and Opinions

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

—Margaret Mead,
US anthropologist.

What do you think Mead means? Can you think of an example where a small group of people has made a difference in your school or your community?



Figure 18-3

Members of the 500-strong Canada Corps mission to monitor elections in Ukraine pose for a group shot following their training session in Ottawa on December 21, 2004.



Promoting Democracy

If you lived in a country that did not have a full participatory democracy, what do you think your civic

responsibilities might be? Should you work to establish democracy in your country, and 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. ...

“I can’t think of anywhere else in the world that you can have such a large number of people turning out in such a peaceful manner to ask for something which is of their own right,” said Ronny Tong, a lawmaker and march organizer. “Any responsible government owes it to themselves to respond positively to what happened today.”... [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 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 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 needs to be done before the city becomes fully democratic. They claim Hong Kong’s political culture is still immature and extensive discussions need to be held about how democracy would work.

—Excerpted from Helen Luk, “Tens of thousands march for full democracy in Hong Kong,” Associated Press, December 4, 2005



Figure 18-4

Pro-democracy march in the central district of Hong Kong, April 25, 2004.

- 1 Which of the views about promoting democracy (as expressed on page 379) do the actions and opinions of these Hong Kong citizens express?
- 2 Do you agree with Ronny Tong, John Cheng, and K.T. Wong that citizens have a responsibility to work actively for democracy? Why or why not?



Elections Canada

Jean-Pierre Kingsley has been Canada's Chief Electoral Officer since 1990. It's his job to make sure that all federal electoral events are managed properly—from registering all eligible voters, to making sure that on election day, polls open and close on time, voting is private, and counting is fair. Canada's reputation for conducting fair elections is known internationally. In fact, says Kingsley, "countries seek out Canada to help them build democracies." Since 1980, Canada has participated in building democracy in more than 100 countries, from Bosnia to Mozambique, from Haiti to Afghanistan, to Iraq.

Canada doesn't simply export its voting system, because each country has unique circumstances and needs. Instead, Elections Canada helps select and implement the option best suited to the country's laws, customs, and environment. Canadian citizens, many of them volunteers taking time away from their families and careers, work with Elections Canada in answering the call from other countries that want our assistance in building their democracies.

—Adapted from Anthony Wilson, "Planting Seeds of Democracy Abroad," *Capital News Online*, 2001.

1. Do you believe we have a responsibility to help citizens in other countries establish a participatory democracy? Why or why not?
2. Some people believe that supporting democracy in foreign countries means imposing Western values onto populations with different cultural backgrounds. How does Elections Canada make an effort to respect the unique identities and cultures of each country it works in?

Individuals Working Together

Individuals form organizations and combine their resources of time, talent, and money because it can be easier and faster to achieve goals they collectively hold to be important. Organizations have the civic responsibilities that their members choose to give them.

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—for example, to victims of hurricanes or tsunamis, or food to people in drought-stricken countries. Sometimes the goals focus on justice, as in working to gain the release of people who have been imprisoned for expressing a **dissenting** opinion (one that differs from the opinion of the majority). Some goals focus on environmental issues that affect the global community, such as reducing greenhouse gas emissions. What other goals can you think of in each of these categories: humanitarian aid, justice, and the environment? In the following Investigation feature, you will see how students in one Alberta classroom used their organization to act on their sense of civic responsibility.

INVESTIGATION

Canadian Students Extending Helping Hands to Students in Lesotho

Something to Think About: To what extent do Canadian students have a responsibility to help students in other countries?

Example: In 2006, seven schools in Ontario, two schools on Salt Spring Island in British Columbia, one school in Québec, and Viking School in Alberta had twinned members of their school populations with students in 11 schools in Lesotho. Lesotho is one of the poorest countries in the world, and it has the third-highest rate of HIV/AIDS on earth. More than 30 per cent of children are orphans, and more than 60 per cent of the population is under 24 years of age. Life expectancy is about 31 years. Through the experience of twinning, Canadian students have explored life in this small African country by learning Lesotho vocabulary, and the country's geography, history, and local customs. Through exchanging letters with Lesotho students, Canadian students encourage their pen pals to stay in school—currently only about 8 per cent of Lesotho students graduate from high school. The funds Canadian schools provide also help with a variety of programs in Lesotho schools.



Figure 18-5

Location of Viking, Alberta and of Lesotho, Africa.

Figure 18-6

In 2006, the grade 10 students at Viking School (at left) were twinned with Molapo High School in Lesotho, Africa. Viking students carry out fundraising activities to support the Molapo school, and exchange letters with the students (at right).



- 1 Find out about the benefits of twinning for both Canada and Lesotho by visiting the link at the *Perspectives on Globalization* website. Jot down the benefits mentioned in the text, at the website, or from your own experience. (You can use an organizer like the one below.) If you and your classmates were deciding whether to twin with a school in Lesotho, which benefit would you find most persuasive? Why?



Benefits of Twinning	
Benefits to Canadian Schools	Benefits to Lesotho Schools

- 2 Twinning is a serious decision. Discuss the following in a group:
- Do Canadian students have a responsibility to help students in other countries? Why?
 - What about students in other Canadian communities: do we have a civic responsibility to help them, as well? How would you decide how to allocate efforts?
- 3 How do you decide which schools to twin with? What criteria should be considered?
- A partial list of possible criteria is provided below. With a partner, add to the list. Then, rank the criteria in order of importance to you.
 - Conclude with a class discussion about criteria that your class as a whole considers most important if it were to decide whether to twin your school (or class) with another.
- location of school
 - average income of students' families
 - family structure (for example, orphans, single-parent, two-parent)
 - availability of help from other organizations or government
 - age of students
 - amount of time students have for fundraising
 - amount of time school considering has for correspondence with students
 - cultural characteristics the twinned schools share (for example, language, heritage)

Explore the Issues

1 Apply and Practise Your Skills.

- Following the steps for teamwork outlined in the Skill Path for Chapter 4 (pages 71–72), complete the chart below by ranking each of the civic responsibilities listed for importance.
- As a team, select your top three choices. What makes these civic responsibilities important to you? Following discussion, compose, edit, revise, and write a persuasive position paper to address the issue: *What civic responsibilities should individual Canadians accept and demonstrate, domestically and internationally?*

2 Put It in Your Own Words.

“The tyranny of a prince is not so dangerous to the public welfare as the apathy of a citizen in a democracy.”

—Baron Charles de Montesquieu, 1748.

Put Montesquieu’s quotation in your own words. Can you think of historical or current examples that support his point of view? What does this statement say about the individual’s civic responsibility in relation to democracy?

3 Interpret a Diagram.

Examine Figure 18-8.

- What do you think this diagram is saying?
- Do your civic responsibilities vary depending upon where you stand in the diagram?
- How likely is it that one individual could theoretically “stand” in all four places at one time?
- Can you think of competing loyalties to organizations to which you belong, to your employer, to your government?

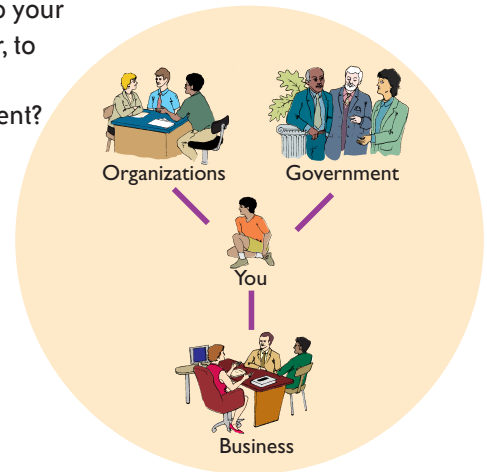


Figure 18-7

Responsibility

Rank

Voting in elections
 Running for office
 Participating in political life
 Getting an education
 Being active in the community
 Staying informed by reading newspapers, listening to the news on the radio, etc.
 Talking about public issues

Writing letters to public officials about important issues
 Obeying laws
 Reporting crimes
 Helping the community, nation, or another country in emergency situations
 Fostering tolerance
 Respecting minority rights

Responsibility

Rank

Respecting other people’s property
 Respecting other people’s rights
 Respecting other people’s opinions
 Paying taxes
 Serving in the military
 Serving on a jury

Doing volunteer work with community organizations (e.g., a school, a homeless shelter, a neighbourhood crime watch)
 Joining a citizen’s group to work on a community problem
 Keeping the environment clean
 Recycling
 Being tolerant, fair, truthful

Respecting differences
 Using minority rights responsibly

Source: Adapted from Bureau of Educational and Cultural Affairs, US Department of State, 2005.



Use a Challenge Wall to Set Priorities

Large groups can be hard to manage. A team effort is more likely to succeed if all members participate in setting priorities. Using a Challenge Wall can help you and your classmates examine the Chapter Issue: ***What civic responsibilities should we embrace in relation to globalization?*** In this Skill Path, you will learn to use a Challenge Wall to get equal input from the entire class about what students feel are Canada’s civic responsibilities related to youth.

Step Generate Ideas

1

Take these steps to encourage everyone to contribute ideas.

- Choose a free wall in the classroom and post eight to ten half-sheets of flip chart paper along the wall’s lower part.
- Every student needs three self-sticking notes and a fine-tip marker. Each student also needs three self-sticking “dots.”
- Individually, students can write down what they think Canada’s three top priorities should be toward the world’s youth (one priority on each self-sticking note). Consider challenges that young people your age might face, not only here in Canada but around the world. For example, civic responsibilities could include helping youth gain access to clean water, or giving them tools so that they can contribute to their family’s income. Place your three notes randomly on the lower half-sheets on the wall.

Step Organize Themes

2

For this part of the activity, all participants need to face the Challenge Wall.

- Select four students to organize the ideas into themes. They should read out each idea, and move the self-sticking notes to the upper half-sheets of paper. Some notes will be duplicates or have similar content, so some theme sheets will be quite full of notes; other ideas may be unique and require a theme sheet of their own. Write the theme in large letters at the top of each sheet.
- Divide the class into teams to review the theme sheets and decide whether the notes are in the right place. Notes can be moved around until everyone agrees where each note fits best.



Figure 18-8

This photo, taken at Big Brothers Big Sisters Edmonton, shows volunteers sitting down to enjoy one of the perks of volunteerism. Nearly 40% of Albertans formally volunteer each year, each providing an average of 139 hours of service annually. Are you a volunteer? Do you know someone who is? What areas of volunteerism interest you?



Step **Advocating**

3

- In your teams, choose one theme you would like to see at the top of the list of priorities. For example, you might want to defend the idea that “providing clean water” is the most important civic responsibility.
- Prepare and present a one-minute argument in support of your chosen theme. Use information from the chapters in Part 4 as supporting evidence.

Step **Setting the Priority List**

4

- Use the *dot vote method* to select the top three priorities: decide which three priorities are most important to you, and place each of the three dot stickers you received on one of the three themes of your choice.
- On a new flip chart page, rank the themes in order of most dots received to fewest. You now have a priority list!

Step **Review the Results**

5

- Are you satisfied with the set of priorities the class decided on? Is there anything you would change on the list?
- How effective did you find the process? Did it reflect the views of the class accurately?

Step **Practise Your Skill!**

6

- 1 Apply It.** Follow the steps above to set a priority list of Canada’s civic responsibilities toward the world’s youth.
- 2 Share It.** Share your team’s priority list with other teams. What similarities or differences do your lists contain?

Job Link

Engaging people to work together to create a prioritized set of goals can help focus a group’s efforts. What do you think would be other benefits to the team? Volunteer organizations, humanitarian relief organizations, social service providers, and local, provincial, and federal governments are just a few examples of organizations that could benefit by a person who could facilitate a goal-setting exercise like this.



Businesses and You

Question for Inquiry

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

Since you began reading Chapter 1, you have probably become more and more aware of the products and services in your life that are available because of globalization. Some of these products may be associated with a challenge of some sort. For example, are the products made with child labour or in unsafe sweatshops? Do the factories where they are made cause pollution or pay low wages? Are the products made with dangerous pesticides or endangered species?

All of these questions point to civic responsibilities. But who is responsible? Is it the subcontractor that makes the goods, the company that hires the subcontractor, or the company that distributes the goods in Canada? Or is it you? Do you have a civic responsibility to know what you're paying for? In this section, you will have an opportunity to investigate the civic responsibilities connected with transnational businesses and you.

READING STRATEGY

Each section within this text begins with a *synopsis*—a short introduction. To get a sense of the ideas you will explore in a chapter, make a chart. In it, summarize the synopses of all the chapter sections in point-form notes.



Figure 18-9

The photograph above was taken in Seattle, Washington, during a World Trade Summit in 1999. The photo on the right 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? How do we know whether transnationals such as Old Navy and Nike are operating “sweatshops”? What kind of information do we need, and from whom, to make an informed decision?



Transnational Corporations

Globalization has made it easier for large companies to locate their factories in countries where labour costs may be lower. People have taken different positions about transnational corporations building branch plants and hiring workers in many countries of the world.

Some points of view:

- Investing in developing countries creates jobs and raises the standard of living.
- Wealthy, developed countries and transnational corporations are just getting richer at the expense of developing countries.
- It is a transnational corporation's civic responsibility to ensure that workers are paid decent wages and work in safe environments.
- Transnational corporations contribute to the corruption of civil societies by investing in, and doing business with, countries ruled by oppressive authoritarian regimes.

What is your reaction to these viewpoints? Do you tend to agree with one or two more than the others? Write down your thoughts. After you complete this section, review your comments and see if you have altered your opinions in any way.



Globalization: From the Bottom Up and the Top Down

Corporations are made up of individuals. When the workday is over, those people go home to communities where they participate in various activities. What are the civic responsibilities of corporations with regard to the individuals who work for them, and the communities where they work?

Many companies have policies supporting local community **initiatives**, or projects. They may fulfill their civic responsibility by donating money to local schools and social organizations, and by hiring and training local workers. But what about companies that operate in countries with cultures and customs very different from their own? What are the civic responsibilities of transnationals in their foreign communities? Consider the two views that follow, from Jeremy Rifkin and Alan Boeckmann.

Jeremy Rifkin is President of the Foundation on Economic Trends in Washington, DC. The foundation examines the economic, environmental, social, and cultural impacts of new technologies introduced into the global economy.

What can a corporation do? Social investment is not enough.

There should be a seamless web of connections, communications, and partnerships between corporations and civil society. ... I would advocate that companies tithe [donate] 10 per cent of their employees' time for spending time in the community where their businesses operates, creating social capital and empowering culture. From this there will be no direct returns, but the company will be seen as a good partner and a good player.

Corporations can no longer think in terms of top-down involvement in communities. We need re-globalization from the bottom up, with shared partnership between the three sectors—government, commerce, and civil society. Corporations can no longer exploit their relationships with communities by having their logo or brand name appear on every local festival or art show. Responsible and successful companies realize they have to be invited in by civil society organizations with no expectation of an immediate payback.

This goes well beyond having a social conscience or a lofty mission statement. Companies have to realize that they exist by the good grace of the communities in the countries in which they operate.

**—Excerpted from Jeremy Rifkin, “Below the Bottom Line,”
Across the Board, Vol. 39, No. 1, January 1, 2002.**

Alan Boeckmann is Chairman of the Board and Chief Executive Office of Fluor Corporation, one of the world's largest engineering firms. Fluor employs 35 000 employees worldwide, in 25 different countries.

My message today is extremely serious. It addresses our role in the global campaign against public corruption. More directly, I am talking about bribes paid to foreign government officials to secure business or other forms of regulatory advantage. These payments, long considered an unfortunate but acceptable cost of doing business, are far from trivial. For one thing, they are massive in scale. The private sector monitoring organization, Transparency International, estimates that corruption equals a full 3 percent of the world's gross domestic product. What's more, these practices are deeply corrosive, undermining fair competition, distorting economic investments, and depriving poor governments of resources they badly need to promote growth and development for their people. The time has come to end these practices. ...

Those of us in positions of business leadership face a challenge here. Are we going to treat corruption as one of those things that will always be with us, like death and taxes, or will we make combating corruption a top priority? One thing we should do for sure is to redouble our support for governmental and private-sector anti-corruption initiatives. ... It is not enough for us to be against corruption. Rather, we need to be fully engaged in the global campaign to eradicate it. We need to do so on multiple levels—financially, by continuing to support leading advocacy groups; politically, by encouraging our governments to stay focused on corruption reform; intellectually, by contributing our considerable knowledge and practical experience to the front-line efforts; and, most especially, by changing the way we, ourselves, operate.

—Excerpted from Alan Boeckmann, “Taking a Corporate Stand against Public Corruption,” Vital Speeches of the Day, August 1, 2004.

- 1 According to Alan Boeckmann, why is global public corruption a problem?
- 2 Rifkin talks about “re-globalization from the bottom up, with shared partnership between the three sectors—government, commerce, and civil society.” Create a concept web illustrating his idea. (You can refer back to the Skill Path in Chapter 1, pages 7–8.) With a partner, brainstorm ways to create such partnerships.
- 3 Apply the steps of the Skill Path in Chapter 17 (pages 362–364) to analyze these two points of view about the civic responsibilities of transnational corporations. Take your own position, and use quotations from each excerpt to defend your written point of view.

INVESTIGATION

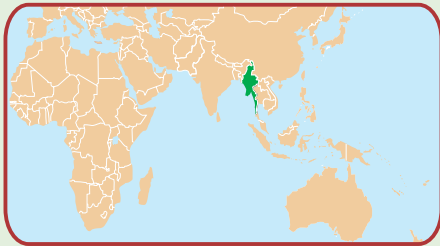


Figure 18-10

Make inferences and draw conclusions: how has the geographic location of Myanmar (Burma) affected its geopolitical realities?



Figure 18-11

Forced labour has been Myanmar's most widely documented human rights violation. Here, a child is required to work on a construction site. There are no laws against child labour in Myanmar.

Doing Business in Myanmar

Something to Think About: Many Canadian companies make choices about the countries in which they choose to operate. What criteria should they use to decide which countries to do business with?

An Example: A report published by the International Confederation of Free Trade Unions (ICFTU) provided the following information about doing business in Myanmar.

- Myanmar is run by a **junta**, a military dictatorship. (Individuals and groups who do not recognize the military government refer to country by its former name, Burma.)
- Many Myanmarese companies are owned by high-ranking members of the military, their family, and their friends.
- The profits are not spent on priorities such as education, health, or culture. Instead, profits are used personally, or to increase the strength of the military so that the junta stays in power. Myanmar's junta doubled the size of its army during the 1990s and uses it as a tool to stay in power.
- The army carries the main responsibility for extreme human rights abuses, such as forced labour, population displacements, torture, and **arbitrary detention** (depriving an individual of liberty without just cause; see the discussion on Aung San Suu Kyi in Chapter 15, page 331).
- Because of the army's actions, many foreign companies refuse to invest in, or trade with, Myanmar because the benefits do not go to the people, but to the junta.

—Adapted from International Confederation of Free Trade Unions, “Doing Business in or with Burma,” ICFTU Report, January 2005.

- 1 According to this report, what civic responsibilities are being ignored by multinational companies that do business in Myanmar?
- 2 How might doing business in Myanmar be viewed as an opportunity? In what ways is economic involvement in Myanmar a challenge?
- 3 How important are human rights in determining quality of life in Myanmar? In Canada? Do you believe that you should accept political and social responsibilities associated with improving quality of life in other communities?
- 4 What criteria should Canadian businesses use to decide where they do business? Consider their obligations to Canadians, to their employees, to the society in which they set up operations, and to their shareholders.

Explore the Issues

- 1 Conduct Research in Teams.** Work with a partner or in teams of four to conduct this Internet research project. (You can refer to the Skill Path in Chapter 8, pages 160–161.) Begin by logging on to the *Perspectives on Globalization* website.
- 
- Click on the link to the Department of Foreign Affairs and International Trade (DFAIT) and review the Canadian government’s policy toward Myanmar. Write down four to six specific actions the Canadian government has taken.
 - Next, review the article written by Carleton University students. Does the article accurately reflect the DFAIT report?
 - Browse through the link to Canadian Friends of Burma. The website lists some Canadian companies that conduct business in Myanmar.
 - Finally, using Google or another search engine, locate the website of one of the companies listed in (c) and look for information about their activities in Myanmar. If you can’t find specific data about their activities in

Myanmar, look for information about their ethics policy in general.

- With your partner or team, discuss your findings. Does your group have any suggestions for solving the situation in Myanmar? As a group, refer back to Figure 18-7 (page 384). How does this diagram help explain the challenges and opportunities around doing business in Myanmar?

- 2 Apply and Practise Your Skills.** Revisit the section Transnational Corporations and the Voices feature that accompanies it (pages 388–389). What was your reaction to these ideas and viewpoints? Follow the steps outlined in this chapter’s Skill Path (pages 385–386) to generate ideas, organize themes, and set a priority list that identifies and ranks civic responsibilities a transnational corporation should have when it addresses opportunities and challenges presented by globalization. Have you altered your opinions in any way? **SKILLS**

Government and You

Question for Inquiry

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

Canadians give the federal government the task of representing Canadian citizens and their interests at the international level. To a certain degree, this civic responsibility is also given to our provincial and municipal governments (for example, in applying to host international games or expos). What exactly is that civic responsibility? Should it involve promoting Canadians’ business interests? Or our cultural industries? Does our government have the civic responsibility to make the world a better, safer place for all, because that represents a Canadian value? In this section, you will have a chance to explore these and other questions about the civic responsibilities of government. Let’s begin by looking at some of the things the Canadian government does on behalf of Canadians now.



READING STRATEGY

How attentive are you to references to specific individuals or organizations that have been introduced earlier in the text? For instance, the WTO, OECD, and NAFTA were presented in Part 3. Often it is helpful to turn back to the first appearance of specific material so you can fully understand the background to current references. Use the index at the back of the book to find other references to organizations.

Ideas and Opinions

“...[G]et 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.”

—Julie Séguin, participant in a month-long, CIDA-sponsored project in Peru, where she and other volunteers helped bring running water to a village.

What advantages does Séguin connect with getting involved with international projects? How do government agencies like CIDA help individuals fulfill civic responsibilities?

Figure 18-12 ▼

J. Wilton Littlechild addresses the United Nations Permanent Forum on Indigenous Issues in his role as member for North America.



Globalization has given Canada the opportunity and the tools to promote Canadian culture and values internationally. Foreign Affairs Canada has more than 270 offices in some 180 countries providing services to Canadian individuals and businesses, and representing Canada in international forums. 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.” Still other organizations, created under the auspices of government, encourage and support the universal values of human rights and the promotion of democratic institutions and practices around the world.

Since the creation of the United Nations in 1945, Canadian governments have accepted civic responsibilities associated with peacekeeping and peace making. Canada has been at the forefront of promoting worldwide standards to internationalize human rights, and lead other nations in banning anti-personnel land mines and creating 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 (for example, membership in the UN, WTO, the Commonwealth, OECD, NAFTA, and others).

One Canadian’s Experience

What is the federal government’s civic responsibility to represent the interests of the First Nations? First consider the work of J. Wilton Littlechild, of the Ermineskin Cree Nation, Hobema, Alberta. He has served his community, his country, and Indigenous peoples around the world for decades.

“Go where there is no path and leave a trail for someone else.” Willie Littlechild heard these words from Cree Elders when he was a child, and he, in turn, passed them on to Alberta students in 2001. The words reflect what Willie himself has done. Thanks to Willie Littlechild, the UN has a Permanent Forum on Indigenous Issues. Through his leadership, the UN also adopted the first International Decade for the World’s Indigenous Peoples, from 1994 to 2004. Mr. Littlechild hoped that by the end of that decade, the Declaration on the Rights of Indigenous Peoples would also be adopted. Although much progress was made, the Declaration has yet to be adopted by the United Nations.

In 2006, the United Nations Human Rights Commission, the UN organization working to finalize the Declaration, was abolished and replaced with the United Nations Human Rights Council. The new

Council, which will continue to be chaired by United Nations 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 for 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 *Perspectives on Globalization* website to review the goals of the Second Decade for 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?



Governments' Civic Responsibilities

Many Canadians believe that their governments can—and should—help people in other parts of the world cope with the impacts of globalization.

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

1. the “Responsibility to Protect,” to hold governments accountable for how they treat their people, and to intervene if necessary to prevent a humanitarian catastrophe
2. the “Responsibility to Deny,” to prevent terrorists and irresponsible governments from acquiring weapons of mass destruction that could destroy millions of innocent people
3. the “Responsibility to Respect,” to build lives of freedom for all people, based on the fundamental human rights of every man, woman, and child on earth
4. the “Responsibility to Build,” to make sure our economic assistance programs provide the tools that ordinary people really need to get on with their own development
5. the “Responsibility to the Future,” to 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.”

Different governments take different approaches to fulfilling what they consider to be their responsibilities to the global community.

- Some believe that their role should be to encourage and support other countries as they reform their political systems, but not to become directly involved.
- Others believe that they must act deliberately and decisively to bring about change, whether the international community agrees or not.
- Others believe that while direct intervention in another country may be necessary, it is a decision that must be made in co-operation with the international community through organizations such as the United Nations.

Do you agree that Canadians have a responsibility in these five areas? Can you think of parts of the world today where Canadians are fulfilling some of these responsibilities? Can you think of parts of the world today where Canadians are absent? How can we decide where, and how, to fulfill these responsibilities?



Two Approaches to Foreign Policy

Approach of the United States

In March 2003, a multinational force led by the United States

occupied Iraq to find and eliminate what they believed were weapons of mass destruction, to depose dictator Saddam Hussein, and to establish democracy in the country. About 98 per cent of the initial occupying troops were provided by the United States and Britain, but a small number of troops were provided by 33 additional nations including Spain, Italy, Poland, and Ukraine. The United Nations Security Council refused to endorse these actions. Lacking UN support, Canada declined to help in this operation. The US-led force quickly won the war, but establishing stability and democracy is a continuing challenge that has cost many lives. Asked about the United States' role in Iraq, President George W. Bush responded:

It's historic times. ... I've got a foreign policy that is one that believes America has a responsibility in this world to lead, a responsibility to lead in the war against terror, a responsibility to speak clearly about the threats that we all face, a responsibility to promote freedom, to free people from the clutches of barbaric people such as Saddam Hussein ... a responsibility to fight AIDS, the pandemic of AIDS, and to feed the hungry. We have a responsibility. To me that is history's call to America. I accept the call and will continue to lead in that direction.

—Excerpted from William Norman Grigg, “Community by Coercion,” *The New American*, May 31, 2004.

Canada's Approach

In 2002, Canada sent 850 troops to Kandahar, Afghanistan, as part of a United Nations effort led by the United States. Canadian troops have been in Afghanistan since then as part of Canada's diplomatic, defence, and development contributions to the country's stabilization and reconstruction. By August 2006, about 2300 Canadian troops were serving in Afghanistan. Some Canadian soldiers had lost their lives, and more had been seriously injured. In March 2006, when asked about Canada's presence in Afghanistan, Prime Minister Harper had this to say:

I think Canadians are always behind our troops wherever they go, and I think the more they understand about the mission ... the more support they'll have for the work we're doing here. ... Canada is not an island, we live in a dangerous world, and we have to show leadership in that world.



Figure 18-13

In March 2006, Prime Minister Harper visited Canadian troops serving in Afghanistan. He conveyed the support of the Canadian people to the troops in his speech, and also told them, “Your work is about more than just defending Canada's national interests. Your work is also about demonstrating an international leadership role for our country.”

That's what we're doing, and that's what I'm trying to do by going to support our men and women.

—Excerpted from “PM Makes Surprise Visit to Troops in Afghanistan,” CTV.ca, March 13, 2006.

	March 2006	May 2006	June 2006
Support	55%	40%	48%
Oppose	41%	54%	44%
Don't Know	4%	6%	8%

Canadian support for the Afghanistan mission varies, as the results of Angus Reid polls conducted in March, May, and June 2006, show (see Figure 18-14). For each poll, 1000 Canadian adults were asked, “Overall, would you say you support or oppose the decision to send Canadian troops to Afghanistan?”

Figure 18-14
Which category increased each time the poll was conducted?

Source: Angus Reid Consultants, “Support for Afghan Mission Grows in Canada,” June 14, 2006, <http://www.angus-reid.com/polls/index.cfm/fuseaction/viewItem/itemID/12227>.

- 1 What is President Bush’s assessment of the US’s role in the world? Do you agree with him? Why or why not?
- 2 What is Prime Minister Harper’s assessment of Canada’s role in the world? Do you agree with him? Why or why not?
- 3 In what ways are the Bush and Harper views similar? In what ways are they different?
- 4 In the two examples given above, how do Canada and the United States differ in their approach to carrying out their foreign policy?
- 5 Given the loss of life in both Iraq and Afghanistan, what can you conclude about the costs—human and financial—of fulfilling international obligations?

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).

Create a timeline that contains each event and development referred to in this quotation. (You can consult the Skill Path in Chapter 3, pages

47–48.) Add a paragraph of personal commentary in which you explore Canadian governments’ civic responsibilities abroad.

- 2 **Use a Web Link to Conduct Research.** Using the CIDA link at the *Perspectives on Globalization* website, investigate the Indigenous Peoples Partnership Program (IPPP) that was established to provide “a dedicated instrument for Indigenous organizations (IOs) in Latin America and the Caribbean (LAC) to form partnerships with Canadian Aboriginal organizations.” Use graphics technology to create a detailed concept web that details the program’s five themes: sustainable development, knowledge exchange, gender equality, international policy dialogue, and youth.

Reflect and Analyze

In this chapter, you have considered the civic responsibilities that individuals have with regard to globalization. You have also reflected upon how the civic responsibilities of organizations, governments, and businesses are related to those of individuals. You should now be ready to participate in a class discussion about the Chapter Issue: *What civic responsibilities should we embrace in relation to globalization?*

In the next chapter, you will evaluate the means by which each of these categories—individuals, governments, organizations, and businesses—can respond to globalization and develop strategies to demonstrate active, responsible global citizenship.



Respond to Ideas

- 1 Think about each character's comment in Figure 18-15. What civic responsibilities are they wrestling with? Do you think it is our civic responsibility to “help” countries gain their independence? If so, how do we decide which countries to help and how to provide that help? What is our role in organizations to which Canada belongs, such as NATO or the United Nations? Do we have a collective responsibility to ensure ethical working conditions in the countries that make the products we purchase? With a partner, choose one character from the cartoon and initiate a dialogue exploring his or her comment. Include in your dialogue the following:

- the civic responsibility the character is suggesting
- the responsibilities of individuals, organizations, businesses, and governments with regard to your character's comment
- the challenges you and your partner spot in trying to decide which civic responsibilities we have, and how they might be fulfilled.

Role-play your dialogue for your classmates.

- 2 Statistics Canada reports that Canadians gave \$8.9 billion to charity in 2004. 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?

Figure 18-15

What are some of the issues that cartoonist Matt Wuerker raises?

- 3 Anthropologist Jane Goodall is known around the world for her work protecting the world's primates and for helping millions of people understand the importance of wildlife conservation. She has said, "Every individual matters. Every individual has a role to play. Every individual makes a difference." Using the web links at the *Perspectives on Globalization* website, create a timeline of Jane Goodall's achievements. Include at least four entries. Use the information on your timeline to evaluate this question: *To what extent has Jane Goodall accepted responsibility as a global citizen?* What does her quotation suggest to you about her belief in the ability of the individual to make a difference globally?

Recognize Relationships Between Content and Issues

- 4 Review the international news section of a newspaper or news magazine such as *Maclean's* or *Time* (Canadian edition). Choose one article that relates to the civic responsibilities of individuals, organizations, businesses, or governments. Write a paragraph summarizing the article and indicating which civic responsibility you believe the news article demonstrates, and why. What connection does the article have to Canada

and Canadians that caused the author of the article and the publisher of the newspaper or magazine to include it? Share your summaries with your classmates.

Focus on Research and Inquiry

- 5 Turn to One Prototype for Debate located on the back inside cover of this textbook. Prepare and participate in classroom debates on one of the following topics:
- Should voting in elections be compulsory?
 - How can citizens best participate in the political process?
 - Should the Canadian government use taxation to encourage the purchase and use of cars that are not fueled by gasoline?
 - What role should Canada take in world affairs?
 - To what extent should the governments of democratic nations promote human rights in non-democratic nations?
 - Should Canada's civic responsibility to Canadians take precedence over Canada's civic responsibility to all people?
- Consider the various stakeholders engaged in each issue, and develop your position to address perspectives additional to your own.