



# Your Global Citizenship

Chapter

# 19

## Chapter Focus

*To what extent should you, as a citizen, respond to globalization?* To respond to this Main Issue so far in Part 4, you have been forming in yourself a foundation for being a responsible citizen.

At this point, you can start to think about what you want to do. It might seem a daunting task at first. After all, the world's big governments and organizations have not been able to solve global problems. You're just one teenager; unless you are a superstar, what effect could you possibly have on the world stage?

In fact, there is much that you can do to respond. It all starts at home, when you make choices about how you will live your life, what will be important to you, what career you will follow, and what ways you choose to spend your free time. All these choices reflect your values. They reflect who you are. If you want to change the world, you can do so by making the way you live reflect the values you hold dear.



**Figure 19-1**

Here are four ways that people can demonstrate their global citizenship to respond to the challenges and opportunities of globalization. Think of one possible action you might take at each level. In the Skill Path later in this chapter, you will have an opportunity to work with a team to recommend one strategy for responding to one of the challenges of globalization.

Everywhere in the world, people are exploring the issues and then making choices to better their communities.

- They do it by making personal choices, like choosing to write on recycled paper or speaking their first language at home.
- They do it through organizations, perhaps by joining a planning committee for a White Ribbon campaign.
- They do it through their work, perhaps by being supportive and respectful of marginalized co-workers.
- They do it through government, too, perhaps by handing out leaflets for a political party with policies that would benefit the community.

Every person in the world makes choices. Will the choices you make benefit and build your community and, by extension, your world?

## Chapter Issue

Consider the following Chapter Issue: *What are the most effective strategies you could use to demonstrate responsible global citizenship?* To begin your exploration, you will have a chance to investigate a few of the many means for responding to globalization through organizations, governments, and business. You will evaluate some of them to decide if they are effective. In the last section, you will also get a chance to test one method for connecting directly with issues related to globalization.

## Taking Action through Organizations

### Question for Inquiry

- How can individuals and organizations respond to globalization?

*What are the most effective strategies you could use to demonstrate responsible global citizenship?* To begin considering the Chapter Issue, you can investigate how other people exercise their powers of global citizenship. Canadians have many ways to express and act on their values, both individually and collectively, through organizations, businesses, and government. In this section, you will have a chance to focus on collective action through organization. Through coordinated effort, individual citizens can work informally with others to increase their influence, or they can work directly for organizations that address global problems.



### READING STRATEGY

Collecting information as you read can help spark ideas. As you read this chapter, build a list of ways that people can get involved as responsible global citizens. Add any ideas that cross your mind as you read.

### Fast Facts

In a **boycott**, you refuse to purchase goods or services from a company because you *disagree* with its corporate policies. “Boycott” is a term that grew out of “boycott.” In a boycott, you purposely purchase from a company to show that you *agree* with its policies.

Which approach do you think would be more effective, and why?

## Consumer Activism

Consider for a moment the power of the individual consumer. By directing your purchasing power, you can boycott products, companies, and industries for a variety of reasons. For example, you and five friends might decide to boycott a company whose practices threaten an endangered species.

Do you think individuals' boycotts are effective? Imagine if 100 000 Albertans participated in your boycott instead of six teenagers. Would you predict a better result? Organization is a key to coordinating consumer action and making it effective.

Boycotts have become a potent instrument of citizens' discontent in today's marketplace. Consumers are increasingly willing to refrain from making certain purchases to force large corporations to pay attention to citizens' environmental, political, and social concerns.



### Group Power!

David Nicholson-Lord is a Britain-based environmental journalist. Here he gives his opinion about the potential power of group boycotts as a

means for citizens to express their views.

*Citizenship and consumerism can be a powerful combination. ...*

*Green consumerism has consolidated to the point where it is driving many market sectors—organic food, for example. ...*

*In recent years, much has been made of how we have all, insensibly, been turned from citizens into consumers—the implication being that this is a fall from a higher state to a lower one. Possibly it is—but when citizenship and consumerism come together, they are an awesome combination. ...*

*Political choice in the new world of global government-by-business is ... most powerfully expressed over the counter. You don't just boycott bad companies; you back good ones. If you want to hit back at [President George W.] Bush, you buy nothing from his funders. ...*

*The difficult bit is that America has eaten into the fabric of our lives. Is it possible to imagine a world without Microsoft, Walt Disney, Coke or Pepsi, and McDonald's?*

—Excerpted from David Nicholson-Lord, "Boycott Them Until They Go Green," *New Statesman*, July 16, 2001.

Green consumers are people who attempt to make their purchases reflect their sense of environmental responsibility.

Participate in a small-group discussion to talk about boycotts.

- 1 Nicholson-Lord mentions that, in the minds of many, citizens have been turned into mere consumers. What does he mean? How does he dispute that opinion?
- 2 At the end of the excerpt, Nicholson-Lord talks about a "difficult bit." What does he mean by that? How might your lifestyle undermine your desire to express your values through boycotts?
- 3 What boycotts or buycotts have you heard about or taken part in? Who organized them? How effective have they been?
- 4 Think about issues within your community. What problems might be resolved by an organized community boycott of a local business? Would you participate? Why or why not?

## The Efficiency of Formal Organization

You may have noticed that individual action has more effect if many people coordinate their efforts. This is true for everything from boycotts to recycling programs, and from activist protest to environmental clean-up days in your community. Some tasks, however, may be accomplished better through formal organizations.

Consider, for example, the case of AIDS orphans. Suppose that you and two of your friends decided to dedicate six months of your lives to assisting these children. How much would you accomplish by getting on a plane and travelling to Africa without any support? On the other hand, think about how much the three of you could accomplish if you worked with the organizations that coordinate and support volunteers in Africa for the express purpose of aiding AIDS orphans. An organization could advise you on how to prepare and could provide the introductions and placement that will allow you to make a real difference in someone's life or the life of a community. Consider the case of one such organization, Canada World Youth (CWY).

### Canada World Youth

Canada World Youth works to help Canadians aged 17 to 29 to volunteer in other countries. Its mission is to increase the ability of people, especially youth, to participate in the development of "just, harmonious, and sustainable societies." CWY envisions a world of active and engaged global citizens who share responsibility for the well-being of all people and the planet.

The organization's philosophy revolves around the concept of learning by doing. Volunteers help build communities, and in turn receive an education that only experience can bring. Examples of projects include helping to build a health centre for a village, working as a reporter at a community newspaper, participating in reforestation projects, teaching English or French, building a computer database for a social services organization, and taking part in a polio prevention campaign. Read more about this organization by following the links to the CWY website at the *Perspectives on Globalization* website. Read about one participant's experience in the following Voices feature.



**Figure 19-2**

Nilda Ortiz, a 28-year-old Puerto Rican university student at the Art Institute of New England, takes part in a rally to support a protest called "A Day Without Immigrants" on May 1, 2006. The protest called for participants to boycott school, work, and making purchases. By showing their economic clout, protesters hoped to influence politicians considering tighter immigration laws that would make illegal immigrants' lives more difficult. What makes this an effective news photograph?

### Fast Facts

On September 8, 2000, the United Nations issued the Millennium Declaration, a statement that laid out eight Millennium Development Goals (MDGs) to solve world problems.

Find out the eight global goals that were set. Follow the links at the *Perspectives on Globalization* website to reach the UN Millennium Project website.



## Karine Bernard on Her Experience with Québec sans Frontières

*My host family [in Bénin, Africa] and I shared our daily lives for three months. I found out I could do laundry, I learned how to make pasta. ... We were able to enter each other's worlds through these magical moments and all the evenings spent discussing our realities by torchlight.*

*From Monday to Wednesday mornings, we went to work at the health centre. There I helped with birthings, vaccinations, and saw many cases of malaria. Each day I gained a wider perspective of the health care system, but most important for me was learning to demystify certain behaviours that seemed so foreign at first.*

*On Thursdays, I learned about my community by chatting with the women, and helping to process the cassava, nuts, and palm. ... We chose our community project. ... It entailed building a classroom for Akonana College. I discovered just how complicated international development is, having to reconcile everyone's interests.*

*On Fridays, thanks to the virtues of non-formal education, we had group discussions on such issues as globalization, malaria, and malnutrition. We also took the opportunity to ensure everything was running smoothly and to forge links that still remain very solid.*

*In short, it was a unique and fantastic opportunity to live together in solidarity. Doors were opened for me, ideas burst forth. And this is just the beginning!*

—Karine Bernard, Canada World Youth,  
<http://www.cwy-jcm.org/en/testimonials/story9>,  
accessed January 3, 2007.

### Fast Facts

Canada World Youth was founded in 1971 by retired senator Jacques Hébert. Since that year, more than 21 000 youth across the country have participated in CWY programs.

Does this fact influence your opinion about whether to use this strategy for responding to the challenges and opportunities of globalization?

- 1 For CWY, summarize the following information in a chart:
  - a) Outline the organization's goals. (see previous page.)
  - b) Describe the specifics of Karine Bernard's volunteer experience.
  - c) List any benefits or drawbacks you can identify for both the volunteers and the community the volunteers are visiting.
- 2 Find out about one other volunteer's experience with another volunteer organization. Follow suggested links at the *Perspectives on Globalization* website. Answer the same questions as you did for CWY in question 1.
- 3 Think of three criteria on which you could evaluate these two programs. Conduct your evaluation according to these criteria. Which organization would you prefer for an overseas volunteer placement?



Organizations offer many opportunities for involvement, not simply volunteerism. For example, you might decide to donate money to an Alberta organization that could address global issues on your behalf. As another example, you could get an education that would enable you to gain employment with such an organization.

**Figure 19-3**

Canada World Youth participant H el ene Mercier with Lidi, a young B eninois girl whom Mercier met in the marketplace in Zogbodomey, B enin. Mercier and Ariane Thibault won a \$1000 prize for this photograph, which they donated to the Qu ebec sans Fronti eres B enin program. In this former French colony, many residents speak French in addition to their first language. (There are 50.) How would the language factor influence your placement choice?



## Explore the Issues

- 1 Active Citizenship.** Take action by starting some buzz about boycotting in your school. Survey students in your school to ask the following five questions, or others that your class prefers:
  - Do you “buy Canadian”?
  - If not, would you do so as part of an organized boycott?
  - Do you withhold your “dollar votes” from companies that employ child labour or force their employees to work in sweatshops?
  - If not, would you do so as part of an organized boycott?
  - What type of issue would get you to take part in a boycott, for example, human rights, child labour, or sweatshop conditions?

In a small group, tally your collective results and assess the potential effectiveness of

boycotting based on the results of your survey. If things look promising, form a club with interested students to develop a schoolwide boycott effort!

- 2 Evaluate a Strategy.** With a partner, conduct research to find out about the use of consumer boycotts (or buycotts) against a particular transnational corporation of your choice.
  - a) Compose, edit, and revise an evaluation of the effectiveness of boycotting to bring about change in this particular case.
  - b) Did your research disprove any of your assumptions? Explain.
- 3 Compare Benefits and Drawbacks.** Develop a comparison organizer to evaluate the benefits and drawbacks of individual action and collective action through organization as two means for being a responsible global citizen. When is each more appropriate?

# Taking Action through Government

## Question for Inquiry

- How can individuals and government respond to globalization?

Perhaps the largest organization with a mission to represent the views of citizens is government. Taxpayers fund their local, provincial, and federal levels of government to meet the needs of all citizens and address their concerns. In this section, you will have a chance to explore ways that you can demonstrate responsible global citizenship through government. You will also explore the ways that governments can act on their civic responsibilities.

## Getting Involved

Every few years, Canadians have the opportunity to vote for a political party that will best represent them. Voting, however, is just the most basic of ways that Canadians can influence governments. For example, though you are not yet of voting age, you still have the right to participate in politics. You can join the youth wing of a political party, participate in political conventions, and campaign for the candidate of your choice.

In addition, you have the power to pressure political representatives to act responsibly. As an individual or as a member of an organization, you have the power to persuade your political representative by force of numbers and headlines rather than by physical force. This power can be applied effectively to push specific issues up the political agenda. You can write letters and emails; you can sign petitions. For example, in 2005, a group of citizens in the United Kingdom petitioned their own government to ban the import of Canadian seal products because they opposed the seal hunt in Canada.

Ultimately, you can also influence government by working for change as an employee of the government, or by running for election.

## Responsibilities of Governments

In what ways can governments act to respond to globalization? First, they have the responsibility to make laws to solve problems. For example, the Supreme Court of Canada ruled in 1990 (*Mahe v. Alberta*) that the Alberta School Act violated section 23 of the Charter of Rights and Freedoms. This—as well as petitions and other forms of pressure from Franco-Albertans—forced the Alberta



▲  
**Figure 19-4**

At a 2002 conference of young Liberals, a supporter shakes the hand of Jean Charest, leader of the Québec Liberal Party, in Trois-Rivières, Québec. What do you think is the purpose of youth wings in political parties? What factors would inspire you to join the youth wing of a political party?

government to use its power to make laws. It brought in legislation to amend the School Act in 1988. This action made sure that the Alberta school system recognized the rights of the minority Francophone population to govern its schools through Francophone school boards. It also addressed a global issue—the recognition of minority rights—at a regional level.

Second, governments can directly fund projects to address inequities overseas. For example, they help fund Canada World Youth, which you read about earlier in this chapter.

Third, governments can pressure other governments. For example, consider what happened when officials discovered that a Canadian cow had bovine spongiform encephalopathy (BSE, or “mad cow disease”). The American government stopped all imports of Canadian beef. The Canadian and Albertan governments immediately started exerting political pressure on their US counterparts. Eventually, the US government reopened its borders to Canadian beef.

Finally, governments can also participate in intergovernmental organizations (IGOs) that undertake to resolve certain global issues. In some cases, international agreements are involved. International bodies work to preserve and protect species and ecosystems, take action to strengthen peace and security, and encourage development of a healthy global economy. By joining IGOs, countries attempt to meet their common political, economic, social, and cultural goals.

## READING STRATEGY

As you learned in Part 3, acronyms are words formed from the initials of a name. They can help you remember the names of important organizations and agreements. Which of the acronyms in Figure 19-5 do you find familiar? Acronyms make effective keywords for Internet searches.

Figure 19-5

Examples of intergovernmental organizations. Consider the OIC. It consists of 56 Islamic countries that “pool their resources together, combine their efforts, and speak with one voice to safeguard the interest and ensure the progress and well-being of their peoples” (OIC website).

### Political Organizations

- European Union (EU)
- African Union (AU)

### Economic Organizations

- Organization for Economic Co-operation and Development (OECD)
- Organization of the Petroleum Exporting Countries (OPEC)

### Cultural Organizations

- La Francophonie
- Organization of the Islamic Conference (OIC)

## Explore the Issues

- 1 Focus on Media.** Research a local government initiative that is designed to enable citizens to take active responsibility in addressing a community issue, such as feeding hungry people or providing shelter for homeless people. Create a web page or poster to promote the effort.
- 2 Use Your Power.** **Political will** is the determination among political leaders to accomplish a goal. Review this section and the Investigation

feature on the next page to think of ways that you could help government develop the political will to address global problems.

- 3 Discuss It.** In what ways do governments address opportunities and challenges of globalization? Is government an effective vehicle for doing this? In what ways can you connect with government to demonstrate your responsible global citizenship?



## INVESTIGATION

### Ideas and Opinions

“ We forget history at our peril. During the American Civil War, plantation owners said there was no way they could abolish slavery because the economy would go belly up. We’ve had that argument now for 200 years, that the economy has to come before the right thing to do. ”

—David Suzuki, Canadian environmentalist, May 10, 2006, at the University of Alberta.

Suzuki is making a parallel between implementing Kyoto and ending slavery. To what extent do you agree with his point of view that sometimes the economy must take second place to acting on principle?

## Evaluating the Effectiveness of the Kyoto Protocol

**Something to Think About:** Canada participates in many international agreements to solve global problems. How effective are these agreements?

**An Example:** In the 1990s, environmental concerns about ozone depletion and global warming began to capture public attention. Scientists predicted correctly that increased greenhouse gases (carbon dioxide, methane, nitrous oxide, and other pollutants) would increase global temperatures and cause broader climate change. The burning of fossil fuels such as coal, natural gas, and crude oil greatly increases the production of greenhouse gases. Many scientists predict rising sea levels, more violent storms, deforestation, **desertification** (spreading deserts), and disruption of ecosystems. In the 1990s, they strongly recommended a global reduction in the production of greenhouse gases as the only way to limit the harm that will be done to our planet.

The world’s governments responded to the impending crisis by producing the **Kyoto Protocol** in 1997. This international environmental agreement was designed to compel governments of more developed countries to reduce their emissions of greenhouse gases to 5.2 per cent below 1990 levels by 2012. Most of them signed the agreement. But they had to confirm their participation by **ratifying** it

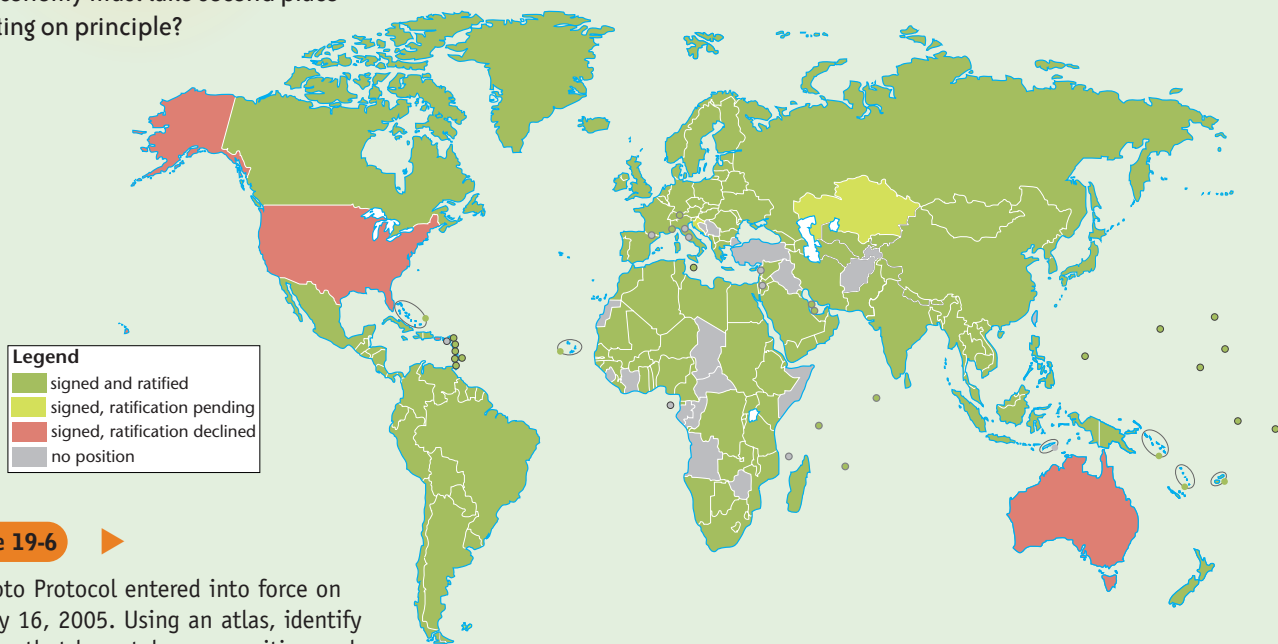


Figure 19-6

The Kyoto Protocol entered into force on February 16, 2005. Using an atlas, identify countries that have taken no position and those that have signed but declined to ratify the Protocol.

Source: United Nations Framework Convention on Climate Change, *Kyoto Protocol Status of Ratification*, updated September 28, 2006, [http://unfccc.int/essential\\_background/kyoto\\_protocol/status\\_of\\_ratification/items/2613.php](http://unfccc.int/essential_background/kyoto_protocol/status_of_ratification/items/2613.php).

(formally passing the Protocol into law). In May 2002, 17 science academies worldwide (from Europe, Canada, China, India, and Australia) issued a joint statement urging policy makers to do so. More than 100 countries signed the statement. Even so, has the Kyoto Protocol been effective? People have different points of view on this. Here are just three.

- Tony Blair, Prime Minister of the United Kingdom:

*The Kyoto process stands as a monument to enlightened global diplomacy. It represents the first real step down the road of collective action to meet our collective responsibility.*

—Excerpted from his speech, “Environment: The Next Steps,” at the World Wildlife Fund Conference on Global Environmental Challenges, Chatham House, London, March 6, 2001.

- George W. Bush, President of the United States:

*Much of my position was defined early on in my presidency when I told the world I thought that Kyoto was a lousy deal for America. And I tell you why it was a lousy deal for America. It meant that we had to cut emissions below 1990 levels, which would have meant I would have presided over massive layoffs and economic destruction. I believe the best way to put technologies in place that will not only achieve national objectives like less addiction to oil, but also help clean the air, is to be wealthy enough to invest in technologies, and then to share those technologies with parts of the world that were excluded from the Kyoto Protocol.*

—Excerpted from “President Discusses Democracy in Iraq with Freedom House,” March 29, 2006,

<http://www.whitehouse.gov/news/releases/2006/03/20060329-6.html>.

- Stephen Harper, then leader of the opposition, whose government has since withdrawn funding for programs related to meeting Kyoto targets:

*After seven years we have a federal government that still can't tell us how it will implement this accord [make it work]. I don't believe it can implement it. I don't believe it can achieve the targets. I think we need a more balanced approach to cleaning up our atmosphere. ... [The] science is still evolving ... [and there may be better ways to clean the air besides cutting greenhouse gases]. ... Kyoto is never going to be passed and I think we'd be better to spend our time on realistic pollution control measures.*

—CBC News, “Conservative Government Would Scrap Kyoto: Harper,” June 9, 2004, <http://www.cbc.ca/story/election/national/2004/06/09/elxnharpkyoto040609.html>.

- 1 Re-read the speakers' comments to consider whether or not each one thinks that the Kyoto Protocol is an effective way to address the problem of global warming. Do any speakers offer alternative solutions? Which speakers do you find convincing, and why?
- 2 In a word-processed paragraph, explain why you do or do not believe that global agreements or legislation can be effective means for addressing challenges of global problems such as the regulation of greenhouse gas emissions.

## Ideas and Opinions

“It may be that simply carrying on reasonably effective business in a generally transparent manner is about the most that any decent group of people called business people can be expected to accomplish. In most of the places we are implicitly talking about, this is heroic challenge enough.”

—Lionel Tiger, Professor of Anthropology, Rutgers University, 2006.

Do you agree with Tiger that providing employment and paying taxes should be sufficient to fulfill a corporation's responsibilities? What other points of view might be taken on this question?



## Taking Action through Business

### Question for Inquiry

- How can individuals and business respond to globalization?

In the corporate world, everyone knows the “bottom line”: make a profit for your shareholders or you will go out of business. While this may be true, another position holds that corporations also have responsibilities to society at large, because it is society that grants them the licence to operate. Could the two goals be achieved together? In this section, you will have a chance to explore that possibility. You will consider whether the corporate world offers you opportunities for demonstrating your responsible global citizenship.

### Fulfilling Civic Responsibilities

For virtually any company, gaining and maintaining a good corporate reputation usually makes good business sense; it encourages people to purchase a company's goods and services.

Further, businesses are made up of people like you, all of whom have values. Many business people feel a moral obligation to respect the communities in which they operate. Others feel a sense of moral leadership—they sincerely wish to operate ethically—to conduct business in such a way that contributes to people's well-being. They base their practices on ethical behaviour, affirmation of Indigenous peoples' rights, and habits of mutual respect.

When it comes to the world of business, however, corporations do not always operate ethically. Competition drives many companies to pay low wages, ignore safety or health problems, or ignore the environmental problems their business practices create. In this textbook, you have come across instances in which companies have acted in the best interests of their shareholders and not for the benefit of people generally. Can we depend on corporations to address the opportunities and challenges of globalization? In the following Voices feature, read about how one Canadian oil company, Nexen, is attempting to fulfill its corporate responsibilities.

#### ◀ Figure 19-7

Can companies have a conscience? This photograph shows a person putting a container in a Body Shop recycling bin. Which comes first, a company's desire to benefit society, or its desire to increase profits? Does it matter? Explain your thoughts about corporate ethical behaviour.



## Ethics and Oil

The following news article explains Nexen's attempt to make corporate responsibility a reality in its foreign operations.

*"Corporate social responsibility" is a mantra for Nexen executives, and the company's focus on doing business in a way that respects people, the environment, and human rights has paid off with a slew of corporate citizenship awards and a sterling reputation for being an oil company with a heart.*

*That reputation may soon be put to the test. ... Nexen Inc., acting in part on advice from Canada's Department of Foreign Affairs, is exploring for oil in Equatorial Guinea, an obscure central African country ruled by one of the most corrupt and brutal governments in the world. ...*

*Nexen's "road map" calls for "quite modest dollars," as Randall Gossen [Vice-President of Safety, Environment, and Responsibility] says, to be invested in health and education programs. "We provided some support for a public health laboratory. We've provided computers to schools. We've input to hospital funding."*

*But Nexen's most important contribution, Dwain Lingenfelter [Vice-President of Government Relations] says, is moral leadership. "I think Canadian companies with a high level of integrity and social responsibility can affect and influence the development of these emerging economies and emerging democracies."*

—Dan Gardner, "Ethics and Oil," *Ottawa Citizen*,  
November 5, 2005.

- 1 In your own words, describe how Nexen is addressing its corporate responsibilities in Equatorial Guinea. What factors would you have to know before you decided whether Nexen's actions offered enough of the right kind of community support?
- 2 By simply doing business in Equatorial Guinea, Nexen's tax dollars will enrich the government regime. Do you think Nexen's attempts to aid the people of the country will make up for empowering a government that does not respect human rights? Explain your reasoning.
- 3 Contact the public relations department of a company operating locally to find out what it does for your community. Discuss your findings with other students. Evaluate whether or not these companies are fulfilling their responsibilities to your community.

### Explore the Issues

- 1 **Think of the Possibilities.** What strategies could you adopt in your life to demonstrate your responsible global citizenship by influencing the decisions that businesses make?
- 2 **Evaluate.** What are some strategies that businesses use to address the opportunities and challenges of globalization? Based on what you have read so far in this chapter and in this text-

book, select four strategies used by businesses, individuals, organizations, and governments to address the opportunities and challenges of globalization. Rate them based on a set of criteria that you develop in a class discussion. Give a weighting to each criterion based on its importance in your evaluation.

SKILL PATH

## Use Collaboration to Resolve Conflict

Consider the Chapter Issue: **What are the most effective strategies you could use to demonstrate responsible global citizenship?** Many of the strategies you consider will involve working with a team.

Working productively with others is a way of supporting and building a community. Communities can be neighbourhoods; people with a common tie, such as Francophones; or groups of people with common aspirations and goals, such as a hockey team.

You may find great satisfaction in achieving your team’s goal. Your real accomplishment, however, will be your contribution in building your community by working together successfully. Whenever you work with others to accomplish something, you need to have effective interpersonal skills that help you work together. These include taking responsibility, accepting differences of opinion, and resolving conflicts. When working with others, it is inevitable that you will come up against communication breakdowns, differing expectations, and the pressures of trying to meet deadlines. Each of these may give rise to conflict within your team. One way to prevent and deal with conflict is to follow the six-step process outlined below.

Imagine that you have been selected to participate in a United Nations conference. In preparation, you will role-play the following conflict-resolution process. Then you will have the opportunity to work with a team to choose and advocate one strategy to help solve a global issue that significantly affects the quality of life of people in the world today.



▲ © iStockphoto.com/Tom Brooke

Figure 19-8

The laurel leaf featured in the UN logo, shown here, symbolizes peace. Describe what you think the designer of the logo was trying to convey about the UN and the world community.

### Step Notice the Warning Signs

1

It’s important to recognize that conflict is normal. Different people have different ways of working. When you sense tension or frustration among your team members, you’re noticing the warning signs of conflict. Ask yourself the questions in the box below.

#### Ask questions to identify the warning signs:

- Are any team members isolating themselves or avoiding each other?
- Is there excessive competition among members?
- Is anyone withholding information or resources from other team members?
- Are team members distracted or showing little interest in the team effort?

**Step****Resolving Conflict in Private****2**

Before conflict can be resolved, the people involved must first acknowledge it and be willing to deal with it tactfully. You may want to avoid the discomfort of confronting a classmate about what you view as unacceptable behaviour. However, it is best to deal with conflict as soon as possible. Otherwise, it may damage your team's ability to work together.

Your first strategy should be to attempt to resolve a problem in private. Use the interpersonal skills listed below to help you.

**Confronting a person about a problem requires all your interpersonal skills.**

- Confront in private. Be respectful. Be fair.
- Explain the reason for your concern. Use "I" statements to avoid blame.
- Focus on how the person's behaviour is affecting the effectiveness of the team.
- Listen to the other person. Don't interrupt.
- Maintain a calm and neutral tone. Make eye contact and nod to encourage the other person to continue speaking.
- Paraphrase to tell what you think the other person has said. Use open-ended questions to draw out more information.
- Be clear and specific in your request.
- Keep an open mind. Maybe there is something you're doing to cause the problem.
- If there is something you can do to help resolve the conflict, commit to taking action.

**Step****Facing Conflict in Public****3**

If a private interaction doesn't help, try to resolve the problem as a group. The best solutions are arrived at collaboratively. For that purpose, hold a team meeting to face the conflict in public.

1. Start the meeting by asking students to have a willingness to
  - empathize with others
  - get to the root of the problem
  - resolve the conflict.
2. Now take turns speaking to get different points of view about what is not working. Use "I" statements and follow the other hints in Step 2 to avoid bad feelings.
3. Identify areas of agreement regarding what does not work. Keep in mind that your goal should not be to make your point but to help the team work together more effectively.

**Step****Finding a Solution****4**

1. Identify areas of agreement regarding possible solutions. Brainstorming, which you learned about in the Skill Path in Chapter 1 (pages 7–8), may be helpful.

2. Work toward consensus. Be willing to give a little. Settle for a solution that everyone can live with.
3. Accept the decision of the group. Have everyone publicly commit to making the solution work.

**Step** **Calling in Assistance**

**5** If all your efforts at finding a solution fail, invite the assistance of a neutral mediator—your teacher, for example. A mediator can sometimes help break logjams in communication and help you achieve your goal of a team that works well together.

**Step** **Reflect on Your Success!**

**6** Resolving conflict can be hard work, and we can all learn to be better collaborators. As a team, reflect on your team’s work. What tactics worked? What action led to a breakthrough toward a possible solution? Recognize and acknowledge each team member’s contribution. Realize that you are working to promote mutual respect.

**Job Link**

If you can master the skills of good conflict resolution, you will be better prepared to choose from a variety of careers. Union negotiators, referees, day-care managers, politicians, teachers, software development project managers, and police officers are just a few of the professionals who can do their jobs better if they know how to help people work together. Do you know of any job that does not require at least some interpersonal skills?

**Step** **Practise Your Skill!**

- 7**
- 1** **Role-Play Conflict Resolution.** Form teams of four students to practise your conflict-resolution skills in a role-play exercise. Assume that you are part of a group planning a school dance.
    - a) First, assign roles. Each of you will display one of the following character traits.
      - Character 1: wants to chat about movie stars
      - Character 2: does little work
      - Character 3: reluctant to share results of research
      - Character 4: very competitive
    - b) Now walk through the steps outlined above to resolve the conflicts that have arisen because of these character traits. To make this work, the four characters may be reluctant to admit their faults at first, but should try to make compromises by the end of the exercise.
  - 2** **Stage a Conference.** To practise your conflict-resolution skills, take part in a mini, classroom-based United Nations conference. Your team, representing a country of your choice, will develop and present to your class a strategy for solving a problem associated with globalization.
    - a) To choose a problem, your class may wish to use the Challenge Wall technique you learned in the Skill Path in Chapter 18 (pages 385–386). For example, the class might choose an issue related to respect for Francophones’

constitutional rights, or an employment, gender, or civil rights issue.

- b) Independently research alternative strategies for resolving the global problem the class identified. Consider the involvement of organizations, governments, and business. Evaluate the strategies and choose one to present to your group.
- c) Form small groups. In an initial discussion, each team member will advocate for one strategy that will improve the quality of life of individuals in the world today.
- d) In follow-up discussions, your team will choose the strategy that will have the most effect. Remember—the most creative solutions result from creative thinking! Use the steps outlined above if you run into conflict on the team.
- e) In your classroom-based UN conference, each team will present its strategies, and the class will decide on the best overall strategy.

(Note: If your class enjoys this activity, you may wish to stage a gradewide or schoolwide United Nations conference. See Activity 6 on page 412).



**Figure 19-9**

Modelling the UN can vary from small to large scale. At left, students work in a team to discuss global issues and develop strategies, as you will do in this Skill Path. At right, thousands of students from around the world participate in a mock United Nations General Assembly held at the UN in New York City in April 2006. To have a positive experience, all team members should do their best to work together well. What qualities do you hope for in potential teammates?



# Connecting with Your Citizenship

## Question for Inquiry

- How can I begin to respond to globalization?

You can probably rhyme off the markers of citizenship: It means you have a right to a Canadian passport, which identifies you to the world as a Canadian. It means obeying Canadian laws, rules, and regulations. It means being aware of political events and voting in elections, referenda, and plebiscites.

Underneath these skeletal markers are further meanings of citizenship—what citizenship means to you personally. In this section, you will have an opportunity to explore different perspectives about the meaning of citizenship. You will also have a chance to put into action a strategy for connecting more closely with the issues related to globalization in your community. This inquiry will help you address the Chapter Issue: *What are the most effective strategies you could use to demonstrate responsible global citizenship?*

## Ideas and Opinions

“For a minority, rights are never automatic. A few years ago members of Francophonie Jeunesse de l’Alberta could give you a complete summary of Francophone constitutional rights from the North West Territories Act of 1875 on to today without hesitating. Minority students learn to become active and engaged because they need to survive.”

—France Levasseur-Ouimet,  
Ph.D., Francophone educator,  
2006.

As Levasseur-Ouimet suggests, you have to know what your rights are before you can fight for them. Is it possible that members of minorities have something to teach other Canadians about how to keep a community alive and growing despite challenges such as homogenization?

## Exploring Understandings of Citizenship

Citizenship is about who you are as a member of a society. It may involve your sense of identity, your rights, your roles and responsibilities as a member of multiple communities, or your spirit of involvement. For many people, citizenship is about being active and engaged. Active, involved citizens are crucial in creating thriving communities.

Consider the example of the Francophone Albertans. In 1982, the education rights of both official language minorities were enshrined in the Canadian Constitution. Were Francophone Albertans able to exercise those rights immediately? No. First, they worked hard to help the provincial government and school boards understand the rights. Then they convinced two school boards to establish one school each in 1984. They also went to the Supreme Court to confirm their right to run Francophone school boards. Fighting for and exercising their constitutional rights has given Francophone Albertans the opportunity to more fully understand and embrace citizenship in Canada.

Globalization has provided you with challenges and opportunities, roles, and responsibilities, not only to participate in the world that exists in the first decade of the 21st century but also to contribute to improve it. Must you begin by getting involved in major international efforts to solve global problems? No. You can begin by becoming aware, by engaging in international or local issues.

Taking on social and civic responsibility within your school, actualizing a plan of action within your community, and voluntarily participating in global organizations to improve the lives of others are just three strategies you can use to demonstrate your active, responsible citizenship.

## Beginning with Discovery

Global citizenship begins with discovery, with becoming aware of the experiences of individuals within various communities worldwide. You can explore their understandings by listening to their stories and reading their narratives about events in their lives. For example, by exploring the narratives below, you can develop understandings of citizenship issues.



### My Story, by Caitlin Brubacher, 22, Montréal, Québec

*Those of my generation are overwhelmed by the vastness of human and environmental need. We know that things have to change quickly, and that we're the ones who will face the consequences if they don't. I think this is one of the reasons that apathy has, so pervasively, become the attitude of choice for many young people. World issues today are so huge and complex that people my age are shutting down and going into emotional survival mode. ....*

*This apathetic attitude is lethal for a healthy democratic society. When people cease to see the point of voting or taking part in civic life, they cease to see the point of being active, caring citizens.*

*Being a citizen means feeling empowered enough to let yourself feel the world's agony; it means caring enough to take action. We need to encourage our children to care for others; we need to show them that we are willing to learn from their hope and optimism. If we can manage this, we have a chance at sustaining the kind of engagement that will bring young people to the polls and make their important contribution to Canada possible.*

—**Stories of Citizenship**, <http://www.cea-ace.ca/foo.cfm?subsection=edu&page=sto&subpage=bru>.  
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▲  
**Figure 19-10**

Caitlin Brubacher

- 1 What does Brubacher see as the cause of the “apathetic attitude” among some members of her generation? Have you seen this attitude among your peers?
- 2 What do you think of Brubacher’s ideas about engaging children?
- 3 Which of Brubacher’s ideas about citizenship speaks to you most strongly? Why?



## My Story, by Gordon Martell, 40, Saskatoon, Saskatchewan

The real benefit of Canadian citizenship ... is the shared core values that allow citizens to claim other circles of participation as part of their Canadian identity. The ability to maintain a diverse society is what makes Canada unique. I am a Canadian and an advocate for social justice and diversity, but my residency in the Treaty Six area and in Saskatchewan's Waterhen Lake Cree First Nation is what defines me most strongly. Participation in these territories is not subordinate to my Canadian citizenship but an integral part of it. ...

When he was eking out a meagre existence on the reserve, I doubt that my grandfather could have imagined he would have a grandson who rails against the injustice inflicted upon our people and who works diligently to tear down the system that gave rise to their suffering. I doubt that, in his near-century on this earth, my grandfather could have realized the impact of his tenacity and unyielding pursuit of dignity and a place in society. I also doubt that my grandfather could have measured the impact of his story and those of countless others whose experiences comprise the Canadian story.

To define Canadian citizenship is to experience it as a composite story of Canada's diverse peoples. Listening to their tales of triumph, pain, growth, and opportunity would help us to discover a multidimensional definition of Canadian citizenship and to understand its emergence one struggle at a time.

As a Canadian citizen, I respect the flag, I feel the pride of country when I walk through Canadian military cemeteries in northern France, and I participate with zeal in the Canadian political process. I also hold dual citizenship as a First Nations Treaty citizen. I am content to walk in these two worlds.

—Stories of Citizenship, <http://www.cea-ace.ca/foo.cfm?subsection=edu&page=sto&subpage=mar>.  
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Figure 19-11

Gordon Martell with his grandfather, Bruno Martell, at the celebration of his grandfather's 89th birthday at Waterhen Lake, 1989.

- 1 What drives Martell to be an active citizen?
- 2 Which of Martell's ideas about citizenship speaks to you most strongly? Why?

## Document Contemporary Citizens' Experiences

In the above Voices features, you have read and thought about two Canadians' views on citizenship. Now you will have a chance to extend your awareness by investigating and documenting others' experiences of citizenship. This section of the chapter is a little different from most other chapter sections. It offers guidance to help you work with a group of fellow active citizens to document views about citizenship.

### Consult with Your Class

As a class, develop a list of specific individuals who may have opinions about active global citizenship issues or who can share their personal experiences related to citizenship. Get started with the examples in the list below.

Contribute to the class project by volunteering with a partner to interview one person on the list. If you encounter difficulties working with your partner, review the Skill Path for this chapter, especially Step 2, on page 412. **SKILLS**



### READING STRATEGY

**For a major activity like this, read through all the directions first. Picture yourself taking all the steps. Ask questions to clarify any steps you can't see yourself doing.**

#### Examples of people who may have opinions about responsible global citizenship:

- students who have joined your school population recently
- ESL students
- students who volunteer outside of school time
- students involved in activism (for example, related to human or animal rights, environmental issues, or globalization)
- Aboriginal students who feel a sense of citizenship in both Canada and their First Nation
- senior students who have become eligible to vote
- students involved in student council
- students who belong to the youth wing of a political party
- staff members who are immigrants (could be support staff as well as teachers)

### Make Arrangements

Find an appropriate time and place to make personal contact with the individual you would like to interview. Explain the citizenship context of the proposed interview and arrange a time, place, and format for the interview. You may want to ask for permission to photograph your interviewee, or to audio- or videotape the interview for your reference and future use. Make arrangements for any technology you will need to make the recording.

## Prepare for and Conduct the Interview

Devise a series of questions that will enable you to draw out ways that this person has exercised his or her citizenship. For questions, review the material about citizenship in this chapter, and look at the questions associated with the Voices features. Think about how people exercise their citizenship individually and through organizations, government, and business. Develop questions related to your interviewee's specific experience with citizenship. Make a list of about 10 questions. A few samples:

- How is your volunteerism at the Food Bank connected to citizenship?
- Is there a specific experience that prompted you to become an active citizen?
- How has your experience changed the way you think?
- How has your experience changed your behaviour?

Before you begin the interview, ask your interviewee if you can share the interview with others. Use your list of questions to guide your interview, but be ready to improvise relevant questions as needed. After the interview, be sure to check on the spellings of any names or places, and to thank your interviewee. Offer to provide an edited version of the interview for checking.

## Use Technology to Record, Edit, and Present an Interview

Transcribe any taped material into written form. Make use of your interview notes, if necessary. Present the interview in a format that lists the questions you asked and the answers given. Edit your interview lightly for major grammatical errors, but do not change what the person says. Cut irrelevant sections to create a more readable and interesting narrative. Attach a photo of the interviewee to your printed interview.



**Figure 19-12** ▶

How could you use a taped interview to demonstrate active global citizenship among members of your community?

## Contribute to a Citizenship Display

Focus public attention on the citizenship experiences of real people in your school community. As a class, decide how to present your citizenship interviews. You could post the printed interviews on a display wall in your school. You might publish selected excerpts in the school newspaper. You might publish the interviews on your school's website, and create a blog to invite reaction.

### Explore the Issues

- 1 **Reflect.** Think about your experience in recording another person's understanding of citizenship. Answer the following questions in your notebook or personal journal.
  - a) What did this person reveal that struck you as most noteworthy?
  - b) Has this person broadened your understanding of citizenship? How?
  - c) Do you think it was worthwhile to bring this person's story to the public's attention? Explain.
  - d) How will what you learned influence the choices you make?
  - e) In what ways has this project demonstrated responsible global citizenship in a pluralistic society?
- 2 **Extend.** Locate "real life" stories of people engaging in active citizenship in other countries, other cultures, or other societies. Select one that interests you most. Write a script or dramatize a scene to demonstrate a real example of an individual's active global citizenship.
- 3 **Prepare and Translate.** Prepare a handbook to help teens new to your school community get involved in school life. If you encounter difficulties working with your team, refer to the Skill Path for this chapter (pages 410–413). **SKILLS**
- 4 **Plan and Predict.** Consider this statement: "The best way to change the world is to change yourself."
  - a) Students in the class can each write brief descriptions related to the various aspects of school life "beyond the classroom." For example, consider information on school clubs, school dances, sports events, student council, and even favourite local coffee shops.
  - b) Put together your snippets of advice into one handbook, using word-processing technology.
  - c) Bilingual students in the class can work on translating the handbook into one or more other languages. Unilingual students can go beyond the classroom to enlist further translation capabilities in the student body or the parent community.
  - d) Provide copies of the various translations of your guide in your school's main office for new arrivals to your school community.
  - a) Do you agree with this statement? Explain.
  - b) Choose one change you could make that would, in a small way, change the world. Write a short story in which your small action snowballs into major global change.



## Reflect and Analyze

In this chapter, you have evaluated several means by which individuals can address the challenges and opportunities of globalization through organizations, government, and business. You also explored multiple perspectives on the idea of active global citizenship. You should now be ready to respond to the Chapter Issue: *What are the most effective strategies you could use to demonstrate responsible global citizenship?* You have seen some strategies in the chapter so far. You will encounter a few more in the activities below.

### Recognize Relationships between Content and Issues

- 1 **Consider Multiple Perspectives.** Flip through Part 4 of this book and jot down five topics or investigations that involved controversy. You might choose anything from biotechnology to the Kyoto Protocol. All of these will relate to globalization. Keep in mind that what you read about in this textbook includes just some of the perspectives on these topics. There will always be more!
    - a) Choose one topic that sparks your interest. Set a timer for 10 minutes and write down your point of view about it. Explain if and how you think you should take action.
    - b) Set your timer for five minutes and write about the same topic from a different point of view. Imagine that person is responding to your position. Explain whether that person thinks you should take action as you have suggested.
    - c) Repeat this exercise, using four different points of view or perspectives.
  - d) Perspectives and points of view change when people learn new information or consider the views of others. Go back to your original written point of view. Would you revise it? If so, explain how and why.
  - e) How should considering multiple perspectives help you respond to the Key Issue for this course: *To what extent should we embrace globalization?*
- 2 **Predict and Develop a Plan.**
    - a) Make a list of ways you could respond to globalization. Consider strategies in the worlds of business, government, and organizations, as well as strategies in the way you live your life.
    - b) Evaluate which strategies you should use to respond to globalization, and explain your choices.
    - c) Predict one strategy that you actually will undertake, and explain why.
    - d) Develop a series of detailed steps that predict how you will make this goal a reality.
    - e) Draw an illustration showing you carrying out the strategy.
  - 3 **Develop a Plan and Take Action.**
    - a) As one member of a student team of three members, identify one problem in your community. Perhaps there is insufficient equipment in a local playground. Perhaps you believe that a curfew ought to be put in place on weeknights. Perhaps you see a need for speedbumps, recycling bins, or posts for locking up bicycles. It might be that you recognize that local

- government is not respecting a right written in the Charter of Rights and Freedoms.
- b) Make contact with your local government. It might be a city council, town council, or band council. Find out from your representatives what steps you could take to resolve the problem your team has identified.
  - c) Create a poster that identifies the problem and communicates to others how community members could work with your local government to solve the problem. Hang the posters at the front of the class.
  - d) One student from your group can explain your team's proposed strategy to the class.
  - e) Take class votes to decide which strategy is easiest to accomplish, which would make the most difference, and which displays the most creative thinking. Take a final vote to decide which strategy the class will take on as a challenge.

**4** *Organize and Participate.* Set up and hold a grade 10 schoolwide model UN conference in your school's theatre or gym.

- a) All classes' teams will present the one issue that they believe should become your school's focus for responding to globalization. Prepare and deliver opening comments, present facts pertinent to your understandings and experiences of your issue, and conclude with closing arguments. Employ the skills that you learned in the Skill Paths of Chapters 6 and 8 (pages 117–118 and 160–161) to research your issue, develop position statements and arguments to promote the significance of your issue, and create visual materials (data sheets, advocacy

pamphlets, and so on) to be distributed at the conference to support your cause. Review the Skill Path in this chapter to help you avoid conflict and deal with it should it appear in your group. **SKILLS**

- b) With all the other UN members, discuss and vote on the number one globalization issue in the world today.
- c) In a second session, recommend and vote on a strategy whereby your school's active, responsible citizens can make a difference in connection with the selected issue.
- d) Finally, share opinions, points of view, and perspectives about the extent to which we should embrace globalization.

### Focus on Research and Inquiry

**5** Turn to One Prototype for Debate located on the inside back cover of your textbook. Prepare and participate in a classroom debate on one of the following issues:

- To what extent should globalization shape identity?
- To what extent should contemporary society respond to the legacies of historical globalization?
- To what extent does globalization contribute to sustainable prosperity for all people?
- To what extent should you, as a citizen, respond to globalization?
- To what extent should we embrace globalization?

Consider the various stakeholders engaged in each issue and develop your position to address other perspectives as well as your own.