



# Global Sustainability and Prosperity

## Chapter

# 14

### READING STRATEGY

Before reading through a chapter, think about where you stand on the Chapter Issue based on what you already know. When you finish the chapter, think about whether your new knowledge supports your original stance or changes your point of view.

Figure 14-1

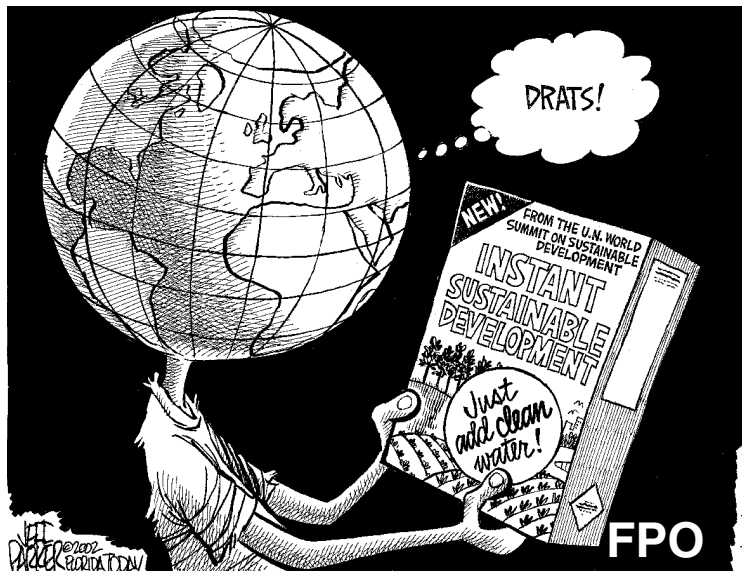
“Instant Sustainability” by Jeff Parker. Why is the earth concerned about being able to add clean water? What does the cartoon suggest about easy solutions to complex problems?

## Chapter Focus

In Chapter 13 you explored different perspectives on the effects of globalization on the environment. You saw how economic goals and maintaining a healthy environment could be at odds with each other. Which do you think should be the higher priority: prosperity or a healthy environment? Can these two co-exist in a globalized world? Many people believe that they can co-exist, but they have different views on how to balance them to ensure sustainability. People also have different views on who should be responsible for monitoring sustainability. By exploring different perspectives, you can build on your understanding of the Main Issue for Part 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

## Chapter Issue

In this chapter you will consider different perspectives on sustainability and prosperity in a globalizing economy. You will consider examples of the challenges of balancing prosperity and sustainability on a local, national, and global level. These examples and perspectives will help you explore the Chapter Issue: *Can sustainability and prosperity be balanced in a globalizing world?*



## Make a Good Decision in Seven Steps

### ***Can sustainability and prosperity be balanced in a globalizing world?***

Attempting to balance sustainability and prosperity involves a lot of decision making. The following steps can help you think critically and creatively and gather information to make informed decisions. You can apply these steps to a variety of situations, ranging from deciding about whether to support the opening of a branch of an international company in your community to deciding what prosperity means to your community.

#### **Step** Consider Your First Reactions

**1**

Begin your decision-making process by writing down exactly what you need to decide. Then, acknowledge your initial response by writing down at least three two-word statements that describe your reaction to the problem. Select the statement that best states your reaction(s).

Let's say that you live in a community that is experiencing an economic downturn. An international corporation would like to open a factory where you live. The factory, though, may increase air and water pollution. What you need to decide is whether or not to support the opening of the factory. Your initial reaction may be "more jobs" or "environmental protection."

#### **Step** List the Criteria for Your Decision

**2**

List the factors you should consider in making your decision. In this case, you may consider "How many jobs will they bring to my community?"; "Has this company caused environmental damage in the past?"; and "What will the company do to protect the environment here?"

#### **Step** Investigate the Situation

**3**

Investigate and outline other information that will help you make an informed decision. For example, you may want to find out what plans the company has for your community and whether or not environmental protection is included in their plans. If the situation is complicated, you may have to research the topic on the Internet or in the library.

#### **Step** Consult with Others

**4**

Ask people of diverse backgrounds and knowledge for their ideas about the topic. In the case of the ethically questionable company, you may want to consult with someone who lives in a community where the company already has a factory. In other cases, you may consider working with a partner in order to compare ideas and encourage alternative views.

**Step** **Measure Your Options against the Criteria**

**5**

Create a chart that lists the pros and cons of each possible plan of action. Use the factors from Step 2 as the basis for the chart.

**Step** **Take a Breather**

**6**

Take a break from thinking about the situation to allow your mind to rest. When you go back to the problem after a break, you may find that you have some fresh ideas.

**Step** **Identify and Revise Your Decision**

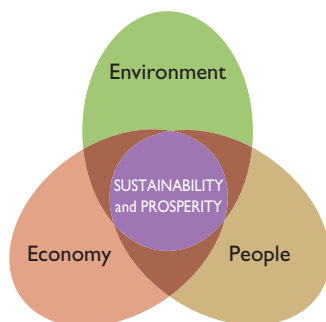
**7**

Make a decision that best fits the criteria you laid out in Step 2. List the negative aspects of your idea, and then modify your decision to reduce or eliminate the negatives and emphasize the positives. For example, if you decide to oppose the new company moving into your community, one of the negative factors may be that there will still be economic problems. You could attempt to address this factor by suggesting other employment opportunities that could be supported in your community.

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

**8**

- 1 Apply It.** As you learned earlier in Part 3, prosperity can mean different things to different people. Follow Steps 1 through 7 to decide upon the best action your community could take to promote prosperity among its residents.
- 2 Share It.** Create a poster that shows the action you decided upon in Activity 1 and the hoped-for results.



**Figure 14-2** ▲

The relationships among sustainability and prosperity, the environment, the economy, and people. Can sustainability or prosperity be achieved without considering all three factors? Consider what might happen if you removed one of the factors from the equation.

## Sustainability

### Question for Inquiry

- **What does sustainability mean for people, the economy, and the environment?**

In this section, you will have a chance to explore the role of **spirituality** and **stewardship** in maintaining sustainability in a globalizing world. You will also see whether or not sustainability can be maintained when urbanization occurs. Examining the complexities and different perspectives on sustainability is the first step in addressing the Chapter Issue: *Can sustainability and prosperity be balanced in a globalizing world?*



## Should Sustainability Matter?

Why are so many world leaders and environmental groups concerned with sustainability? Should sustainability matter? Read through the perspectives of three environmentalists and a British government official, and then draw your own conclusion.

*It is a stark and arresting fact that, since the middle of the 20th century, humankind has consumed more natural resources than in all previous human history.*

—Margaret Beckett, launching the UK Sustainable Development Strategy.

*Environmental awareness is something total. One cannot live for half the day concerned with the environment and the other half ignoring or destroying it.*

—Suryo Prawiroatmodja, Indonesian environmental educator.

*There are no environmental solutions to environmental problems, only social, economic, and political ones.*

—Charles Secrett, Friends of the Earth.

*If our economies are to flourish, if global poverty is to be banished, and if the well-being of the world's people is to be enhanced—not just in this generation but in succeeding generations—we must make sure we take care of the natural environment and resources on which our economic activity depends.*

—Chancellor of the Exchequer (British Finance Minister) Gordon Brown.

- 1 Why does it seem that people grow most concerned about conservation and sustainability after a resource is already in danger?
- 2 What does sustainability mean to each of the leaders quoted above?
- 3 What does sustainability mean to you?

## Spirituality and Stewardship

As people assess their position on sustainability, many consider their spiritual perspective in addition to political, ideological, or economic perspectives. Spirituality can have a profound effect on people's values, morals, and ways of life. Many experiences of spirituality are based on life in nature. Spiritual values often affect people's perspectives on the environment and the role of prosperity in a globalizing world. These, in turn, are reflected in reactions to and perspectives on land and resource development.

People who believe in stewardship feel a responsibility to protect and tend the earth to keep it healthy for future generations. The relationship between spirituality and stewardship often compels individuals and groups to protect the land.



## Valuing Nature

STEWARDSHIP & CONSERVATION IN CANADA 2006

Figure 14-3 ▲

The logo for Stewardship Canada's 2006 conference. The focus of the 2006 conference was the economics of stewardship. In what ways can large forums for effective communication help raise issues and develop action?



## Ideas and Opinions

What do the core values listed by Jonathon Porritt have to do with spirituality and stewardship? Are these values important to you? Explain.

“... the core values that underpin sustainable development—interdependence, empathy, equity, personal responsibility, and intergenerational justice—are the only foundation upon which any viable vision of a better world can possibly be constructed.”

—Jonathon Porritt, founder of Forum for the Future, a British charity for sustainable development.



## Spirituality and Nature

Here are some spiritual perspectives on nature and the environment.

From Mercy Amba Oduyoye, theologian:

*African religion holds that the world and nature are good gifts that God entrusted to human beings: they provide nourishment for life, security and home for our bodies.*

—From her essay “The African Experience of God in the Eyes of an Akan Woman,” *The Way*, Summer 1997; <http://www.aril.org/african.htm>.

From Rabbi David Sears, a Jewish leader:

*Ecology is a highly practical branch of science. Nothing could be more “down to earth” than preservation of the planet. Yet there is a facet of ecological awareness that is often overlooked. This is its spiritual dimension. When we act as self-absorbed individuals, with little regard for anyone or anything that exists outside ourselves, we immediately fall into moral and spiritual error. As the Yiddish saying goes, “A blind horse heads straight for the pit!”*

—Excerpted from *A Compendium of Sources in Halacha and the Environment*, published by Canfei Nesharim in Spring 5765 (2005); <http://www.chabad.org/library/article.asp?AID=255515>.

From Mary Louie, an Elder of the Syilx Nation [SILL-ilks] of British Columbia:

*Water, we call it Mother Earth’s blood, her nourishment to her children. I call this term “the blood of life” ... and without it we’d never survive. So we need water, and we need to keep it clean because if it continues in the manner that it’s going ... a person would wear a new pair of shoes right down to nothing before they’d get to clean water. That’s one of those things that the ancestors talked about. So that’s why I’m saying that we need to learn to preserve water.*

—Quoted in Michael Blackstock, “Water: A First Nations’ Spiritual and Ecological Perspective,” *BC Journal of Ecosystems and Management*, Vol. 2, No. 1, Spring 2002.

## Fast Facts

A Toronto-based company called Arborvitae hosts retreats that give young adults the opportunity to learn about environmental science, natural law, eco-spirituality, and leadership.

How might studying both science and spirituality affect a young person’s perspective on sustainable prosperity?

- 1 How does the spirituality of these individuals affect their views of the environment?
- 2 In what ways do these spiritual views affect your understanding of the relationship between people and the environment in different cultures?
- 3 How might the spirituality of Oduyoye, Sears, and Louie affect their stance on how sustainability and prosperity can be balanced in a globalized world?

When some people believe in stewardship or feel a spiritual connection to the land and others do not, the differences can create conflict. For example, a resource development project by a non-Indigenous business enterprise on land that is sacred to a group of Aboriginal people can create a challenge for the business, the Aboriginal group, the government, the economy, the environment, and so on. A situation like this occurred in Grassy Narrows, Ontario, which you can read about in the Investigation on page 299.

## Sustainability and Urbanization

As you learned in Part 1 and Chapter 13, globalization has led to increased urbanization. More people live in cities now than ever before. There are many challenges to sustainability that exist in an urban setting. For example, a high concentration of people results in a large amount of garbage for disposal. Also, air quality may be affected by increased traffic from the suburbs. If globalization has contributed to these problems, can it be used to help solve them?

### Making Sustainability Work

How can cities achieve prosperity through globalization and at the same time protect their environment to achieve sustainability?

One way is to rely on their citizens to help them achieve sustainability. For example, many cities are combating waste disposal problems by encouraging citizens to generate less waste. They have organized extensive recycling programs that collect recyclable materials such as paper and plastic from densely populated neighbourhoods and transport them to central processing plants. Do you recycle at home and at school?

Another approach is to encourage sustainability through globalization by tying international trade agreements to environmental protection. The results of such a link can be seen in Mexico City. As part of the North American Free Trade Agreement (NAFTA), Mexico is obligated to bring its environmental protection standards in line with those of Canada and the United States.

Since the mid-1990s, new regulations have helped improve the air quality in Mexico City, where motor vehicles are among the biggest causes of air pollution. There are as many as four million cars in the city, many of which are old and less environmentally friendly than newer models. In 2002, a major effort to improve transit in the city began. The environmental secretary for Mexico City and the World Resources Institute created the Centre for Sustainable Transport in Mexico City to develop a plan for public transportation based on clean, efficient technology and useful service. Global support for the Centre for Sustainable Transport has provided information, assistance, and finances to improve the situation.

## Ideas and Opinions

“Public transit is essential for the modernization of the metropolis, and it’s even more so in the era of sustainable development. Public transit supports economic activities at the same time as controlling greenhouse gases.”

—Québec Premier Jean Charest, speaking to the Board of Trade of Metropolitan Montreal; quoted in Philip Authier and Brenda Branswell, *The Montréal Gazette*, March 18, 2006.

How does improved public transit work toward sustainability in urban Canada?

### Fast Facts

Mexico City is one of the world’s largest cities, with a population of 26 million people.

Given what you have learned in previous chapters, what challenges to sustainability would arise from such a large population?



How do the largest cities in the world deal with issues of sustainability?

1. **Research.**



- a) Follow the links at the *Perspectives on Globalization* website to identify the five cities in the world with the largest populations.
- b) For each city, conduct research on the Internet to identify three challenges to sustainability related to globalization. Use keywords such as the name of the city, “globalization,” “labour,” “pollution,” and “foreign investment” to find the information.
- c) For each city, identify at least two possible actions that have been proposed or have been used to meet the challenges.

2. **Complete the Chart.** Copy the chart in Figure 14-4 into your notebook and use the information you gathered in Activity 1 to complete it.

| Name of City | Population | Three Sustainability Issues | Proposed or Implemented Actions | Have Actions Been Successful? |
|--------------|------------|-----------------------------|---------------------------------|-------------------------------|
|              |            |                             |                                 |                               |



**Figure 14-4**

Urban sustainability chart. Copy this chart into your notebook and follow the directions to complete it.

3. **Identify Patterns.** Use the information in your chart to answer the following questions.

- a) What challenges to sustainability are common to the cities in your list? How are these challenges connected to globalization?
- b) What common steps are being taken in these cities to address sustainability? Are any of these actions connected to globalization?

**Fast Facts**

In 2006, scientists began work on a project called MIRAGE, or Megacity Impacts on Regional and Global Environments. Their goal is to determine the impact of pollution in megacities regionally, nationally, and globally. By looking at megacities, they believe they will gain a better understanding of the impact of urbanization worldwide. Mexico City is their first stop.

In what ways might research on megacities help smaller cities and rural areas improve sustainability?



**READING STRATEGY**

**To understand large numbers that are in the millions and billions, try to visualize the size of something you know and then compare it with the number. For example, Mexico City has 26 million people. What does that mean in concrete terms? Try to visualize a city of one million people, such as Calgary or Edmonton. Twenty-six of these cities would fit into Mexico City.**



◀ **Figure 14-5**

Mexico City is prone to air pollution because it is sunny and is surrounded by mountains on three sides. Pollutants get trapped in the air above the city, where they react to the sunlight and create ground-level pollution. How has globalization led to programs to help improve Mexico's air quality?

## Explore the Issues

### 1 Explore It.



- a) Go to the *Perspectives on Globalization* website for a link to the Land Stewardship Resource Centre, a national organization based in Alberta. Explore the site to learn about different aspects of stewardship.
- b) Create a visual representation such as a model, painting, or collage of an example of stewardship in a globalizing world.

- c) Present your work to your class, explaining what it represents.

- ### 2 Fill in a Diagram.
- Copy an enlarged version of Figure 14-2 (page 290) into your notebook. In each category of “people,” “environment,” and “economy,” write down at least two points from what you have learned in this section about how they affect sustainability.

## Sustainability and Prosperity in Canada

### Question for Inquiry

- To what extent does globalization affect sustainability and prosperity in Canada?

Canada is a country with a diverse population and many different landscapes. How does globalization affect the way that Canadians view the land? How does it affect Canadians' outlook on other parts of the country? The perspectives of businesses, governments, developers, citizens, scientists, and cultural groups on sustainable prosperity are rarely the same. In this section, you will have a chance to explore how globalization affects sustainability and prosperity in different parts of Canada in order to address the Chapter Issue: *Can sustainability and prosperity be balanced in a globalizing world?*



Figure 14-6

Canada's sustainability objectives. Each goal shown in the diagram must be achieved in order for the others to succeed. Why is it important to look at all five goals when considering sustainability?



Source: Government of Canada, SDInfo, [http://www.sdinfo.gc.ca/what\\_is\\_sd/index\\_e.cfm](http://www.sdinfo.gc.ca/what_is_sd/index_e.cfm).



## What Sustainability Means to Canadians

David Suzuki is a well-known Canadian environmentalist, scientist, and broadcaster. Here is his

description of sustainability:

*Ask a dozen Canadians what sustainability means and chances are you will get a dozen different answers. ... It's a concept that can be hard to define, yet easy to exploit.*

*The fossil fuel industry ... often talks about sustainability, but using fossil fuels is, by its very nature, unsustainable. There is a finite amount of oil, coal, and gas in the earth and, once used up, it will not be available again. Even more important, there is a very limited ability for the earth to absorb the by-products created when we use these fossil fuels.*

*And that, quite simply, is the issue. We live in a finite world with finite resources. ...*

*That's where sustainability comes in. Quite simply, sustainability means living within the earth's limits. It means living in a world where feeding people does not necessitate polluting groundwater and coastal shorelines. Where transporting people and goods does not mean polluting our air and changing our climate. Where heating our homes and powering our industries does not require vast amounts of polluting fossil fuels.*

*Sustainability means doing things better—not doing without.*

—David Suzuki, "What Does Sustainability Really Mean?," <http://www.davidsuzuki.org/WOL/Introduction.asp>.

- 1 What is David Suzuki's definition of sustainability? Do you think it is achievable in a globalized world?
- 2 How do you think David Suzuki would define prosperity?
- 3 How do you think he would suggest balancing sustainability and prosperity?

## Regions of Canada

Canada is the world's second largest country in physical size, but most of the land is covered by forests, tundra, and ice. Though Canada's natural resources are very valuable in world markets, developing these resources may cause environmental damage. How will Canadians decide which resources to develop and which to leave intact? Whose perspectives need to be considered when decisions about resources are being made?

| Land Type                           | % of Total |
|-------------------------------------|------------|
| Open lands, alpine tundra, wetlands | 14.0%      |
| Arctic tundra, ice fields           | 27.4%      |
| Transportation                      | 0.4%       |
| Agriculture                         | 6.6%       |
| Forests                             | 43.7%      |
| Urban                               | 0.3%       |
| Fresh water                         | 7.6%       |

Source: Canada Info Link, <http://www.canadainfolink.ca/physical.htm>.

## Fast Facts

More than 80 per cent of Canada's exports go to the United States.

Based on what you have learned in Part 3, how important do you think it is for an economy to export goods or materials? In what ways might Canadians be affected by the fact that Canada's exports go mainly to the United States?

Figure 14-7

A table showing the make-up of Canada's physical landscape. What are the three largest features of Canada's landscape? What is the total percentage of land covered by these three features? Much of Canada's prosperity depends on the development and trade of natural resources. Why is it important to develop these resources carefully?

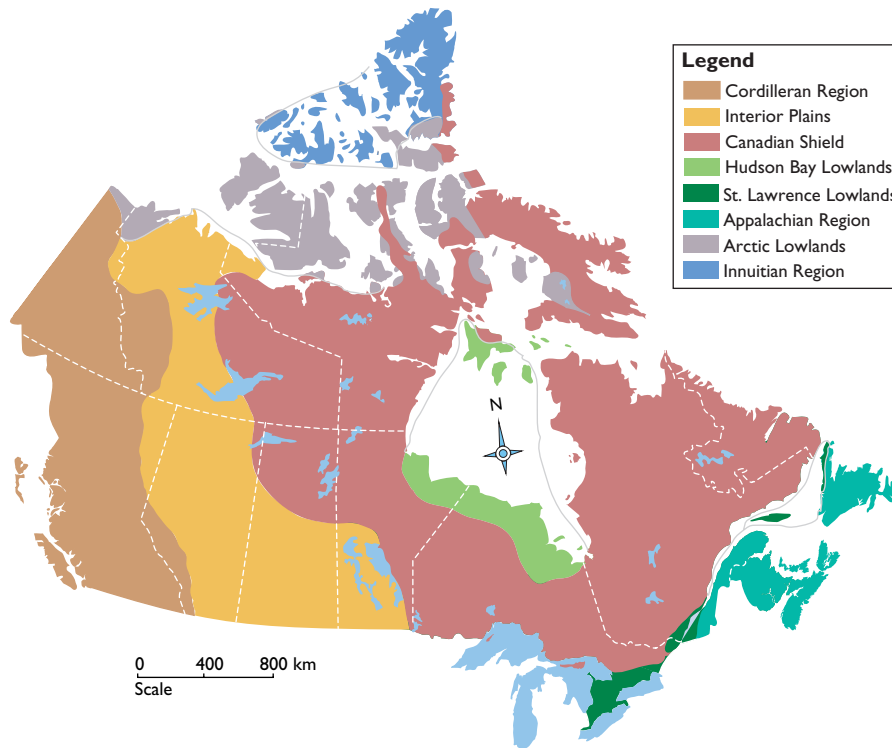


Figure 14-8

A map showing the physical regions of Canada. Most provinces and territories include several different physical regions. Which three provinces are entirely within one geographic region? How might being located in one region affect a province's resource development? How might it affect the economy?

Source: Canada Info Link, <http://www.canadainfolink.ca/physical.htm>.

## Perspectives on Conservation

Many natural resources are finite, or limited. If they are consumed faster than they develop, they can become depleted. When a resource can no longer meet demand, alternatives are sought. In many cases, however, alternatives are unavailable or in short supply.

In Canada, traditional Aboriginal fishing and hunting rights are protected by legally binding treaties. For centuries, the federal government did not adequately manage natural resources. In response, people have become concerned about conservation. At the end of the 20th century, for example, the cod fishing industry on Canada's East Coast faced a drastic reduction of fish stocks, mainly due to overfishing by commercial fishing operations from Canada and abroad. Federal conservation authorities tried to limit fishing quotas for all fishers, including Aboriginals.

A decision in 1999 by the Supreme Court of Canada upheld First Nations fishing rights. However, as part of its ruling, the Supreme Court also stated that the federal government still had the power to “regulate [Aboriginal] fishing for the purposes of conservation.” The federal government, First Nations groups, and non-First Nations stakeholders must now work together to develop acceptable conservation plans for resources. **Conservation plans** are strategies to protect and preserve resources. How can this be done fairly? How will the value that each stakeholder places on the resource affect the negotiations? Consider the perspectives of the different stakeholders as you read through the Investigation feature about logging on the next page.

**Figure 14-9**



A forest in Northern Ontario. Forests are important habitats for plant and animal species. They also absorb carbon dioxide and help keep the air clean. What factors should be considered in determining the value of a forest?



## Businesses' Responsibilities

**Something to Think About:** To what extent are businesses responsible for prosperity and sustainability?

**An Example:** Canada is the biggest exporter of forest products in the world. Softwood lumber is used to build houses and other buildings. Paper products are sold to the United States, the European Union, and Japan. The industry employs over 360 000 people in Canada. But the consequences of logging on the environment and on some Aboriginal communities have led to conflict. Should forestry companies be responsible for maintaining sustainable prosperity where they log? Read the news story below about the effects of logging on one community in Ontario.

**News Story About the Forestry Industry:** *In a letter sent to Weyerhaeuser Co. Ltd. and Abitibi-Consolidated Inc. on Tuesday, the Grassy Narrows First Nation accused the companies of cultural and environmental devastation. ... The 700-member community of Grassy Narrows has long complained that decades of unsustainable logging have poisoned area waters with mercury and other toxins and all but destroyed their Aboriginal way of life. Negotiations, lawsuits, requests for environmental assessments, public protests, and a three-year blockade in the forest have all failed to win an improvement in the situation. ...*

*"The earth is suffering and we as human beings are suffering," said Judy Da Silva, a member of the Grassy Narrows environmental committee.*

*"The water is really polluted, there's a lot of erosion on the land, and ... we're still finding high levels of mercury in animals."*

*Denis Leclerc, Abitibi's director of corporate affairs, said Grassy Narrows' demands recently changed to include recognition of their traditional land-use area, something the company has no control over.*

*"It's almost impossible for a forest and paper company to contribute concretely to a resolution when the demands from Grassy Narrows are directly related to government decisions," Leclerc said.*

—Source: "Grassy Narrows Warns Weyerhaeuser, Abitibi against 'Destruction of Homeland'," *Canadian Press*, February 28, 2006

- 1 Who should take primary responsibility for managing forests in a sustainable way: governments, businesses, or both? Why?
- 2 How do you think increased trade in the global economy affects the actions of logging companies, in terms of both the economy and the environment?
- 3 Do you think sustainable prosperity is possible with logging, or should forests be left in their natural state?

## INVESTIGATION



### Fast Facts

About 10 per cent of the world's forests are found in Canada.

Does our forestry industry affect the rest of the world? Is sustainable forest management a local issue or a global issue?



**Figure 14-10**

A table showing inter-provincial migration from July 1, 2005, to June 30, 2006. How might the movement of people, especially workers, across provinces affect sustainability and prosperity throughout Canada?

## Regional Differences

Wealth is not evenly spread throughout Canada's regions and provinces. People tend to move where they think they might find work, so migration tends to occur from less developed provinces to more developed provinces. For instance, Québec lost almost 300 000 people to other provinces over the last 20 years, while British Columbia and Alberta had an increase in population.

**2005–2006 INTER-PROVINCIAL FLOWS BY PROVINCE**

| Province/Territory        | In      | Out    | Net     | Population 2006 |
|---------------------------|---------|--------|---------|-----------------|
| British Columbia          | 55 759  | 51 980 | 3779    | 4 310 452       |
| Alberta                   | 109 686 | 52 581 | 57 105  | 3 375 763       |
| Saskatchewan              | 16 031  | 25 104 | -9073   | 985 386         |
| Manitoba                  | 14 215  | 22 850 | -8635   | 1 177 765       |
| Ontario                   | 64 236  | 85 627 | -21 391 | 12 686 952      |
| Québec                    | 25 627  | 33 782 | -8155   | 7 651 531       |
| New Brunswick             | 12 116  | 15 904 | -3788   | 749 168         |
| Nova Scotia               | 16 486  | 20 416 | -3930   | 934 405         |
| Prince Edward Island      | 3356    | 3483   | -127    | 138 519         |
| Newfoundland and Labrador | 10 544  | 14 912 | -4368   | 509 677         |
| Yukon                     | 1494    | 1688   | -194    | 31 229          |
| Northwest Territories     | 2230    | 3557   | -1327   | 41 861          |
| Nunavut                   | 1066    | 962    | 104     | 30 782          |

Source: Statistics Canada, Annual Demographic Estimates, Canada, Provinces, and Territories, 2005–2006, Table 5.

**Figure 14-11**

This driver from Newfoundland is just one of many workers drawn to the oil sands project in Fort McMurray, Alberta. Among other difficulties, the city was challenged with housing the increased population. Use what you learned in Chapter 13 and earlier in this chapter to create a list of environmental and economic challenges that might result from a large influx of people into a small city.



To distribute wealth more equally throughout Canada, tax money from all provinces is collected by the federal government and then dispensed through **equalization payments**. The amount of equalization payments that a province receives depends upon a formula that takes into account its financial well-being. Alberta, for example, has not received transfer payments since the 1960s. The transfer of funds to less wealthy provinces is designed to ensure that all Canadians have access to the same level of services such as education and health. But are these transfers fair? Is redistributing wealth a sustainable practice?

## Ideas and Opinions

“The latest outpouring from the leaders of the only two jurisdictions that do not receive the equalization and territorial financing payments—Alberta and Ontario—sets up a classic confrontation among the provinces and the territories. . . . The recipient provinces and territories, of course, will enjoy any handout they can get from the federal government, since it relieves them of cutting back spending or taxing their populations.”

—**Jack Mintz, President and CEO of the C.D. Howe Institute, a non-profit institute that works to improve Canada’s social and economic policies; quoted in *The National Post*, May 30, 2006.**

Why would the leaders of Canada’s wealthier provinces feel that equalization payments may prevent provinces that receive the payments from taking actions to improve their economic situation?

Consider an example from history. In 1980, Prime Minister Pierre Trudeau’s government created the **National Energy Policy (NEP)** with the aim of lowering energy costs across Canada. The idea behind the NEP was to protect Canadians from paying global market prices for oil and gas because the resource was readily available in Alberta. The government made oil companies in Alberta lower oil prices throughout Canada. Oil companies that did not want to comply with the new regulations closed their Canadian operations, and many jobs were lost. Although a weak world economy was affecting the entire country, many Albertans blamed the downturn in Alberta’s economy on the NEP.

The goal of the NEP was to contribute to sustainable prosperity by allowing all Canadians to enjoy low-cost oil. It didn’t work, however, because the strategy discouraged business in Canada. The oil companies were not prepared to lose profit, so they just focused on oil ventures outside the country. Successful strategies for achieving sustainable prosperity can be hard to find. Why is it important to

consider economic, environmental, *and* social factors when determining sustainability and prosperity in Canada? Is it sustainable for an economy to rely on a single resource? Is it sustainable for the government to lower the cost of resources arbitrarily?

## Genuine Progress Indicator

How can you determine whether a region in Canada (or elsewhere in the world) has a sustainable economy? One method may be to look at its **Genuine Progress Indicator (GPI)**. The Genuine Progress Indicator was first developed in the mid-1990s by an American non-profit organization called Redefining Progress. This organization developed a way to measure sustainable prosperity that took into account more than just the economic value of trade. It also considered the value of positive factors, such as volunteering and education, and negative factors, such as pollution and crime.

The GPI has been adapted and applied to different countries and regions around the world, including parts of Canada. The Pembina Institute, a non-profit environmental organization in Alberta, uses 51 social, economic, and environmental factors to measure Alberta's GPI, a measure that has steadily declined even as Alberta's economic wealth has risen. However, not all regions are using the same factors to determine GPI. For example, in 2006, GPI Atlantic Canada (a non-profit organization) measured 22 factors. How do these differences affect whether or not the GPI should be used as a tool to compare sustainable prosperity? What are its flaws? What are its advantages?

### Fast Facts

In 1985, a group of Albertans began the Pembina Institute, based on their success lobbying for higher safety standards in the oil and gas industry. They came together following a deadly accident at a gas site in Alberta in 1982.

What might motivate you to join or form an organization that supports sustainable prosperity?

## Ideas and Opinions

“We want people to rethink what progress is all about. We want to live well as people, but there's only so much ecological capacity on this planet. That's the essence of the sustainable dilemma, and that's what the GPI and other 'real life' measures can help us to do.”

—Mathis Wackernagel, director of Indicator Programs at Redefining Progress; quoted in Linda Baker, “Real Wealth: The Genuine Progress Indicator Could Provide an Environmental Measure of the Planet's Health,” *emagazine*, <http://www.emagazine.com/view/?655>.

How do you think supporters of the GPI would define “progress”? Would you agree with their definition? Why or why not?



**Figure 14-12**

The Pembina Institute includes the percentage of people who vote as one of the social factors that affects GPI. The Canadian program Student Vote (left) has students in participating schools follow the election and “vote” at the same time as federal and provincial elections. Organizers hope that this program will encourage young people to follow the example of the seniors (right), and continue voting throughout their lives. How does political participation contribute to sustainable prosperity? Why or why not?

## Explore the Issues

### 1 Make a Decision.

- Using the discussion skills you developed in Chapter 12 (pages 249–250), use information from this section to discuss how globalization has affected sustainability and prosperity in Canada. How has it affected the interactions among Canadian stakeholder groups?
- Follow the steps you learned in the Skill Path of this chapter (pages 289–290) to decide whether the effects have been generally positive or negative. List the reasons for your conclusion. **SKILLS**

### 2 Explore It.

- Follow the links at the *Perspectives on Globalization* website to the Canadian Forest



Service Model Forest Program, a sustainable development project sponsored by the Canadian government.

- Find information on why Canada’s Model Forest Program was established, who is participating in the program, and the results of the program so far.
- How does this program attempt to balance sustainability and prosperity in relation to Canada’s forests?

- 3 Fill in a Diagram.** Go back to the diagram that you drew for Explore the Issues, Activity 2 on page 295. Add at least two more points about how each category affects sustainability and prosperity based on information from this section.



# Sustainability and Prosperity in a Globalizing World

## Question for Inquiry

- **Whose responsibility is it to ensure that the needs of people worldwide are being met in a sustainable way?**

### Children in Poverty

In 2004, UNICEF found that many children in less developed countries lived without one or more basic necessities:

- 640 million children did not have adequate shelter
- 400 million children did not have safe drinking water
- 270 million children had no access to health care
- 140 million children had never been to school
- 90 million children were badly deprived of food

Source: UNICEF, 2004.

How do global issues of sustainability and prosperity affect you and those around you? In a globalizing world, how do issues of sustainability and prosperity affect the economy, the environment, and society worldwide?

### Sustainability as a Global Issue

As a person who lives in a more developed country, you likely consume many more resources than people in less developed countries. Some environmental scientists claim that the entire world needs to reduce consumption of energy and materials by 50 per cent by the year 2050 in order to keep from damaging the ecosystems of the world beyond repair. In more developed countries, scientists believe that the reduction must be about 80 per cent in order to accommodate the growth of less developed countries. How are you, as a global citizen, responsible for reducing consumption?

Figure 14-13

UNICEF child poverty figures. Though these figures are from the less developed world, there are children in more developed countries that also are deprived. Whose responsibility do you think it is to address these needs?



Figure 14-14

A composite photo of the earth at night. Which areas of the earth seem to use the most energy? Would you be willing to use less energy in order to allow for the growth of other countries? What could you do to decrease the energy that you and your family use?

## Food for All

Clean water, air, shelter, and food are the basic needs of life. Poverty deprives people of these needs. Some people believe that we must increase farming and agriculture to provide food for the world.

Farming has a big impact on the natural environment. To clear land for farming, ecosystems are changed or destroyed. Many farmers practise sustainable farming techniques, and have been very successful at keeping the environment near their farms healthy. Others have learned about the harmful effects of pesticides and fertilizers on soil, groundwater, wildlife, and people.

The real challenges of farming, however, have to do with large-scale agricultural businesses, or **agribusinesses**. In order to feed growing populations, massive commercial farms clear land to grow crops specifically for markets in other parts of the world. Trees and plants that absorb carbon dioxide from the atmosphere are destroyed. Agribusinesses can affect the environment in other ways, ranging from the loss of habitat for many plants and animals (including endangered species) to the pollution of soil and groundwater from pesticides and fertilizers. The loss of land for recreational use, such as hiking, can also occur. Social effects of agribusiness occur when small farmers who cannot compete with the larger operations are forced out of business. In some cases, the farm that they sell may have been in their family for generations.

**Figure 14-15**

Contrasting farming practices. Which farm is likely to produce more food? Which farm likely makes more of a profit? Which farm do you think is more sustainable? Why?



## READING STRATEGY

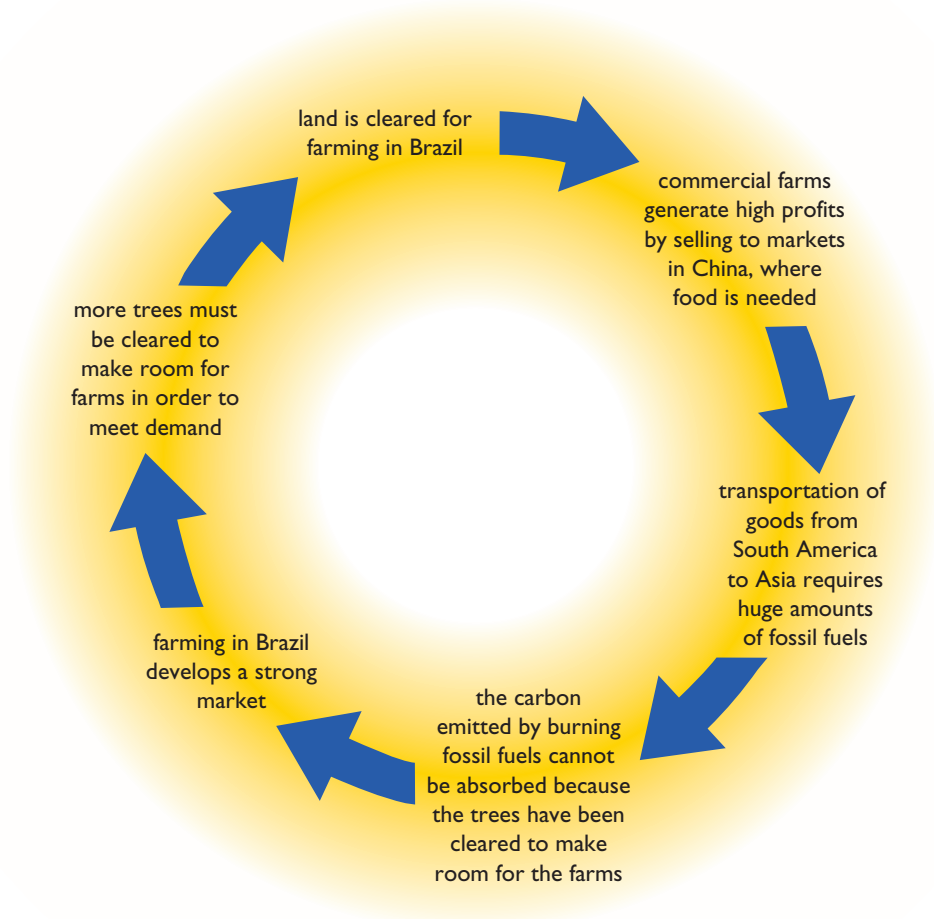
As you read, make connections to other sections of the chapter or text. What connections can you make between the soya bean industry in Brazil and the forestry industry in Canada (page 299)?

Global trading also affects the balance of sustainability and prosperity in agribusiness. This impact can be seen by examining the trade relationship between Brazil and China. One of Brazil's biggest exports is soya beans, which are sold to a booming market in China. Since 1995, 1.7 million hectares of Brazilian rain forest have been cleared for agriculture. Why is China not growing soya beans locally? Since 1995, China has developed six million hectares of **arable land** by building roads, cities, housing, and factories. China has less land available on which to farm, and a population of more than 1.3 billion people to feed. How does this situation affect sustainability and prosperity in China, Brazil, and elsewhere in the world?

Another aspect of sustainability is the concerns of the people. Many Indigenous peoples live in the rain forests of Brazil. Think about the various ways they may be affected by agricultural development. What could happen to their homes and their traditional ways of life? What could happen to the landscape around them? How might they be employed?

Figure 14-16

Agricultural development creates prosperity for some people in Brazil. What about sustainability? What concerns about environment are illustrated in this diagram?





## Ideas and Opinions

“ There is no such thing as sustainable management of forests. All we can do is minimize the damage. ”

—Nielson Vieira, Ibama (Brazil's state environmental agency).

“ Foreign environmental activists worry too much about a few trees, a few species, and a few tribes. They don't want us to develop. All we want is health and money. ”

—Jomar Nascimento Neves, Brazilian economics professor.

Two viewpoints on the destruction of rain forests for agricultural development. What other perspectives might Brazilian people have on this issue?



Figure 14-17

Indigenous people in Brazil march together to generate awareness about their land rights. How do you think the way of life of Indigenous people in the rain forests is affected by the soya bean industry?

## The Organization for Economic Co-operation and Development

Globalization has led to the development of many international organizations concerned with sustainable prosperity. **The Organization for Economic Co-operation and Development (OECD)** is a major international organization “made up of 30 countries that work together to meet the challenges of globalization.” Canada is one of 19 founding members of the OECD. The purpose of the OECD is “to help governments achieve sustainable economic growth ... while maintaining financial stability.”

The OECD is a research organization that provides information and advice through surveys and research reports. Recently, the main areas of research have been globalization, sustainable development, and the environment. What advantages might non-governmental organizations (NGOs) have over a government or corporation in assessing these issues?



## Explore the Issues

- 1 Write an Opinion Piece.** Wang Huijun, deputy director of China's Department for American and Caribbean Affairs, has said, "Since 2003 China has pursued a policy of sustainable development. But how Brazil protects its environment is up to them." Using the skills you learned in the Skill Path for Chapter 7 (pages 153–155), write an opinion piece that answers the following questions: *Do you think that each country should decide for itself how it will deal with sustainability issues? Or do you think that the international community should be involved in questions of sustainability?*
- 2 Research.** Use the Internet to research the activities of the OECD. You can begin by following the links at the *Perspectives on Globalization*  website. List three examples of how the OECD is attempting to achieve sustainable prosperity.
- 3 Write a Paragraph.** Write a paragraph on the following topic: *What are the challenges of achieving sustainable prosperity in the world today? Do you think globalization increases or decreases these challenges? Give reasons to support your answer.*
- 4 Decide.** Using Steps 1 through 4 of the Skill Path in this chapter (page 289), decide upon an answer for the Question for Inquiry: *Whose responsibility is it to ensure that the needs of people worldwide are being met in a sustainable way?* **SKILLS**



## Reflect and Analyze

In examining sustainability and prosperity, there are many perspectives to consider. The issues are complex, and the solutions require creativity, commitment, and support from many stakeholders. Reflect on your response to the Chapter Issue: *Can sustainability and prosperity be balanced in a globalizing world?* How has your response changed over the course of this chapter? Based on this and everything else you have learned in Part 3, what are your thoughts on the Main Issue for Part 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

### Respond to Ideas

- 1** Not everyone in Canada agrees that equalization payments contribute to sustainable prosperity in Canada. Consider what would happen if a similar system were in place around the world.
  - a) Take an opinion poll in your class based on the following question: *Should wealthy countries commit to contributing a portion of their GDP to sustain poorer countries?*
  - b) Now, have one spokesperson for each side explain his or her position.

c) Take another poll. Was anyone convinced to change his or her opinion?

2 American scientist and writer Carl Sagan said, “Anything else you’re interested in is not going to happen if you can’t breathe the air and drink the water. Don’t sit this one out. Do something. You are by accident of fate alive at an absolutely critical moment in the history of our planet.”

- a) Use the steps in the Skill Path of this chapter (pages 289–290) to decide what role you can play in a globalizing world. **SKILLS**
- b) Write a journal entry to reflect on how you will keep from “sitting this one out.” Explain how important you think it is to be aware of issues such as sustainability.

### Recognizing Connections between Content and Issues

- 3 a) In pairs or groups of three, select a person from your community to interview about if and how we can achieve sustainable prosperity. Try to talk to someone whose perspective is very different from yours.
- b) Draft several questions, and then choose the best questions to make up your team’s final list.
- c) Conduct your interview in person, over the telephone, or via email.
- d) Summarize what you have learned, and use this information to determine the interviewee’s position on if and how we can achieve sustainable prosperity. Then, determine your own position on what the interviewee believes.

e) As a team, present the summary of your interview to the class. After you have explained your interviewee’s position, have each team member explain his or her position.

- 4 Is there a way that your own school could contribute to sustainability? As a class, follow Step 1 from the Skill Path in Chapter 1 (pages 7–8) to brainstorm a list of ways in which your school environment could reduce waste or be more energy-efficient. Invite your principal to visit your class and listen to your ideas.

### Focus on Research and Inquiry

- 5 In July 2005, the Métis Association of Alberta formed a partnership with the provincial Minister of Sustainable Resource Development. The partnership is meant to encourage young Métis to participate in the Aboriginal Junior Forest Ranger program.
- a) Follow the links at the *Perspectives on Globalization* website for a link to the Alberta Government’s Ministry of Sustainable Resource Development. Find out about the Junior Forest Ranger Program, or another conservation program in which you could take part.
- b) Create a radio or print ad to recruit fellow students to the program.

