It’s All Connected

Unit Discussion Questions
UNIT 1
Getting Started With Global Issues

CHAPTER 1: Introduction
1. Define **Globalization**:

2. **Name** the five characteristics of a **global issue**.

3. **Global warming** is an example of a global issue. **Describe** the resources and process that cause global warming.

4. **Explain** why the **mobile** is used as a metaphor for the relationship between global issues.

5. **Apply** the concept of the mobile to the crisis in **Darfur**, Sudan, to demonstrate how issues there are interconnected.

6. What are important factors that contribute to a **good quality of life**?
7. Identify and discuss what you would consider to be an important theme in the lyrics by the Blue Scholars (italics, page 7).
CHAPTER 2: Understanding Sustainability and Resources

1. Define:
   - developed countries:
   - developing countries.

2. Define sustainability and name the three broad areas where sustainability is assessed.

3. Interpret the meaning of this quote from page 9:
   “...sustainability is not a finished product, but a work in progress.”

4. Define and give examples of renewable resources.
5. Define and give examples of non-renewable resources.

6. Define carrying capacity and give examples of how human activities can enhance or reduce Earth’s carrying capacity.

7. Define and contrast these two quality of life indicators: Gross Domestic Product (GDP) and Genuine Progress Indicator (GPI):

8. Explain what the graph at the top of page 11 shows about GDP and GPI between 1970 and the mid 1990s.

9. Interpret the cartoon, “No Exit,” on page 11. What is it saying about perspective and happiness? Give a personal example of some time when you felt like one of the people in the cartoon.
2. Analyze how government can discourage the use of non-renewable fossil fuels through tax policies or subsides (that give money to certain businesses).

3. Define system and give examples of both living and non-living systems.
4. Read the example about garbage on page 13, think of an example of a challenge in your life (such as homework), then apply first a non-systems approach, then a systems approach to study the problem. Name and describe the challenge:

Non-systems approach:

Systems approach:

5. Define worldview and list some of the major influences on worldview.

6. Use a real world event (such as the war in Iraq) to explain the relationship between events, patterns, and structures – according to the Iceberg Model.

7. Analyze how multiple perspectives and critical thinking can work together to help achieve sustainability with global issues.
UNIT 2
Understanding Population and Carrying Capacity: History, Trends, and Possibilities

CHAPTER 1: Introduction
1. List the population for Earth on these dates:
   1950:

   2005:

   2050 (projected):

2. The Earth’s population grows by about 80 million people each year. At that growth rate, state how many days does it take to add the population of San Francisco to Earth’s population.

3. Explain who supported the mother from Minya, Egypt, as she pursued family planning and looked into contraception, and discuss why this type of support might be important for women.

4. Explain how both the Cleveland High School refugee speakers and the middle school students they speak to benefit from the “IRC (International Rescue Committee) Voices” program.

5. Discuss how, when, and why parts of your family immigrated to America, or migrated about within America.
UNIT 2
Understanding Population and Carrying Capacity: History, Trends, and Possibilities

CHAPTER 2: Population Throughout History
1. Explain what caused a radical growth in human populations and lifestyle at about 8000 BC.

2. Describe the challenges faced by early Neolithic civilizations in the Fertile Crescent in the Middle East.

3. List factors that served to limit worldwide population.

4. Explain how colonizers benefited from their colonies, and how the colonized suffered?

5. Explain the discoveries and new technologies that advanced medicine and sanitation, and reduced mortality rates.
6. List the advances in health and agricultural technology that were brought from the developed world to the developing world, serving to reduce mortality rates.

7. Explain how the riddle about lilies growing in a pond dramatizes the “doubling effect” of exponential growth.

8. Analyze the factors that might go into determining family size for modern Americans? Why might parents have more children or fewer children?
UNIT 2
Understanding Population and Carrying Capacity: History, Trends, and Possibilities

CHAPTER 3: Population Trends, Carrying Capacity, Ecological Footprint, and Migration

1. Define:
   fertility rate:
   mortality rate.

2. State the specific fertility rate that would stabilize world population at around 9 million by 2050.

3. Explain population projections around each of the following issues:
   age:
   developing world:
   developed world:
   immigration and labor supply:

4. Explain why people in poorer areas tend to have larger families.

5. Define carrying capacity and explain why there is so much disagreement over it.
6. Define **ecological footprint** and state the number of acres (one acre is about the size of a football field) in the footprint of a person in India and a person in the U.S.

7. Define:
   
   **Refugee:**

   **Internally Displaced Person:**

   **Emigrant:**

   **Migrant:**

8. Explain how structural solutions to **refugee** issues attempt to address **root causes**.

9. How do you think your **ecological footprint** compares to the average U.S. citizen (24 acres)? To the average person in India (2 acres)?
UNIT 2
Understanding Population and Carrying Capacity: History, Trends, and Possibilities

CHAPTER 4: Sustainable Solutions: Stabilizing Population and Reducing Consumption
1. In addition to reducing family size, list the five most important considerations for high consuming U.S. citizens who wish to shrink their ecological footprint.

2. Explain how primary health care is a structural solution that can address root causes of high fertility rates and population growth.


4. Describe the steps taken by the Iranian government in the 1980s to reduce population growth and improve quality of life.
CHAPTER 1: Introduction

1. Read the quote on page 31. Explain what Mahatma Gandhi is saying about Earth and about people.

2. Describe the two policy components of Brazil’s Fome Zero (Zero Hunger) Project.

3. Describe the action taken by women and young people from Los Angeles to help save Mono Lake, 350 miles away.
UNIT 3
Meeting Essential Human Needs: Food, Water, and Energy

CHAPTER 2: Food for People and Water for Food
1. Analyze the meaning of the Chinese proverb at the top of page 33.

2. Define hunger (according to the United Nations).

3. Name the two areas where most of the world’s hungry people live.

4. Explain what causes structural scarcity of food.

5. Explain how high consumption of meat contributes to structural scarcity of food.

6. Explain how a diet heavy in meat impact a person’s ecological footprint.
7. Explain how **global warming** poses a threat to the planet’s food supplies.

8. Define **globesity** and give the percentage of adults in the U.S. who exceed the **healthy weight limit**.

9. Explain the metaphor about alcoholic that Kelly Brownell applies to U.S. food culture, which she describes as a “**toxic environment**.”

10. Explain how the **Green Revolution** increased agricultural production and list some of its negative impacts.

11. Define **genetically modified organism (GMO)**, and explain why they are developed.

12. Compare arguments given by **proponents of GMOs** with what **environmentalists** say about GMOs.
13. Read the Chinese proverb on page 36. Research and name the source of the water you use.

14. Name the four main phases of the water cycle and explain why experts predict that wars will be fought over water in this century.

15. Describe the critical link between food and water.

16. Explain how global warming can impact aquifers (underground water tables).

17. Explain how subsides for meat products impact water consumption.

18. Analyze your own personal water use. Which aspects of your diet and household activities consume the most water?
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UNIT 3
Meeting Essential Human Needs: Food, Water, and Energy

CHAPTER 3: Sustainable Solutions: Food and Water
1. Analyze the quote from A River Runs Through It (page 38). What do you think McLean means when he says he is “haunted by waters”?

2. Choose one of the three main areas of personal solutions for food and water (italic captions on page 38), and apply that solution to your life. Describe three specific steps you could take to address food and water security.

3. Choose one of the five structural solutions for water productivity and explain how government restrictions and subsides could support that solution.

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4. List three structural solutions for efficient food production, and explain how the United Nations has applied these solutions to both vegetable and protein production in Sri Lanka.

5. Analyze one of the organizations featured on page 40, either WaterPartners International or Heifer International. Name the organization, and describe the problem and their program (solution).
UNIT 3
Meeting Essential Human Needs: Food, Water, and Energy

CHAPTER 4: Energy – Fossil Fuel Issues and Impacts

1. Describe what typically happens to energy production and consumption in developing countries as they build their infrastructure for transportation and industry.

2. Explain how even though substantial oil supplies remain on Earth, it is still predicted that we will run out of this energy source in the next 30 years.

3. Interpret the graph on page 41. How much have CO2 emissions from fossil fuel use grown between 1970 and 2001?

4. Name three global impacts of fossil fuel development and use (both human and environmental).

5. Explain how, especially in the 20th century, oil “has been a good friend to the United States.”

6. List the hidden costs of oil.

7. Name three positive, sustainable things that might happen if Americans paid the true cost of oil?
1. List 8 structural energy solutions that are already available, but require the cooperation of governments, businesses and energy organizations.

2. Explain how the U.S. government can support renewable Green Power.

3. Define leapfrog technology and name three regions of the world with rapidly growing populations where leapfrog technology could be especially important.

4. Consider your own lifestyle and identify your two greatest energy uses. Be sure to consider the “embodied” energy it takes to produce, transport and dispose of products.

5. Explain how wind power in Spirit Lake is an example of a decentralized energy project.
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UNIT 4
Environment: Keeping Our House in Order

CHAPTER 1: Introduction
1. Analyze the quote by Wangari Maathai on page 47. According to her, what is the human responsibility to the planet’s ecosystem and why is this important?

2. Define the three type of biodiversity:
Species biodiversity:

Ecological biodiversity:

Genetic biodiversity:

3. Give the estimate of how many species vanish every year.

4. Read the story, Global Warming in the Solomon Islands. Describe the preparations being taken by people in Selna’s coastal village in anticipation of impacts from global warming.

5. Read the Youth in Action feature, Do You Have Global Eyes? Apply the three projects undertaken by this group to your own life. Assume that you are to participate in a similar group in your neighborhood or city. Describe the specific actions you could take in each of these three areas.
Education:

Recycling:

Research:
CHAPTER 2: Biodiversity and Forest Habitats

1. Analyze the Portuguese prayer on page 49. What or who is the “I” and “me” in the prayer? What might the prayer make us think about or do differently?

2. Give the estimate for how much of Earth’s surface has been converted to cropland or pasture, and name the term that describes the spread of desert areas due to drought and overgrazing.

3. Summarize the importance of forests for biodiversity.

4. Summarize the importance of forests for oxygen creation and carbon dioxide absorption.

5. Summarize the importance of forests for erosion control.

6. Name the two primary causes of deforestation in developing countries.

7. Name the primary use of forest products in developed countries.

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8. Describe exactly what you could do to reduce wood consumption. Apply at least two of the personal solutions to your own lifestyle. Be specific. What would change? How?


10. Given that most of the wood used in the developing world is for fuel to heat and cook, explain why the smokeless Chula offers many benefits.

11. Interpret the claim made by the Chinese government in their banning of tree cutting in the Yangtze River Basin that “a standing tree was worth at least three times what a cut tree was worth as a lumber product.”

12. Explain how sustainable coffee production benefits both the forest and the world’s 25 million coffee farmers.

13. List the three questions posed by The Natural Step when assessing the sustainability of a business practice?

14. Choose one specific company whose products you use or consume, and analyze the sustainability of one business practice of the company in terms of the three assessment questions offered by The Natural Step. An example might be shoe packaging.
   Good for business?
   Good for society?
   Good for the environment?
UNIT 4
Environment: Keeping Our House in Order

CHAPTER 3: A Breath of Fresh Air

1. Read the quote by Carl Sagan about “seeing” the thin layer of Earth’s atmosphere. Name times when you either “see” or “think” about the air you breathe.

2. Define smog and list its impacts.

3. Define acid rain and list its impacts.

4. Define thinning of the ozone layer.

5. Define global warming and list its impacts.

6. Give an example of how the U.S. government can contribute to air quality solutions.

7. Explain the purpose of the Kyoto Protocol.
UNIT 4
Environment: Keeping Our House in Order

CHAPTER 4: The Ocean Planet

1. Interpret the quote by Arthur Clarke on page 58: “How inappropriate to call this planet Earth when clearly it is Ocean.” What does he mean by this?

2. Regarding carbon dioxide, compare the function of oceans and forests.

3. List four of the seven major human impacts on the ocean and connect your life to one of these impacts. In other words, how might your lifestyle contribute to that impact?

4. Explain why time lag and spatial scale make “an ounce of prevention” especially important when we consider the health of the oceans.

5. Apply one personal solution for healthy seas to your own life. Explain how, where, and when you could implement the strategy.
6. Give a one sentence summary for each of the following structural solutions for healthy seas:
   Marine conservation:

   Fisheries management:

   Aquaculture:

7. Define tragedy of the commons, and give a real-life example of how this can occur.

8. Interpret the story at the top of page 62, “Autumn Floods: The River God and the Ocean God.” What message might this story have for humans?
CHAPTER 5: Sustainable Solutions – Environmental Justice

1. Interpret the quote by Bishop Desmond Tutu about the elephant and the mouse on page 62. What is it saying about inaction in the face of injustice?

2. Explain why a true measure of sustainability must consider not only environmental and economic factors, but also the needs and well-being of society and the issue of environmental justice.

3. Paraphrase (put in your own words) the goal of environmental justice, according to the EPA (Environmental Protection Agency).

4. Review the sampling of facts about landfills, lead-based paint, asthma and air pollution, and then analyze how it is that these environmental injustices can take place in the United States, the world’s wealthiest democracy. Why do the poor, and people of color, especially, suffer from environmental hazards?
5. Apply a **personal solution** for environmental justice to your own life. Think about an existing or potential environmental injustice in your community, city, or region, and describe what you could do to be involved in a solution.

6. Read the feature on **shrimp farming** on page 64. *Describe* how the Environmental Justice Foundation involves local people in the cause of their own environmental health.

7. Read “**Gandhi Is Fasting**” and *interpret* what Langston Hughes might be suggesting that the fast does for “mighty Britain” and for “All of Asia’s watching” as well as “Here in the U.S.A.”
UNIT 5
Quality of Life: Culture, Health, Education, and Human Rights

CHAPTER 1: Introduction
1. Compare the original meaning of the word **wealth** with its typical modern application.

2. Explain how the concepts of **relationship** and **reciprocity** contribute to quality of life for the Oglala Lakota people.

3. Explain how **Ricardo “Kool Aid” Chavez** uses hip-hop as a positive force.
CHAPTER 2: Well-Being and Happiness – In Search of the Good Life

1. Contrast alternative quality of life indicators such as the HDI, GPI, WI, and FSI with the GDP (Gross Domestic Product).

2. List factors that contribute to the low quality of life ranking (17th) of the U.S. among industrialized nations.

3. Define the “culture of envy” that some say drives American culture, and apply this concept to your own life. When do you envy something other’s have, when having it may not actually increase your happiness or improve your quality of life?

4. Describe how high consumption, long working hours, television viewing, and long commutes tend to be a self-perpetuating cycle that contributes to American’s weak civic engagement.
5. Interpret the poem, “Work,” by Peter Spiro. Why does Spiro seem to envy nature?

6. Research shows that there is little real gain in happiness in developing countries after income tops $13,000 annually. Analyze the implication of this finding.

7. Explain how Mayor Enrique Peñalosa increased happiness and quality of life in Bogotá, Columbia.

8. Beyond meeting basic survival needs, list factors that, according to research, contribute to happiness and well-being.

9. Apply the concept of “flow” to your own life. What kind of activity makes you feel “unself-consciously absorbed in a mindful challenge”? Consider sports, arts, academics, or anything where you are focused in a deeply satisfying way.

10. Identify and describe where it is in your life that you could “take back your time” and also describe a time when you enjoy “slow food,” that is, food that is prepared slowly and carefully, and enjoyed thoroughly with friends or family.
CHAPTER 3: Improving Quality of Life – Government, Business, and Individuals

1. Give two examples of how governments and large institutions can exercise the “pull” effect of subsides to promote sustainable progress in quality of life.

2. Give two examples of how government can exercise the “push” effect of consequences to improve quality of life.

3. Give two examples of how businesses can support sustainable development.

4. Contrast two types of lifecycle design: cradle-to-grave and cradle-to-cradle.

5. Identify and describe two steps you could take to improve the quality of your life, one which involves how you spend your time, and the other involving what you consume in the way of food or other consumer products.
CHAPTER 4: Tradition, Technology, and Media – Preserving Culture

1. Interpret the quote at the top of page 74. According to Wole Soyinka, what does culture provide us with for the future?

2. Give an example of when your own worldview (your ideas about values, language, behavior, and material things) was challenged by visiting or communicating with people who held a different worldview.

3. Define culture.

4. Explain why indigenous (native) people want local control over their plants and crops.

5. Analyze the quote: “Cultural diversity is to the human species what biological diversity is to the genetic wealth of the world.”
6. Define:
 Media:

Mass Media:

Telecommunications:

7. Summarize the pro-technology position of people like Florman and Hardison.

8. Summarize the term, “technology gap,” and give an example of the technology gap on a more local level – in your own neighborhood, city, region, or state.

9. Review the last text paragraph on page 76 and the feature on cell phones. Describe the importance and potential of cell phones in developing countries (like Nigeria).

10. List two of the other non-high tech applications of basic technology in developing countries that many argue are more important than telecommunications.

11. Explain how in this era of globalization, mass media has become a sort of “commons.”
12. Many people are concerned that the increasing concentration of media within large corporations poses a threat to democracy. Analyze the television you watch or radio that you listen to. Does this media help or hinder your awareness as a citizen in a democracy? What messages do you get that might make you less aware of some things and more aware of other things? Give specific examples.

13. Describe two things you already do that are examples of preserving culture or being a wise consumer of media.

14. Describe neoradio and state your opinion about it. Do you like the stations you listen or would you prefer to listen to a station with less advertising and more music, and possibly more commentary on the music?
CHAPTER 5: World Health
1. Interpret the quote at the beginning of the CHAPTER: “The first wealth is health.”

2. Describe your feelings about any one of the statistics on the state of world health. Think of the numbers as real people, and try to give the numbers scale and meaning.

3. Name the two main factors contributing to illness and disease worldwide.

4. List at least three human activities that have been linked to the spread of pathogens.
5. Explain the equity link to health in developed countries. What does income equality have to do with health?

6. Explain: how people get AIDS; its economic impact; prevention; treatment; and, solutions for AIDS.
   Transmission of AIDS:
   
   Prevention:
   
   Treatment:
   
   Solutions:

7. Describe a region, program, or individual that serves as an example of winning the battle against AIDS.
UNIT 5
Quality of Life: Culture, Health, Education, and Human Rights

CHAPTER 6: Sustainable Solutions – Human Health

1. List the three Millennium Development Goals that relate to health.

2. Name two of the most important and inexpensive preventions and treatments for the most common health problems, such as infant mortality and diarrhea.

3. Explain how population stabilization can be achieved and also how this impacts health.
4. *List two funding solutions* for improving health in developing countries.

5. *Define close-to-client (CTC)* health care delivery.

6. *Justify* substantially *increased investment in health* for the world’s poor. In addition to saving lives and improving quality of life in developing countries, what are other benefits?

7. Consider diet, exercise, recreation, and rest. Choose two areas and *name a personal health goal* for each. For each goal *describe* at least two concrete steps towards realizing that goal.
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UNIT 5
Quality of Life: Culture, Health, Education, and Human Rights

CHAPTER 7: Education – Issues and Solutions

1. Interpret the quote, “Only the educated are free.” What does this mean, both for others and in your life?

2. Choose any one of the benefits of education that are listed on the left column of page 85 and write a full paragraph explaining exactly how education enables that particular benefit. Describe, hypothetically, an individual or a family and how education gains them that benefit.

3. List two existing strategies for building universal primary education and adult literacy.

4. Analyze the quote, “Gender equality [in education] is not just a goal in its own right – it is central to achieving all other goals.” What does this mean? Beyond the ideal of gender equality, what are the benefits of educating girls and women?
5. Choose and interpret one of the **specific measurements for improving the education of girls and women**. What would this particular measurement tell us about progress in education?

6. Think of a girl or a woman that you know (or know of). If you are a girl, you can focus on yourself. Describe exactly how that girl or woman’s education has or will improve her quality of life – and the lives of others. Your example should show how, “**When women do better everybody does better.**”

7. Describe a personal or educational experience that helped you to experience “**ecology, far and near,**” enabling you to better understand, appreciate, or care for the natural environment.
CHAPTER 8: Human Rights – Issues and Solutions

1. Define:
   Freedom:
   Justice:
   Equality:
   Democracy:

2. Review the sampling of political injustices listed on page 88. Explain which particular statistic most shocks or offends you and why. How does this particular fact contrast with your life? What do you perhaps take for granted in terms of freedom and justice?

3. Give your opinion. Why do you think women suffer disproportionately from human rights abuses?
4. Read the Literature Connection on page 89, “Human Rights for a New Millennium.” Irony contrasts apparent and intended meaning, often with humor. Discuss how Galeano uses irony to make us think about what we tend to accept as “normal” and what “could be.” Give at least one quote to support your interpretation of the use of irony in the poem.

5. Evaluate the role of the UN’s International Criminal Tribunal (ICT) in the case of genocide in Rwanda. What was the importance of the ICT’s role there?

6. Describe the role and particular value of nongovernmental organizations for the cause of international human rights.

7. Read and evaluate the Universal Declaration of Human Rights summary on page 91. Do you think this document is useful and realistic, or impractical and hopelessly idealistic? Write one paragraph defending your position.
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**UNIT 6**
Building Sustainability: Governance, Economic Development, and Peace

**CHAPTER 1: Introduction**

1. List factors that contribute to what makes a nation.

2. In addition to the second paragraph of text, visit the glossary to define globalization.

3. Describe how and why Amadu Suma’s worldview and problem solving methods changed.

4. Imagine that you have been selected to participate for training with Third World Majority. What issue would you attempt to address through your media presentation?


What would your message be?
CHAPTER 2: Governance – Standards of Effectiveness
1. Define governance.

2. Explain what the involvement and responsiveness standards for good governance offer stakeholders.

3. List and describe the three parts of governance.

4. Explain how decentralization of government can provide improved involvement, responsiveness, and transparency.
5. *Describe* the mission and program of a **civic organization** that you know of. Consider community, city, regional, and national organizations.

6. *Explain* why the **private sector** has become increasingly important.

7. *List* two ways that government can promote **equity, access, and health** by influencing the private sector.

8. Review *The Web of Democracy*. Think of a “top-down” system that you are familiar with, where authority is concentrated at the top. Then, *apply* a **systems thinking** model for decentralization of decision-making. *Describe* how the system would change and *predict* how the results would be good or bad.
CHAPTER 3: Ineffective Governance – Sources and Impacts
1. Interpret George Washington’s quote: “A government is like fire – a handy servant, but a dangerous master.”

2. Review the entire CHAPTER, and then list some of the difficult political, economic, and social challenges faced by many developing modern states that were colonized.
UNIT 6
Building Sustainability: Governance, Economic Development, and Peace

CHAPTER 4: Governance in the United States

1. Interpret the Gunter Grass quote: “The job of a citizen is to keep his mouth open.”

2. Choose one example of effective governance in the U.S. Summarize the example in one sentence, and then explain how the example displays environmental, economic, or social sustainability – serving present and future generations of Americans.

3. Review the suggestions for how the U.S. government could improve quality of life. Apply the standard of sustainability to one of these, explaining if and how the example would attain environmental, economic, and social sustainability.

   Government action:

   Environmental sustainability:

   Economic sustainability:

   Social sustainability:

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4. Give your opinion on what, if any, limits should be placed on the funding of political campaigns in the U.S., and why. What desirable results would result from your plan?

Type of Limit:

Purpose:

Desired result:

5. Analyze the case of Porto Alegre to identify what you think was the most important part of their entire process for implementing a decentralized budget. Give your analysis of why this was the key step.
CHAPTER 5: Global Governance and Sustainability

1. **Outline** the shifting areas of United Nations focus during the following periods:
   - 1950s-1960s:
   - 1960s-1980s:
   - Through 2000:

2. Choose one of the **UN’s Millennium Goals** and **analyze** its desired results in terms of the three-fold standards of **sustainability**. Think about the global issues “mobile” and how solutions, as well as impacts, are interrelated. How might that goal improve **present and future** lives in the areas of environmental, economic, and social sustainability?

   **MDG:**

   Environmental sustainability:

   Economic sustainability:

   Social sustainability:

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3. Subtract to find the difference, in years, between the **average life expectancy** of a person living in a more developed country and a person living in a least developed country. Now, **imagine** what phase of life a person in a least developed country might miss during a life shortened by this amount.

4. **Name** the percentage of the United Nation’s work that goes towards economic and social development, versus international mediation and conflict resolution, and the number of **Iraqi** citizens provided food and care by the UN during the period of international sanctions aimed at removing Saddam Hussein.
UNIT 6
Building Sustainability: Governance, Economic Development, and Peace

CHAPTER 6: Economy, Inequality, and Poverty – Past and Present

1. Analyze the quote, “Poverty is the denial of opportunity.” What does Amartya Sen mean by this? List at least 5 opportunities that might be “denied” by a life of poverty.

2. Describe one example of economic inequality in history, either from the hunter-gatherer period, early civilizations, or the era of colonization.

3. Explain how it can be that in the United States and other wealthier countries, the degree of income inequality serves as a reliable indicator for unhappiness – for both the poor and the wealthy.
4. Consider the saying, “Give a person a fish and they will eat for a day; Teach a person to fish and they will eat forever.” Explain how this quote can help us address poverty.

5. Describe one aspect of the case against globalization by summarizing either the argument against excessive corporate power or sweatshops and outsourcing.

6. Summarize one of the main ideas behind the case for globalization and also summarize the argument that corporations should be allowed to grow their businesses in developing countries with a minimum of regulations.
7. Define the roles of these international organizations:
International Monetary Fund (IMF):

World Bank (WB):

World Trade Organization (WTO):

8. Summarize the UN’s suggestion for economic development and how to resolve controversy over the roles of the IMF, WB, and WTO.

9. Review the definitions under “Generating Revenue: What Gets Taxed?” (page 110), then conduct a brief interview of any adult. List the taxes they pay during a typical year.

10. Interpret the cartoon by Andy Singer on page 110. How does he use satire to depict the irony of the driver’s claim about subsides for public transit?
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UNIT 6
Building Sustainability: Governance, Economic Development, and Peace

CHAPTER 7: Sustainable Solutions – Strategies for Economic Development

1. Describe the connection between higher incomes, stabilizing population growth, and breaking the cycle of poverty.

2. Explain how self-interest, in addition to ethical motivation, can lead developed countries to reduce global poverty.

3. Justify the United Nation’s suggestion that economic development should emphasize exports rather than commodities in developing countries, and should be labor intensive rather than capitol intensive.

4. Define:
Stakeholders:

Stockholders:
5. *Describe* what **corporate social responsibility (CSR)** requires of corporations.

6. *Explain* how **microcredit** (or **microlending**) can break the cycle of poverty.

7. *Summarize* the three steps for **natural investing**:
   
   Step 1:
   
   Step 2:
   
   Step 3:

8. *Imagine* that you are a poor parent like Sampa Turay, living in a poor country like Sierra Leone. Propose a business plan (different than Sampa’s plan) to obtain a **Trickle Up microgrant** to break the cycle of poverty for your family. Consider your limited education and limited resources ($100 startup money), and also all three standards of sustainability: business (financial) success, social well-being, and impacts on the environment.
   
   Business proposal:
   
   Business success:
   
   Social well-being:
   
   Environmental impacts: (plan should have limited environmental impacts)
1. Define these types of conflict:
   - Interstate war:
   - Intrastate or civil war:
   - Genocide:
   - Ethnic cleansing:

2. Explain why terrorism is an example of asymmetric warfare.

3. List at least 3 characteristics of 21st century conflict.

4. Explain how evolving weapons technology has changed modern warfare.

5. List at least 6 impacts of conflict from pages 117-118.
2. Name seven strategies for peace and write one sentence for each to explain, specifically, why that strategy reverses the cycle of conflict.

Post conflict Opportunity

Reprioritizing Budgets:

International Debt Relief:

Universal Primary Education and Adult Literacy:

Universal Health Care:

Human Rights and War Crime Courts:

Environmental Protection and Conservation:
3. Interpret the quote: “Peace has to be created in order to be maintained.”

4. List some of the functions that modern armies might carry out if they were to wage peace.

5. Describe a time when you either witnessed or participated in a peaceful resolution of a conflict between friends or family. What change in attitude, perspective, or behavior was the key to the conflict’s resolution?

6. Explain why the Nile Basin Water Sharing agreement is important.

7. Give your opinion. What is the single most crucial aspect of the Arab-Israeli youth camp, Seeds of Peace? What makes it work for the young people involved?
CHAPTER 1: Introduction

1. *Interpret* the quote: **“Be the change that you want to see in the world.”**

2. *List* three **global issues** that have converged in a relatively short period of time to create a serious impact on the planet and a pressing need to create a more sustainable future.

3. *Name* two factors that contribute to chances for **success in meeting global issues**.

4. *Review* the feature on **Global Visionaries** on page 124. *Discuss* the learning experience of the American students around topics such as ecological footprint and quality of life.
UNIT 7
Possible Futures and Sustainable Solutions

CHAPTER 2: On the Road with Global Issues: Sustainable Solutions Close to Home

1. Interpret the quote: “If you think your actions are too small to make a difference, you’ve never been in bed with a mosquito.”

2. Explain steps to be taken by people in the developed world that can result in immediately significant and measurable progress toward sustainability.

3. List four rules of the road for personal action, then choose one and apply it to your life. Describe one action you could take to act according to this particular guideline. Be specific. For example, in choosing to build “your connections with the world” you could take “personal action” to learn a foreign language, but you must also explain when and how and why you would do this.

Four Ground Rules:

One Ground Rule, applied to my life:
When:

How:

Why:
It's All Connected: A Comprehensive Guide to Global Issues and Sustainable Solutions

UNIT 7
Possible Futures and Sustainable Solutions

CHAPTER 3: Going Global – Sustainable Structural Solutions

1. Interpret the quote: “When you change the way you look at things, the things you look at change.”

2. Explain the benefits that can result at the family level by transitioning in the developing world to a mixed economy of productive farms and sustainable manufacturing, breaking the cycle of poverty, hunger, and poor health.

3. Choose and evaluate one of the United Nations Millennium Development Goals. Write three sentences to explain why the goal is important for sustainability and quality of life, what will make it challenging, and one concrete strategy or program that would help progress towards the goal.

Millennium Development Goal:

Importance:

Challenges:

Strategy or program:
4. In supporting structural change, how can you be like the mosquito, effecting significant progress by using **leverage points** and **systems thinking**? Name the one United Nations Development Goal (MDG) that you believe is most important for improving quality of life. Then, **apply** any one of the leverage points from pages 127-128 to this MDG. **Explain** exactly how this leverage point might help achieve the MDG. Try to imagine real challenges and real possibilities. Be specific.

**MDG:**

Leverage point:

**Exactly how the leverage point could help effect progress towards the MDG:**

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5. **Review** the **Earth Charter** on page 129. Choose any one of its 16 principles. **Explain** how that principle could help achieve environmental, economic, and social sustainability to meet the needs of **present and future** generations:

**Earth Charter Principle:**

Environmental sustainability for present and future generations:

Economic sustainability for present and future generations:

Social Sustainability for present and future generations: