

## Introduction to Global Studies

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# *Introduction to Global Studies*

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LBLARSEN

Larsen

BRAINERD

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## *Introduction to Global Studies*



This course introduces students to the basic concepts, trends, perspectives and interconnections of global society. Through readings, discussions, videos, webcasts and other activities, students examine the interdependence of people around the world and global issues that affect these relationships. It will provide an overview of the history and theoretical approaches that have created a global society through topics such as global politics,

human rights, the natural environment, population, disease, gender, information technology, war and peace. This is a required course for the Global Studies Emphasis.

By the end of the course, you will be able to apply theories to understand current world events and recognize similarities and differences between cultures and environments

You will be able to

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition. *MnTC Goal 5*
- Examine social institutions and processes across a range of historical periods and cultures. *MnTC Goal 5*
- Develop and communicate alternative explanations or solutions for contemporary social issues. *MnTC Goal 5*
- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions. *MnTC Goal 8*
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution. *MnTC Goal 8*
- Understand the role of a world citizen and the responsibility world citizens share for their common global future. *MnTC Goal 8*



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## *Global Studies: An Introduction*

Millions of people today, are facing many issues all over the world and even though attempts have been made to eradicate these issues, they still affect millions. Population growth speed is increasing rapidly and as population increases so does the number of issues within society. Issues today are prevalent amongst communities, states and countries, though efforts as been made to address these issues they are still a driving force within the world. Issues such as: poverty, war and violence, human rights, natural resources depletion, education, pollution, health and inequality. Issues are everywhere, many of these global issues has been around for some time. Issues on a global scale have been around for decades, many researches have been conducted to better understand the world's issues on a global level; where it stems from and who it affects. These issues affect people's lives in various ways and are one of the main causes of mental issues, family issues, lack of education, health and the cause of a vicious cycle of violence. Global Studies not only challenges you to think, but stimulate one's mind with different aspects of the world that we live in. This class will have you informed on numerus global phenomenon impacting or affecting the world. Because this course covers materials from different areas and requires you to do your own research, there will be several topics from the course outline that

will be elaborated on and provide some examples of what this class requires.

Global Studies is the study of issues across national borders in and how certain issues relates to other issues within society. Global studies is intended for students to provide numerous ways of thinking that can create change and is always consistent with the modern world. Recognizing global studies without recognizing the characteristics of or within global studies is rather depressing, a main characteristic of global studies is the importance of global citizenship.

#### Global Citizenship

"Individuals who are looking to understand what is global studies often are drawn to not only understanding transnational issues, but for many, there is also an importance attached to the idea of a unified world community as a whole. Individuals are not confined to the idea that no interconnectivity exists. But rather, there are attempts to understand and empathize with the experiences of others throughout the world. Their issues are often connected. We want to be better versed in what is happening in the world, and understanding the relationships between these various transnational issues"

What do you think of global studies?

Why are you taking a global studies class?

What would you like to learn about, and how would you do so?

<https://career.sa.ucsb.edu/students/career-planning/choosing-major/global-studies>

<http://internationalrelations.org/what-is-global-studies/>

Leon Lyttle



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## CHAPTER 2

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# *Why Global Studies?*



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- What dreams did you have as a child?
- Do you have any plans for adventure in the future?
- Why do you think some people crave adventure in their lives?
- Do you agree with the speaker about the flaws in the economic system?
- Do you recycle? Do you reuse?
- Do you agree that we can change the way our economy works in our lifetime?
- **Who am I? Why am I taking this class? What do I want to learn?**

**CHAPTER 3**

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*The Danger of a Single Story*

LBLARSEN



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What are your stories? Is there a 'single story' about you that is wrong? Respond to this video using current events.



## CHAPTER 4

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*As we move through this class, I encourage you to answer these questions at the beginning of each topic.*

- What do I already know or think I know about this global issue?
- How do I feel about it?
- How have I come to know and feel these things?
- What am I interested in finding out?
- How can I find out?
- How does this issue relate to my life or my community?

## CHAPTER 5

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# *What is Globalization?*

As globalization and technological advances bring us hurtling towards a new integrated future, Ian Goldin warns that not all people may benefit equally. But, he says, if we can recognize this danger, we might yet realize the possibility of improved life for everyone. Ian Goldin is director of the 21st Century School at Oxford. Through the school's program of research, collaboration and education, he's powering new, cross-disciplinary thinking about global problems from the near and far future.



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Your Response:

**Goldin identifies four systemic risks of globalization: loss of biodiversity, climate change, pandemics, and financial crises. Which of these is of greatest concern to you, and why? Which do you think is most worrisome to the general public?**

Read this article on the World Economic Forum  
<https://www.weforum.org/agenda/2019/01/how-globalization-4-0-fits-into-the-history-of-globalization/>

There are a variety of more specific resources on this website.

Choose one to read. You might read about Globalization of Culture or Globalization of Politics.

<https://www.globalpolicy.org/globalization.html>

Wikipedia has quite a comprehensive entry on Globalization. You can find it here.

<https://en.wikipedia.org/wiki/Globalization>

Your Response:

- **Summarize the most important points.**
- **Which specific points connect to your own experience?**

## CHAPTER 6

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# *Global Citizenship*



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- What does it mean to be a global citizen? What distinguishes global citizenship from national citizenship?
- What are human rights? Who protects them? How do human rights relate to global citizenship?
- What are the responsibilities of a citizen within communities at local, national, and global levels?
- How can global citizens take thoughtful, informed, and responsible action locally to bring about global change?

### [Global Citizen](#)

The above link includes many different articles on issues related to being a global citizen. Read about one of these issues.

- Girls & Women
- Health
- Education
- Finance & Innovation
- Food & Hunger
- Water & Sanitation
- Environment
- Citizenship

### **Summarize the article and respond.**

- What do I already know or think I know about this global issue?
- How do I feel about it?
- How have I come to know and feel these things?
- What am I interested in finding out?
- How can I find out?

- How does this issue relate to my life or my community?

## CHAPTER 7

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# *Political Globalization*

In this chapter, we explore political globalization and nationalism. Read first about Political Globalization from Wikipedia.

## POLITICAL GLOBALIZATION

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From Wikipedia, the free encyclopedia [https://en.wikipedia.org/wiki/Political\\_globalization](https://en.wikipedia.org/wiki/Political_globalization)

**Political globalization** refers to the growth of the worldwide [political system](#), both in size and complexity. That system includes [national governments](#), their [governmental](#) and [intergovernmental organizations](#) as well as government-independent elements of [global civil society](#) such as [international non-governmental organizations](#) and [social movement organizations](#). One of the key aspects of the political globalization is the declining importance of the [nation-state](#) and the rise of other actors on the political scene. The creation and existence of the [United Nations](#) has been called one of the classic examples of political globalization.

Political globalization is one of the three main dimensions of



globalization commonly found in academic literature, with the two other being [economic globalization](#) and [cultural globalization](#).<sup>[1]</sup>

## DEFINITIONS[[EDIT](#)]

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The [Flag of the United Nations](#) flying at United Nations Plaza in the [Civic Center, San Francisco, California](#). The UN is one of the key organizations in the process of the political globalization [William R. Thompson](#) has defined it as “the expansion of a global political system, and its institutions, in which inter-regional transactions (including, but certainly not limited to trade) are managed”.<sup>[2]</sup> Valentine M. Moghadam defined it as “an increasing trend toward [multilateralism](#) (in which the [United Nations](#) plays a key role), toward an emerging ‘transnational state apparatus,’ and toward the emergence of national and [international nongovernmental organizations](#) that act as watchdogs over governments and have increased their activities and influence”.<sup>[3]</sup> [Manfred B. Steger](#) in turn wrote that it “refers to the intensification and expansion of political interrelations across the globe”.<sup>[4]</sup> The longer definition by [Colin Crouch](#) goes as follows: “Political globalization refers to the growing power of institutions of [global governance](#) such as the [World Bank](#), the [International Monetary Fund](#) (IMF) and the [World Trade Organization](#) (WTO). But it also refers to the spread and influence of [international non-governmental organizations](#), [social movement organizations](#) and transnational advocacy networks operating across borders and

constituting a kind of [global civil society](#).<sup>[5]</sup> Finally, [Gerard Delanty](#) and [Chris Rumford](#) define it as “a tension between three processes which interact to produce the complex field of [global politics](#): global [geopolitics](#), global [normative culture](#) and [polycentric networks](#).”<sup>[6]</sup>

## METHODOLOGY[[EDIT](#)]

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[Salvatore Babones](#) discussing sources used by scholars for studying political globalizations noted the usefulness of [Europa World Year Book](#) for data on diplomatic relationships between countries, publications of [International Institute for Strategic Studies](#) such as *The Military Balance* for matters of military, and US government publication *Patterns of Global Terrorism* for matters of terrorism.<sup>[7]</sup>

Political globalization is measured by aggregating and weighting data on the number of embassies and high commissioners in a country, the number of the country's membership in international organization, its participation in the UN peacekeeping missions, and the number of international treaties signed by said country. This measure has been used by [Axel Dreher](#), [Noel Gaston](#), [Pim Martens](#) [Jeffrey Haynes](#) and is available from the [KOF institute](#) at [ETH Zurich](#).<sup>[8][9]</sup>

## ASPECTS[[EDIT](#)]

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[Like globalization itself](#), political globalization has several dimensions and lends itself to a number of interpretations. It has been discussed in the context of new emancipatory possibilities, as well as in the context of loss of autonomy and fragmentation of the social world.<sup>[6]</sup> Political globalization can be seen in changes such as [democratization](#) of the world, creation of the global [civil society](#),<sup>[10]</sup> and moving beyond the centrality of the [nation-state](#), particularly as the sole actor in the field of politics.<sup>[4][11]</sup> Some of

the questions central to the discussion of the political globalization are related to the future of the nation-state, whether its importance is diminishing and what are the causes for those changes; and understanding the emergence of the concept of [global governance](#).<sup>[12]</sup> The creation and existence of the [United Nations](#) has been called one of the classic examples of political globalization.<sup>[11]</sup> Political actions by non-governmental organizations and social movements, concerned about various topics such as [environmental protection](#), is another example.<sup>[11]</sup>

[David Held](#) has proposed that continuing political globalization may lead to the creation of a [world government](#)-like [cosmopolitan democracy](#), though this vision has also been criticized as too idealistic.<sup>[13]</sup>

## POLITICAL GLOBALIZATION AND NATION STATE[EDIT]

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There is a heated debate over Political Globalization and Nation State. The question arises whether or not political globalization signifies the decline of the nation-state. Hyper globalists argue that globalization has engulfed today's world in such a way that state boundaries are beginning to lose significance. However, skeptics disregard this as naiveté, believing that the nation-state remains the supreme actor in international relations.<sup>[14]</sup>

**What do you think? Are state boundaries beginning to lose significance? Is the nation-state the supreme actor in international relations? Use evidence to support your argument.**

**Find definitions for nationalism and globalism. Compare the two concepts. (Make sure to cite your sources)**

**To Watch:**



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What are the origins of some of your favorite cultural traditions? For example, where does football come from? What is the history of Valentine's Day?

**To Watch:**

This video was filmed in 2009. As you listen, what do you agree with? What are the ideas that might have changed?



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**To Watch:**

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How do we make sense of today's political divisions? In a wide-ranging conversation full of insight, historian Yuval Harari places our current turmoil in a broader context, against the ongoing disruption of our technology, climate, media — even our notion of what humanity is for. This is the first of a series of TED Dialogues, seeking a thoughtful response to escalating political divisiveness. Make time (just over an hour) for this fascinating discussion between Harari and TED curator Chris Anderson.



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“Political globalization can refer to the increasing, shared, conviction that all people should be governed by their own consent and a rule of law. (Western liberal democracy). It may also refer to the increasing number of inter-governmental organizations (IGO’s) with global scope and the increasing numbers of countries that participate in those IGO’s. Or, again, to the growing uniformity of governmental organization and structure or even the growing diplomatic interdependence between countries – the number of embassies and consulates worldwide.

**So. What do we think? How would we define or describe political globalization? And additionally, what are some of the causes for what we observe? What are the “mechanisms”**

**(institutions, policies, laws, habits, practices, phenomena) that encourage this? And...what contemporary global issues does political globalization contribute to? Benefits? Problems?"** <http://mcglobalaffairs.org/defining-political-globalization/>

**What does it mean to be a World Leader? In what ways is the United States of America a world leader? Watch this video:**

India is fast becoming a superpower, says Shashi Tharoor — not just through trade and politics, but through “soft” power, its ability to share its culture with the world through food, music, technology, Bollywood. He argues that in the long run it’s not the size of the army that matters as much as a country’s ability to influence the world’s hearts and minds. What do you think?





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**We've talked about Human Rights. Watch this short video on a Global Fund for Social Security.**

"Social protection is a human right and all people should be guaranteed at least a basic social protection floor. To support Least Developed Countries set up and develop national social protection floors, the UN Special Rapporteurs on the Right to Food, Olivier De Schutter, and on extreme poverty and human rights, Magdalena Sepulveda, have proposed to set up a Global Fund for Social Protection." <https://www.globalpolicy.org/home/222-un/>

[52455-video-introduction-global-fund-for-decent-work-and-social-protection.html](#)

**To Read:**

<https://www.gov.uk/government/publications/power-shifts-economic-change-and-the-decline-of-the-west/power-shifts-economic-change-and-the-decline-of-the-west>

Read this as well:

<http://www.theatlantic.com/international/archive/2012/03/the-decline-of-the-west-why-america-must-prepare-for-the-end-of-dominance/254779/>

**Response Paper:**

**What do you think? Are state boundaries beginning to lose significance? Is the nation-state the supreme actor in international relations? Use evidence to support your argument.**

## CHAPTER 8

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# War and Violent Conflict

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### **Try this quiz. What do you know about world conflicts?**

Making Sense of World Conflicts Worksheet: Armed conflict quiz

1. Out of approximately 193 countries in the world, how many countries experienced armed conflict in 2002?

- 21
- 42
- 67

2. What proportion of the world's countries spent more on the military than on healthcare (in 2002)?

- one-fifth (1 in 5)
- one-third (1 in 3)
- half (1 in 2)

3. According to the United Nations figures for 2002, which of these three countries spent the most on arms and weapons per head of the population?

- Israel
- Kuwait
- Saudi Arabia

4. Between 1997 and 2001 what percentage of developing

countries experienced a civil war?

- 26%
- 41%
- 56%

5. In World War One, what percentage of casualties were civilians?

- 14%
- 67%
- 90%

6. What percentage of casualties were civilians in World War Two?

- 14%
- 67%
- 90%

7. What proportion of those killed in conflict since 1989 have been non-combatants (civilians)?

- 14%
- 67%
- 90%

8. In 2003 which country in the world had the most refugees?

- Iran
- The UK
- Pakistan

9. How many children are estimated to be involved in conflicts worldwide (2002)?

- 3,000
- 30,000
- 300,000

10. Article 38 of the Convention on the Rights of the Child states that you have a right to protection in times of war and should not have to be in an army or take part in a battle under what age?

- 12
- 15
- 21

**Here are the answers from Oxfam**

### Making Sense of World Conflicts Worksheet: Answers

Most of these statistics come from *Shattered Lives: The case for tough international arms control* (Oxfam International/Amnesty International 2003). Oxfam's website has more details of this report.

1. 42 Since 1989 – the end of the Cold War between East and West – there have been more than 120 wars worldwide. In the mid-1990s the number of wars increased sharply but the annual total has begun to decrease since the turn of the century.
2. One-third An average of 22 billion US dollars a year is spent on arms by countries in Africa, Asia, the Middle East and Latin America – a sum that would otherwise enable those countries to be on track to meet the Millennium Development Goals of achieving universal primary education, as well as targets for reducing infant and maternal mortality. From 1998 to 2001 the USA, the UK and France earned more income from arms sales to developing countries than they gave in aid.
3. Kuwait The USA is the fifth biggest spender on arms per head of the population. The UK is the eighth.
4. 56% Wars today are concentrated in the poorest countries and these countries can very easily get caught up in a cycle of poverty and conflict.
5. 14%
6. 67%
7. 90% This is the figure since the end in 1989 of the 'Cold War' which marked a change in the types of conflicts waged and how they were financed and waged.
8. Iran At the end of 2002, around 22 million people across the world were internally displaced – that is, they had to move within their own country to find security. There were 13 million refugees and asylum seekers seeking protection outside their own countries, most of them women and children.
9. 300,000 It is estimated that roughly 300,000 children under the

age of 18 are still participating in armed conflicts around the world. The UK was the last country in Europe to use child soldiers in wars – in 2002 the UK government committed itself legally to end the deployment of under-18s in military activities.

10. 15 Part three of Article 38 of the UN Convention on the Rights of the Child states: 'Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18, parties shall endeavour to give priority to those who are oldest.'

**Research and map or list present-day armed conflicts. Information, lists and maps of contemporary armed conflict can be located on the Peace Pledge Union website (<http://www.ppu.org.uk/war/index.html>) or through search engines.**

*Copyright © Oxfam GB. You may reproduce this document for educational purposes only. <https://www.oxfam.org.uk/education/resources/making-sense-of-world-conflicts>*

**To Watch:**

**Watch the following Ted Talks.**

**Zainab Salbi: Women, wartime and the dream of peace**

[http://www.ted.com/talks/zainab\\_salbi](http://www.ted.com/talks/zainab_salbi)

**Rory Stewart: Time to end the war in Afghanistan**

<http://www.ted.com/talks/>

[rory\\_stewart\\_time\\_to\\_end\\_the\\_war\\_in\\_afghanistan](http://www.ted.com/talks/rory_stewart_time_to_end_the_war_in_afghanistan)

**James Stavridis: A Navy Admiral's thoughts on global security**

<http://www.ted.com/talks/>

[james\\_stavridis\\_how\\_nato\\_s\\_supreme\\_commander\\_thinks\\_about\\_global\\_security](http://www.ted.com/talks/james_stavridis_how_nato_s_supreme_commander_thinks_about_global_security)

**Janine di Giovanni: What I saw in the war**

[http://www.ted.com/talks/janine\\_di\\_giovanni\\_what\\_i\\_saw\\_in\\_the\\_war](http://www.ted.com/talks/janine_di_giovanni_what_i_saw_in_the_war)

**Prepare to Discuss:**

Compare the talks you watched. You might summarize each one and discuss the differences and similarities. In what ways have they changed or supported your previous beliefs about war? What did you learn? What more would you like to learn? How do their main points relate to current events?

**To Watch:**

<http://ed.ted.com/lessons/what-does-it-mean-to-be-a-refugee-benedetta-berti-and-evelien-borgman#watch>

**Response Paper:**

Refugees have the right to be protected in their host countries. In your view, are refugees being properly protected? Refugees also have the right to escape war and seek shelter and safety in a host country but, in practice, enforcing that right is not always easy. Should host countries keep their borders open for refugees at all times, or should they be allowed to set and enforce maximum quotas? In your paper, make sure to include examples to support your argument. Make sure to cite your sources.

## CHAPTER 9

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# Peace

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**In the last chapter, we talked a lot about war and violent conflict. Let's turn now to Peace. What do you think is the most important solution to creating a more peaceful world? It might help to think of it this way. What are the most common acts of violence in your life or the lives of people in the community you live in. How could those acts of violence stop? What causes them? What are possible solutions? Can these solutions apply globally?**

**To watch:**

Why do transnational extremist organizations succeed where democratic movements have a harder time taking hold? Maajid Nawaz, a former Islamist extremist, asks for new grassroots stories and global social activism to spread democracy in the face of nationalism and xenophobia.





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<http://ed.ted.com/lessons/maajid-nawaz-a-global-culture-to-fight-extremism#watch>

**Prepare for Discussion:**

Nawaz talks about a relatively new age in world history, one that The New York Times has called the “age of behavior.” What is the age of behavior, and how does it differ from previous ages in history? What are some examples that illustrate the age of behavior? Learn more about Khudi, the grassroots movement

Nawaz started in Pakistan: <http://www.khudipakistan.com/>. What messages is Khudi trying to spread, and how are Nawaz and his colleagues doing this? Nawaz says that social movements are fueled by ideas, stories, symbols, and leaders. Research a modern-day social movement and identify its ideas, stories, symbols, and leaders. Do the same for the opposing movement/view, if one exists. Create an infographic that provides an overview of each.

Quilliam Foundation <http://www.quilliamfoundation.org/>  
BBC Newsnight: Former fundamentalist advocates peace in Pakistan (06/24/2009) <http://news.bbc.co.uk/2/hi/programmes/newsnight/8116779.stm>

TED: Naif Al-Mutawa: Superheroes inspired by Islam [http://www.ted.com/talks/lang/en/naif\\_al\\_mutawa\\_superheroes\\_inspired\\_by\\_islam.html](http://www.ted.com/talks/lang/en/naif_al_mutawa_superheroes_inspired_by_islam.html)



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### **To Watch:**

If you're raised on dogma and hate, can you choose a different path? Zak Ebrahim was just seven years old when his father helped plan the 1993 World Trade Center bombing. His story is shocking, powerful and, ultimately, inspiring.



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Here's a crazy idea: Persuade the world to try living in peace for just one day, every September 21. In this energetic, honest talk, Jeremy Gilley tells the story of how this crazy idea became real — real enough to help millions of kids in war-torn regions.



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Nobel Peace laureate Jody Williams brings tough love to the dream of world peace, with her razor-sharp take on what “peace” really means, and a set of profound stories that zero in on the creative struggle — and sacrifice — of those who work for it.



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How did a young man born into a high caste in India come to free 83,000 children from slavery? Nobel Peace Prize Laureate Kailash Satyarthi offers a surprising piece of advice to anyone who wants to change the world for the better: Get angry at injustice. In this powerful talk, he shows how a lifetime of peace-making sprang from a lifetime of outrage.



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### **Response Paper**

Return to the question we answer at the beginning of this chapter. How can we make world peace? What are solutions to war and violent conflict? Add at least three more sources to your argument. What can we do in our own communities to further the cause of world peace? How can these solutions apply globally?

## *Economic Globalization*

**In order to prepare for this chapter, take a look at the labels on your clothes. Where do they come from? How far can you trace your clothing's origins?**

Then take a look at this source:

<https://www.kqed.org/lowdown/7943/making-your-t-shirt-a-journey-around-the-world>

**What do you know about about economics? Take the quiz.**

<https://www.councilforeconed.org/news-information/economic-literacy-quiz/>

### **To Watch:**

This video teaches the concepts of Benefits of Trade and Comparative Advantage. Comparative advantage is the principle which holds that world output is higher if every country produces and trades the good in which it has a comparative advantage. A nation's comparative advantage occurs when it focuses on producing the good in which the opportunity cost of production is lowest.

<https://vimeo.com/336862365>

### **A KAHOOT!!**

<https://create.kahoot.it/share/the-economics-of-income-the-rich-nations-mystery/c02f8ba8-77a4-41be-8bcd-e479ff13d438>

### **To Watch:**



Technology is advancing in leaps and bounds — and so is economic inequality, says writer Chrystia Freeland. In an impassioned talk, she charts the rise of a new class of plutocrats (those who are extremely powerful because they are extremely wealthy), and suggests that globalization and new technology are actually fueling, rather than closing, the global income gap. Freeland lays out three problems with plutocracy ... and one glimmer of hope.



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Why are there so few women in the global rich?

Take a look at the “New Deal” in American History. What does Cristina mean by “we need a new ‘New Deal’”? Give three reasons for agreeing or disagreeing with this statement. Describe what this might look like. As you respond to each other, how do you agree or disagree with the post? For your responses, remember to use other sources to provide support for your comments.

**Another aspect of Economic Globalization:**

In 2013, international migrants sent \$413 billion home to families and friends — three times more than the total of global foreign aid (about \$135 billion). This money, known as remittances, makes a significant difference in the lives of those receiving it and plays a major role in the economies of many countries. Economist Dilip Ratha describes the promise of these “dollars wrapped with love” and analyzes how they are stifled by practical and regulatory obstacles



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**Damibisa Moyo, a world economist, makes the case that the west can't afford to rest on its laurels and imagine others will blindly follow. Instead, a different model, embodied by China, is increasingly appealing. A call for open-minded political and economic cooperation in the name of transforming the world.**



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Why doesn't the government just get out of the way and let the private sector — the “real revolutionaries” — innovate? It's rhetoric you hear everywhere, and Mariana Mazzucato wants to dispel it. In an energetic talk, she shows how the state — which many see as a slow, hunkering behemoth — is really one of our most exciting risk-takers and market-shapers.



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French economist Thomas Piketty caused a sensation in early 2014 with his book on a simple, brutal formula explaining economic inequality:  $r > g$  (meaning that return on capital is generally higher than economic growth). Here, he talks through the massive data set that led him to conclude: Economic inequality is not new, but it is getting worse, with radical possible impacts.



A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=57>

### **And, finally, Bitcoin.**

Currency — the bills and coins you carry in your wallet and in your bank account — is founded on marketing, on the belief that banks and governments are trustworthy. Now, Paul Kemp-Robertson walks us through a new generation of currency, supported by that same marketing ... but on behalf of a private brand. From Nike Sweat Points to bottles of Tide (which are finding an unexpected use in illegal markets), meet the non-bank future of currencies.



A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=57>

**Read both of these articles:**

<https://www.imf.org/external/np/exr/ib/2008/053008.htm>  
<http://www.theatlantic.com/magazine/archive/2011/01/the-rise-of-the-new-global-elite/308343/>

**Response Paper:**

Summarize economic globalization. (Wikipedia is a valid source for this assignment) Using what you know know about economic

globalization, return to the question we asked at the beginning of this chapter, “Where does my shirt come from?” Describe your clothing’s origin (or another item of your choice). Using one of the videos above, how does this aspect of globalization affect your shirt’s origin? What do you need to learn more about? Research at least two other aspects of globalization and describe them, include the sources.



## Human Rights

LBLARSEN

**This chapter includes sections written by previous Global Studies students. To start, what is the difference between “human rights” and the U.S. “bill of rights”. Compare the two documents.**

The official United Nations Human Rights.

<http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

<http://www.un.org/en/universal-declaration-human-rights/>

**Who determines what is included in the U.S. Bill of Rights?**

**Who enforces the Bill of Rights?**

**Who determines what is included in the Universal Declaration of Human Rights? Who enforces them?**

- The idea that human beings should have a set of basic rights and freedoms has deep roots in Britain. Landmark developments in Britain include:
  - the Magna Carta of 1215
  - the Habeas Corpus Act of 1679
  - the Bill of Rights of 1689

- How do human rights help you?  
Human rights are relevant to all of us, not just those who face repression or mistreatment. They protect you in many areas of your day-to-day life, including:  
your right to have and express your own opinions  
your right to an education  
your right to a private and family life  
your right not to be mistreated or wrongly punished by the state  
All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent.

There are ten human rights treaty bodies that monitor implementation of the core international human rights treaties:

Human Rights Committee

Committee on Economic, Social and Cultural Rights (CESCR)

Committee on the Elimination of Racial Discrimination (CERD)

Committee on the Elimination of Discrimination Against Women (CEDAW)

Committee Against Torture (CAT)

Subcommittee on Prevention of Torture (SPT)

Committee on the Rights of the Child (CRC)

Committee on Migrant Workers (CMW)

Committee on the Rights of Persons with Disabilities (CRPD)

Committee on Enforced Disappearances (CED)

Treaty bodies are international committees of independent experts who monitor States parties' implementation of the eight core human rights treaties and their optional protocols, based on reports from States Parties and information from non-governmental organisations (NGOs) and other relevant sources. At

present, there are ten treaty bodies of which nine monitor the implementation of the eight core international human rights treaties and one, the subcommittee on the prevention of torture (SPT), monitors the Optional Protocol to the Convention against Torture. Each Treaty Body takes its name from the convention under which it was established.

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Shamar Hill



Click on the link below to view a great overview of Human Rights by Shelby Nieman

[Human Rights](#)



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“The term human rights was only coined in 1948 with the adoption of the UDHR, although earlier, in 1944, Franklin Delano Roosevelt anticipated the principle. Framing rights as the basis of “economic security” in his annual State of the Union address, he outlined rights to which all Americans are entitled” (Blau.2016). The “Second Bill of Rights” was what he called it which he states that Americans have the rights to food, clothing, good homes, jobs, medical care and good education, however, Roosevelt past away and the second bill died with him. It was not in vain though because couple year

after Eleanor Roosevelt chair of the UDHR committee drafted the first complete statement of human rights which was said to be the world first “world’s first comprehensive statement” (Blau.2016).

“Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status” (UN). The Universal Declaration of Human Rights (UDHR) is considered as the most renowned and accomplished document in the history of documentation of human rights. The document was drafted by representatives of different countries, religions and cultural background, the document was drafted in Paris December 10, 1948 as an achievement of all people and all nations which was translated into 500 languages, (UN). “Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination” (UN).

Watch human rights video here

<https://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti#watch>

However, when thinking about human rights one must keep in mind that human rights are not hard laws, but merely a declaration of rights and moral values. I believe this because “How can a law be passed that ensures that ‘everyone’ in the world ‘is entitled to a social and international order in which the rights and freedoms ...are realized?’” [UDHR, Article 28] (Blau.2016). Think about this question, because even today, question like these are being asked and will continue to be asked until we can provide a solution to this question and many others. “Americans are accustomed to a political and legal order in which the permissible and the enforceable are based on concrete, specifiable rules and laws, and there are consequences for not following the rules and laws” (Blau.2016). “There is remarkable agreement about what human rights are.

Regardless of the cultural, societal, or national context, they assert

the primary importance of ensuring the well-being and dignity of everyone and protecting the vulnerable” (Blau.2016). Moreover, I do believe that if human rights are rights to all human beings, “regardless of race, sex, nationality, ethnicity, language, religion, or any other status” (UN). I do believe that the most important human rights include “the right to life and liberty, freedom from slavery, freedom of opinion and expression, the right to education” (UN). I believe these are the most important because without the right to life, freedom, education and many other human rights may not be recognize nor be upheld or enforced. This is because everything we do, we do because we have life, if we are held captive and have no rights to opinion nor expression then human rights are useless. Lastly, without education one will lack the width and sharpness to use or make human rights.

#### References

<https://www.un.org/en/universal-declaration-human-rights/>

Did you know of any human rights before reading this chapter? If you did, list a one and discuss with your classmates which one they think is more important.

Which human rights abuse you think is number one?

Why should you recognize and understand human rights? briefly write down why.

The United Nations Global Compact on Human Rights:

<https://www.unglobalcompact.org/what-is-gc/our-work/social/human-rights>

#### **To Watch:**

<http://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti#watch>

#### **Prepare to Discuss:**

Some critics argue that the concept of human rights has become little more than a buzzword with no concrete impact. What are the main limitations of human rights today, and what do you think

could and should be done to strengthen the international protection of basic rights and freedoms?

<http://www.humanrights.com/#/home>

### **Response Paper**

Choose one of the following questions for your response paper. You will want to use the above sources and your own research to support your answer.

- Do you know when you are exercising (using) your human rights or do you take them for granted? Give examples. Do you think that adults and children have the same rights? Why or why not? Do you think that people from other countries have the same rights as people in the United States? Explain. Do you think there should be laws protecting your human rights? Why or why not? Do you think you could help create or change a law that protects your rights? Give examples. Do you think it is the UN's job to make statements about human rights or should it be the responsibility of individual governments? Why/why not?
- Is it really reasonable to try to give the same rights to everyone in the world? Why/why not?
- Which of the human rights do you personally think is the most important?
- How many human rights do you think are fully observed in your country? In the world?
- Which countries do you think have a particularly bad record on human rights?
- Some people think that they can influence another country's internal politics by boycotting its products or not visiting it as a tourist. How effective do you think this kind

of action is?

- If you know that a country still applies the death penalty, would it influence you in any way regarding visiting it or buying its exports?
- Why do you think it is so difficult to apply/comply with the basic human rights?
- Do you think that a state which ignores human rights in order to, for example, fight terrorism, devalues its moral status? Can you think of any examples?

**To Watch:**

Musician and activist Peter Gabriel shares his very personal motivation for standing up for human rights with the watchdog group WITNESS — and tells stories of citizen journalists in action.



A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=60>

You will also want to take a look at his website: <https://witness.org/about/>

**To see is to believe, says Oren Yakobovich — which is why he helps everyday people use hidden cameras to film dangerous situations of violence, political fraud and abuse. His organization, Videre, uncovers, verifies and publicizes human-rights abuses that the world needs to witness.**





A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=60>

You will also want to take a look at this website: <http://www.videreonline.org/>

Karima Bennoune shares four powerful stories of real people fighting against fundamentalism in their own communities — refusing to allow the faith they love to become a tool for crime, attacks and murder. These personal stories humanize one of the most overlooked human-rights struggles in the world.



A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=60>

Read several of the recommendations from Karima Bennoune's reading list below:

[Mahfoud Bennoune](#)

This is a website I made for my father's writing, much of which is related to the topics I discuss in my talk.

EXPLORE

[Secularism Is a Women's Issue](#)

A wonderful resource for materials on fundamentalism.

EXPLORE

[Institute for Peace and Secular Studies](#)

A Pakistani organization. A photo of one of their demonstrations against blasphemy laws appears in my book.

EXPLORE

[Shirkat Gah](#)

A great Pakistani women's group.

EXPLORE

[Human Rights and Democracy for Iran](#)

A wonderful Iranian rights group featured in the book but not in the talk for space reasons.

EXPLORE

[Women Living Under Muslim Laws](#)

WLUML brings together women across many regions to challenge fundamentalism and defend rights.

EXPLORE

[Djazairouna Algerian Association of Victims of Islamist](#)

[Terrorism French](#)

President Cherifa Kheddar, whose brother and sister were assassinated in 1996 by the Armed Islamic Group, is featured in my book along with many other members of this brave group.

EXPLORE

[Muslims for Progressive Values](#)

A wonderful group that, among many other things, promotes LGBT rights.

EXPLORE

[Women's Learning Partnership](#)

Another terrific network of women's human rights defenders!

EXPLORE

[The Centre for Secular Space](#)

## A very important space.

ARTICLE

[Algeria and Nigeria: Sharing the Deadweight of Human Mindlessness](#)

**Mahfoud Bennoune**

Open Democracy, May 17, 2014

ARTICLE

[How Fundamentalism Produced a Terrorism without Precedent](#)

**Mahfoud Bennoune**

*El Watan*, November 6, 1994

ARTICLE

[Opposing Political Islam: Mohamed Brahmi's Widow Speaks Out](#)

Karima Bennoune and Mbarka Brahmi

Open Democracy, July 25, 2014

An interview I did with Mbarka Brahmi, the widow of slain Tunisian anti-fundamentalist Mohamed Brahmi, on the first anniversary of her husband's killing.

EXPLORE

[Resisting and Challenging Religious Fundamentalisms](#)

Association for Women's Rights in Development

ARTICLE

[An Open Letter to Malala in Oslo: Forward Together Against Fundamentalism](#)

Karima Bennoune

*The Huffington Post*, December 9, 2014

ARTICLE

[Progressive Muslims in a World of ISIS and Islamophobes](#)

Ani Zonneveld

Open Democracy, December 8, 2014

ARTICLE

[One Week After the Charlie Hebdo Attack](#)

Karima Bennoune

*The Huffington Post*, January 14, 2015

**Response Paper**

In what ways does her Ted Talk and the reading challenge our our conceptions of peace within Islam? Conduct your own research on Islam and find further examples of people of Muslim heritage challenging fundamentalism. Cite these examples in your paper. How does this relate to you or what you've seen?

In a poetic, personal talk, TED Fellow Katlego Kolanyane-Kesupile examines the connection between her modern queer lifestyle and her childhood upbringing in a rural village in Botswana. "In a time where being brown, queer, African and seen as worthy of space means being everything but rural, I fear that we're erasing the very struggles that got us to where we are now," she says. "Indigenizing my queerness means bridging the many exceptional parts of myself."



A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=60>

Climate change is unfair. While rich countries can fight against rising oceans and dying farm fields, poor people around the world are already having their lives upended — and their human rights threatened — by killer storms, starvation and the loss of their own lands. Mary Robinson asks us to join the movement for worldwide climate justice



A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=60>

**Read several of the articles written on the United Nations' website on the topic of Human Rights.**

<https://news.un.org/en/news/topic/human-rights>

**Read through the website about Human Trafficking.**

<https://www.nij.gov/topics/crime/human-trafficking/pages/welcome.aspx>

**Response Journal:**

- Why don't people know what are human rights are?
- Why are human rights being abused?

## CHAPTER 12

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# Health, Water, and Sanitation

LBLARSEN

- What would you do if you had to live with no running water?
- What are all the things that you do in a day that require water? How much water do you need to use for a day?
- If you had no running water at your house where would you go to get water? Where would you take a shower?
- Does anyone own water?
- Is access to water a human right? What about access to a toilet?
- Whose responsibility is it to provide people with resources like water?
- **What do you think is the most pressing Global Health Care issue today?**

It's 2013, yet 2.5 billion people in the world have no access to a basic sanitary toilet. And when there's no loo, where do you poo? In the street, probably near your water and food sources —



causing untold death and disease from contamination. Get ready for a blunt, funny, powerful talk from journalist Rose George about a once-unmentionable problem.



A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=65>

Warning: This talk might contain much more than you'd ever want to know about the way the world poops. But as sanitation activist (and TED Fellow) Francis de los Reyes asks — doesn't everyone deserve a safe place to go?



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**Contraception.** The topic has become controversial in recent years. But should it be? Melinda Gates believes that many of the world's social change issues depend on ensuring that women are able to control their rate of having kids. In this significant talk at TEDxChange, she makes the case for the world to re-examine an issue she intends to lend her voice to for the next decade. Melinda Gates: Let's put birth control back on the agenda



A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=65>

Big problems need big solutions, sparked by big ideas, imagination and audacity. In this talk, journalist Gail Reed profiles one big solution worth noting: Havana's Latin American Medical School, which trains global physicians to serve the local communities that need them most.



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Dr. Ernest Madu runs the Heart Institute of the Caribbean in Kingston, Jamaica, where he proves that — with careful design, smart technical choices, and a true desire to serve — it's possible to offer world-class healthcare in the developing world.



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**To Read:**

The United Nations Global Issues on Water

<https://www.un.org/en/sections/issues-depth/water/index.html>

Unicef's Water, Sanitation, and Hygiene

Explore this resource at <http://water.org/water-crisis/>

**Half the world's population doesn't have access to basic health care. The answer to bridging this divide lies in**

pharmacies, which Boris A. Hesser believes can be developed into bonafide centers of community care. In this forward-thinking talk, Hesser explains how he and his team are working to bring affordable health care to everyone, everywhere.



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### **Response Paper:**

After conducting more research on one of these topics, what do you think is the most pressing Global Health Care issue today? What do you see other people proposing as solutions? What do you think is the best solution? In our own community, what is the

most pressing health care issue? What is the solution to solving this health care concern? Can this apply globally?

## *Girls and Women*

LBLARSEN

**Think of the women in your life. How are their lives different from the men in your life? How about in the community? How about at school? How about in this state? What are issues affecting women in this state? What are issues affecting women in the United States? Make a list of those issues affecting women globally?**

### **Violence: Females Under Violence**

“Violence is an extreme form of aggression, such as assault, rape or murder.” “Violence has many causes, including frustration, exposure to violent media, violence in the home or neighborhood and a tendency to see other people’s actions as hostile even when they’re not. Certain situations also increase the risk of aggression, such as drinking, insults and other provocations and environmental factors like heat and overcrowding” (American Psychological Association).

Who?

Violence affects everyone, no matter the age, race, gender or sexuality, violence can affect anyone. Though violence can affect anyone, this chapter will only focus on women oppressed by



violence, particularly domestic violence or abuse.

### Types of Violence

As humans we are capable of many types of violence. There are several type of violence

Take a look at the table on this website outlining the types of violence. <https://www.gov.nl.ca/VPI/types/>

Here is a link to the United Nations' reports on women's issues world wide. Read at least five of these reports.

<https://news.un.org/en/news/topic/women/date/2019>

 [LeonLyttle](#)

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With his signature resolve, former US President Jimmy Carter dives into three unexpected reasons why the mistreatment of women and girls continues in so many manifestations in so many parts of the world, both developed and developing. The final reason he gives? "In general, men don't give a damn."



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At this point, we will watch [Half the Sky](#) and [A Path Appears: Transforming Lives, Creating Opportunity](#)

### **Reponse Paper**

Return to the questions from the beginning of this chapter? What are the most important issues affecting the women you know, the women in your wider community (school, neighborhood), in Minnesota, in the United States, and now that you have learned more, globally? What are some of the proposed solutions? You will have to do some more research. Make sure to include at least three resources for your paper and cite your sources.

**Questions to think about.....**

What can the US do to stop the women's rights violations happening in our own country?

Did you know about the rise of violence and violations in the US?

How can we make men care about these issues and not sit silently on the sidelines?

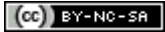
What can the UN do to erase women's rights violations?

What can we do to raise awareness and advocate for change?

What rights do you think are violated in your own community?



Why is there still such a strong cultural bias towards women?  
How can this bias be changed?  
How do you think this violence against women could be stopped since it is so knit into their culture?  
Were you aware of these violations?  
What could the US do to help?  
How can you change a culture?



Everson-Villella, Elizabeth L

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## Education

<http://www.un.org/en/universal-declaration-human-rights/>

Scroll down to Article 26 of the United Nations Declaration of Human Rights. Read the article.

**Spend a few minutes describing your educational experience up until now. How did you get to school? What were your teachers like? Was it mandatory? What happened if you missed too many days? Why did you miss school? What were most of your learning activities like? What kind of education did you get at home?**

Charles Leadbeater went looking for radical new forms of education — and found them in the slums of Rio and Kibera, where some of the world's poorest kids are finding transformative new ways to learn. And this informal, disruptive new kind of school, he says, is what all schools need to become.



A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=69>

**Onstage at TED2013, Sugata Mitra makes his bold TED Prize wish: Help me design the School in the Cloud, a learning lab in India, where children can explore and learn from each other — using resources and mentoring from the cloud. Hear his inspiring vision for Self Organized Learning Environments**



A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=69>

#### MORE RESOURCES

Head to the online School in the Cloud platform and join the global experiment in self-organized learning.

[More at theschoolinthecloud.org](https://theschoolinthecloud.org) →

#### FROM THE BLOG

What learning at the edge of chaos looks like



A report from the first-ever School in the Cloud conference.

[Learn more →](#)

What do you think it would be like to be a teacher or a student in a refugee camp. This Syrian Principal teaches school in Refugee camp

<http://www.refinery29.com/2016/06/114052/refugee-camps-children-ngo-education-video>

**To Read:**

<http://www.humanium.org/en/world/right-to-education/>

<https://www.globalcitizen.org/en/content/10-barriers-to-education-around-the-world-2/>

**Prepare to Discuss**

Why isn't the Right to Education included in the United States' Constitution? (You may need to do a little research to answer this question.)

**To Read:**

Education of Refugee Children

[http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/single-view/news/five\\_stories\\_of\\_hope\\_from\\_zaatari\\_refugee\\_camp/](http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/single-view/news/five_stories_of_hope_from_zaatari_refugee_camp/)

Understanding Education as a Right – Read through the answers to questions as you scroll down the page.

<http://www.right-to-education.org/page/understanding-education-right>

The Right to Education For All: Ten Reasons Why The Convention against Discrimination in Education is Highly Significant in Today's World (You will need Adobe to open this article.)

<http://www.right-to-education.org/resource/right-education-all-ten-reasons-why-convention-against-discrimination-education-highly>

**Response Paper:**

There are a variety of rankings regarding education worldwide. The United States does not guarantee according to the Constitution

and Bill of Rights that each child has access to education. Why do you think this is so? What is the primary reason that children around the world do not have access to education? Not all children in the United States have access to an 'equal' education. Is this a Human Rights violation? Provide support for your answers.

Joshua Arnold

Education

Education Importance Education – The process of receiving or giving systematic instruction especially at a school or university.

Education affects every community in the world because of how important it is now to know how to read and write especially also for any job. Any job that you apply for they ask about your education past and if you have your diploma. So, knowing all this information why is education still not an importance in the United States? I can go into a million reason why education is so important However I am just going to show you what experts are say about the importance of educations.

Read this article on the importance of Education

[https://www.edweek.org/ew/articles/2012/11/07/11greenstone\\_ep.h32.html](https://www.edweek.org/ew/articles/2012/11/07/11greenstone_ep.h32.html)

Watch this Ted talk by Edna Adan Ismail



A YouTube element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=69>

1. After doing the reading and watching the ted talk, now that you know the importance what do you think could get more people to get their education and stay in school?

2. What could you do to show the importance of school to the next Generation?

3. Do you think some people just can't do it or just are not dedicated enough to do it?

Joshua Arnold



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## *Environment and Energy*

LBLARSEN

**Think about our community. How is Climate Change affecting us in Minnesota? What are some solutions to Climate Change that you have observed or that you take part in here in our community?**

**To Watch and Read:**

Interview with Bill Gates on Energy Consumption

(Make sure to watch the videos throughout the page)

<http://www.theatlantic.com/magazine/archive/2015/11/we-need-an-energy-miracle/407881/>

The Race to Remake the World's Energy

<http://www.theatlantic.com/international/archive/2015/12/paris-climate-energy-policies/419367/>

Here's Why Developing Countries Will Consume 65% of the World's Energy by 2040

<http://www.theatlantic.com/technology/archive/2013/12/heres-why-developing-countries-will-consume-65-of-the-worlds-energy-by-2040/282006/>

Why the Saudis Are Going Solar

<http://www.theatlantic.com/magazine/archive/2015/07/saudis-solar-energy/395315/>

**To Discuss:**

You have probably heard quite a bit about Environment and Energy. What did you learn from reading and watching? What more would you like to learn about this topic?

**Critical Access: Reckoning with a Shrinking Water Supply**

[http://www.theatlantic.com/sponsored/basf-2016/critical-access-reckoning-with-a-shrinking-supply-of-fresh-water/909/?utm\\_source=TL](http://www.theatlantic.com/sponsored/basf-2016/critical-access-reckoning-with-a-shrinking-supply-of-fresh-water/909/?utm_source=TL)

**Response Paper:**

At this point, you've become accustomed to finding some of your own research. There are an abundance of websites related to Climate Change, Environmental Issues, and Energy Consumption. Focus this response paper on a topic of your choice, formulate an argument, and support it with resources.

**Human Factors in Climate Change**

There are several human factors that affect climate change. The factor of highest concern is the increase in CO<sub>2</sub> levels caused by the emissions from fossil fuel combustion followed by aerosols and CO<sub>2</sub> release that occurs due to cement manufacture. Another human factor in climate change is deforestation and land use. Deforestation causes a severe decrease in the presence of oxygen in the atmosphere as trees are the highest producers of oxygen. After deforestation occurs, the available land is often used more manufacturing companies that often correlates with the first human factor of increased CO<sub>2</sub>. If it is not used for factory builds, it is often used for farmland. While food produced by farmland is highly necessary due to overpopulation, fertilizer runoff is a major issue. Some fertilizer runoff reaches waters such as ponds and lakes, in which causes heavy bacterial growth due to an increase in proteins from fertilizer. This bacterial growth, when extremely heavy, causes marine plant death and after breaking the food chain, all life is diminished in these waters. The final human factor

in climate change is the continuous breeding of animals called 'animal husbandry.' The continuous breeding of ruminant animals such as cattle, in which produce methane, causes an exponential increase in the amount of methane buildup in the atmosphere.

### **Exceeding Planetary Boundaries**

According to Dutch environmental scientist and Nobel prize winner Paul Crutzen, we have already exceeded three of the nine planetary boundaries. The exceeded boundaries include climate change, the nitrogen cycle and diversity loss. For the first time ever, human conduct is intersecting with and fundamentally altering the earth system. Crutzen has also stated that humans have transformed up to half of the world's surface. We are acidifying the ocean at a rate that undermines to conditions for life.

### **Global Citizen Contribution**

According to Hugh Evans in his Ted-talk 'what it means to be a citizen of the world,' he explains the importance of active global citizens in relation to climate change. If the number of active global citizens increases, issues such as climate change become solvable since they are global issues. Evans states that these issues can only be solved by global citizens demanding global solutions from their leaders. We need to have a system in which leaders throughout the world can collaborate to solve global issues that can be maintained for the long-term. Global Citizen Organization was created to bring together many people who were passionate about these issues. The organization held a festival to get thousands of people to act in global change. Evans says that social media is used to spread word for the need of change. Global citizens allowed the World Bank to boost their investment in water and sanitation. He says that in all issues, including the issue of climate change, both the problems and the tools to solve them are right before us. One instance in which global citizens have contributed to climate change is the contribution toward setting up a public utility company to completely replace electric companies that are privately owned

such as Excel. This change was set up by global citizens that demanded change from their leaders in Boulder, Colorado.

In conclusion, climate change is especially important in today's society. After the contributions of humans in the destruction of major Earth systems such as the nitrogen cycle, diversity loss and climate change, the growth in numbers of active global citizens is highly necessary. Global citizens must demand changes in human conduct from their leaders to prevent climate change caused by increased levels of CO<sub>2</sub> due to emission from fossil fuel combustion followed by aerosols and CO<sub>2</sub> release due to cement manufacture, land use and deforestation, and animal husbandry, especially in the case of methane producing animals such as cattle. If global citizens demand change from their leaders, one day the future of our planet and life on Earth could live in peace without the threat of climate change induced death.





A TED element has been excluded from this version of the text. You can view it online here: <https://globalstudies.pressbooks.com/?p=71>



[JCAUFFMAN](#)

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## *Introduction to North Korea, International Community, & Human Rights*

### **Introduction to North Korea, International Community, & Human Rights**

When we think of North Korea, we often think of their leader Kim Jong-un, nuclear bomb testing and threats, and rigid North Korean Military marching together too in synch almost as if they were robotically controlled. Most of us don't think to look beyond these threatening images, but if we did, we might see a country of people, other human beings, not enemies, who are struggling to have their basic human rights met. Some of these people want these human rights so bad that they are willing to risk their lives to escape.

This is a PDF link to the Universal Declaration of Human Rights from the United Nations for you to review.

[https://www.ohchr.org/EN/UDHR/Documents/UDHR\\_Translations/eng.pdf](https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)

Since, I have not personally experienced North Korea I have some really amazing videos for you to watch so you are able to see another side of North Korea, about the people who live(d) there.

There are videos from different perspectives, some are from people who have experienced North Korea as person from another country and some are from the view of person from North Korea who was blessed to escape and eventually reach safety.

This first video is about a journalist named Euna Lee and how she was captured and imprisoned in North Korea along with her colleague Lisa Ling. In the video she talks about how she was able to see that even the North Koreans that were holding her captive were also people just like her.

What I Learned as a Prisoner in North Korea

[https://www.ted.com/talks/  
euna\\_lee\\_what\\_i\\_learned\\_as\\_a\\_prisoner\\_in\\_north\\_korea](https://www.ted.com/talks/euna_lee_what_i_learned_as_a_prisoner_in_north_korea)

If you want more details on the story of Euna Lee and Lisa Ling imprisonment and their fight to get back home to their families I would really suggest reading *Somewhere Inside* by Laura Ling and Lisa Ling. It not only shares the story of Lisa Ling in North Korea, but it shares, her sister, Laura Ling's fight to bring them back home as well.

The second video is about Suki Kim, a South Korean woman, who goes undercover as a teacher and evangelist to North Korea. She shares what she experienced teaching at a boy's school for the elite and how heartbreaking it was for her to know the truth behind the lies they were being fed.

This is What it's Like to Go Undercover in North Korea

[https://www.ted.com/talks/  
suki\\_kim\\_this\\_is\\_what\\_it\\_s\\_like\\_to\\_go\\_undercover\\_in\\_north\\_korea](https://www.ted.com/talks/suki_kim_this_is_what_it_s_like_to_go_undercover_in_north_korea)

The third video is of a North Korean woman named Hyeonseo Lee who escaped from North Korea, at the age of 17, and was eventually able to help her family escape North Korea as well. In her ted talk she briefly talks about her life in North Korea, her escape, and her battle to help her family escape. This video is one that truly encompasses the purpose of why the topic of my chapter is on the people of North Korea in a Global Studies class. She ends the talk by speaking about the kindness of a stranger and

international community. Not only is international community so important in rescuing refugees from different countries it is also important in helping these people who have fought so hard to get to freedom be able to make a life for themselves in a new country.

My Escape from North Korea

[https://www.ted.com/talks/hyeonseo\\_lee\\_my\\_escape\\_from\\_north\\_korea](https://www.ted.com/talks/hyeonseo_lee_my_escape_from_north_korea)

Hyeonseo Lee has a book out called, *The Girl with Seven Names*, where she goes more in depth about her life story and long journey to freedom. It is very raw and eye opening. I truly encourage you to read her book if you are even the slightest bit interested. You can even borrow it from the Brainerd Public Library if you don't want to purchase it.

### **Activity**

After watching these three videos write a journal response about your biggest take away from each video was.

Some questions to think or write about are:

Has your view about North Korea changed at all while watching these videos? If so how and why did it change?

How do you think would you react to being imprisoned in North Korea?

If you were undercover in North Korea as a teacher, would you do what Suki Kim did and not tell your students about the outside world or would you risk telling them about the outside world even if it broke them and/or could get you into trouble?

If you were in the North Korean Boy's shoes, do you think you would want to know that the life you were living was so influenced by lies and manipulation or would you rather be oblivious and keep going on about your life?

Do you think you would have what it takes to leave behind your family and the only life you had ever known for a chance at freedom like Hyeonseo Lee?

Would you do the same thing as the kind man who helped

Hyeonseo Lee, her family, and the two other North Koreans, who were trying to escape?

What do you consider international community to be or mean?

Do you think international community is important? Why or why not?

### **More on North Korea and Human Rights**

The following videos are of North Korean Defectors who made it to South Korea. These videos will share more about how North Koreans really don't have all their basic human rights. So, while watching keep in mind the Universal Declaration of Human Rights.

In this video North Korean defectors talk more graphically about what it is really like to live in North Korea and also touch on what it is like to escape.

What North Korean Defectors Think Of North Korea | ASIAN BOSS

<https://youtu.be/DyqUw0WYwoc>

This video is the second part to the previous video, where the North Korean defectors share how their lives have changed since they have made it to and lived in South Korea as well as how they view South Korea's society.

What North Koreans Think Of South Korea | ASIAN BOSS

<https://youtu.be/EhmzpMP3bEE>

This next video is quite long, but very interesting to watch as someone is from the United States of America. In this video North Koreans talk about their views on America based on growing up in North Korea and how they learned what America is more like after escaping North Korea.

What North Koreans Think of America [Full] | ASIAN BOSS

[https://youtu.be/YXo-Vov\\_98Y](https://youtu.be/YXo-Vov_98Y)

### **Activity**

After watching these three videos write a journal response about your biggest take away from each video as well as answer the following questions.

What were some of the most shocking things you learned from each of the three videos?

Discuss which human right violations occur in North Korea according to the videos you just watched.

What do you think is the worst human rights violation that was brought up in the video and why?

Why do you think it is important to learn about human rights?

As an American, how do you feel about the way North Koreans view America?

If you aren't from America or lived here for most of your life, what do think of the North Korean's views of America? How are they different from how you viewed America?

### **Conclusion**

This chapter gives some insight on one of the more secretive countries in the world that many Americans fear. Through the stories told by these brave and courageous people we get to look at North Korea from different perspectives. Being aware of what is happening in our world is part of being a good global citizen and trying to do something to better a harmful situation, like human rights violations, happening whether it is in your hometown or around the world is even better. This chapter gave us the opportunity to learn what are human rights are and while watching the videos we were able to identify how our human rights can be and are being violated. Finally, this chapter shows how important international community is to people from North Korea and all over the world as well.

### **Extra Credit Options**

The following is a video about Kim Pil-ju, who was in all three of the previous Asian Boss videos, and his long journey to finally be free from North Korea. He talks about how he escaped and got sent back to North Korea and was punished a couple times, but he finally was able to reach escape to South Korea safely on his third time escaping. Write a response journal on your thoughts after watching this video.

Escaping from North Korea Three Times: Kim Pil-Ju's Story | ASIAN BOSS

<https://youtu.be/kW97CjpmrXw>

Another option is to write a response journal of your thoughts after watching this next video which is Joseph Kim's Story about life in North Korea, his escape, and his refuge. This video will focus on the family Joseph lost and the family and hope he gained.

[https://www.ted.com/talks/joseph\\_kim\\_the\\_family\\_i\\_lost\\_in\\_north\\_korea\\_and\\_the\\_family\\_i\\_gained#t-815677](https://www.ted.com/talks/joseph_kim_the_family_i_lost_in_north_korea_and_the_family_i_gained#t-815677)

Other extra credit options would be to read on of the following books and do a short report about your thoughts on the book.

*The Girl with Seven Names* by Hyeonseo Lee with David John

*Somewhere Inside* by Laura Ling and Lisa Ling

*A Thousand Miles to Freedom* by Eunsun Kim with Sebastien Falletti

*Escape From Camp 14* by Blaine Harden

All these books can be found at the Brainerd Public Library.

Cites for images used:

[https://nationalinterest.org/sites/default/files/styles/resize-1440/public/main\\_images/RTS22NLM\\_0.jpg?itok=1R5krpak](https://nationalinterest.org/sites/default/files/styles/resize-1440/public/main_images/RTS22NLM_0.jpg?itok=1R5krpak)

<https://www.un.org/sites/www.un.org/files/2015/10/07/universal-declaration-human-rights.jpg>



Evelyn Schmidt

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## Racism

What Is Racism? – prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

Prejudice still occurs in the present society yet not as frequently or open as it used to be. There are a great deal of things that individuals have done in the past to attempt and dispose of the prejudice that is being spread around. I don't imagine that prejudice will ever be totally gone however it is very surprising from in those days. One individual that I think had a major effect on this subject is Martin Luther King Jr. He affected American culture during the 1960s. His voice was sufficiently able to impact others to stop racial disparity in a peaceful issue.

Read This Article On Racism

[https://www.facinghistory.org/resource-library/race-and-racism?utm\\_term=&utm\\_campaign=DSA&utm\\_source=adwords&utm\\_medium=ppc&hsa\\_tgt=dsa-19959388920&hsa\\_grp=75449327748&hsa\\_src=g&hsa\\_net=adwords&hsa\\_mt=b&hsa\\_ver=3&hsa\\_ad=333182733490&hsa\\_acc=4949854077&hsa\\_kw=&hsa\\_cam=1635938820&gclid=CjwKCAjwq-TmBRBdEiwAaO1enxajbSfubVta\\_hgxRrBbWVa4yD8sWNBnfvfHOXI G1o60eZSwGzxMjUhoCOjEQAvD\\_BwE](https://www.facinghistory.org/resource-library/race-and-racism?utm_term=&utm_campaign=DSA&utm_source=adwords&utm_medium=ppc&hsa_tgt=dsa-19959388920&hsa_grp=75449327748&hsa_src=g&hsa_net=adwords&hsa_mt=b&hsa_ver=3&hsa_ad=333182733490&hsa_acc=4949854077&hsa_kw=&hsa_cam=1635938820&gclid=CjwKCAjwq-TmBRBdEiwAaO1enxajbSfubVta_hgxRrBbWVa4yD8sWNBnfvfHOXI G1o60eZSwGzxMjUhoCOjEQAvD_BwE)



Watch This Ted talk On Racism : [https://www.ted.com/talks/david\\_r\\_williams\\_how\\_racism\\_makes\\_us\\_sick/up-next](https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick/up-next)

1. Do you believe that there is racism in your community?
2. How do you think it would feel for a African American to live in your community?
3. Do you think racism will ever go away?
4. What are some ways to prevent racism from happening?



[Shamar Newman](#)

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## *Economic Problems*

### **Introduction**

More than one billion people don't have access to clean water. Although water covers around 70% of the Earth's surface. According to water.org every minute a child dies of a water-related disease. 10% of the global disease burden could be reduced with improved water supply. Not only would it increase hydration, but sanitation

and hygiene as well. So the next few chapters are gonna be about one organization is doing about it. Facts and how to help, about countries with the worst drinking water, and the crisis that is at stake.

[Water.org](http://Water.org)

Water.org- about them

Gary White is the CEO and Co-founder and Matt Damon is the other Co-Founder. Water.org has been founded for more than 25 years. In 2009, Jemmifer Schorsh joined them to help oversee the day to day operations for growing global staff and network partners.

They have members working in Chennai, India. Kenya. Ethiopia. Bangladesh. Indonesia, Philippines. Latin America. Southeast Asia. South Asia. Africa. Peru.

Countries with the Worst Drinking Water

1. Ukraine

Even Ukrainian tourist sites advise against drinking the tap water. According to Ecozine, Ukraine's water sources are polluted by industrial and agricultural run-off, and most of their infrastructure dates back to the Soviet era.

## 2. The Bahamas

### Countries with the Worst Drinking

Before traveling to The Bahamas, the CDC recommends getting vaccinated for hepatitis A and typhoid—two illnesses that are easily contracted by drinking Bahamian tap water. Thankfully, most resorts offer bottled water free of charge—and many would recommend taking them up on that to avoid getting sick from this country without clean water.

## 3. Brazil

You'd expect the country that hosted the 2016 Summer Olympics to be more gentrified, but Brazil has actually been suffering from a water crisis for quite some time. Of the 207 million people living in Brazil, five million don't have access to clean drinking water, and the rest suffer from constant droughts.

## 4. China

China is home to the world's largest population, and yet the economic powerhouse still suffers from polluted water sources. According to reports, a staggering 85 percent of the water in the city's rivers was deemed unfit for consumption in 2015. In Beijing, one of China's largest cities and a popular tourist destination, almost 40 percent of the water was so dirty that it couldn't be used for any purpose.

## 5. Fiji

According to recent data from U.S. News & World Report, Fiji is the fifth most sought-after honeymoon destination in the world. And though certain bottled water brands may have you thinking otherwise, the archipelago's tap water is actually not safe to drink. In 2011, researchers at Columbia University reported that only 47 percent of Fiji's populated had access to clean drinking water. Some resorts do offer their own filtration systems for their tap water.

## 6. Mexico

Almost every tourist traveling to Mexico has been told to avoid the tap water at all costs. As one travel website puts it, “South of Cancun, even the locals don’t drink the water.” The crisis is so bad that Mexico has become the third largest consumer of bottled water at 8.23 billion gallons.

## 7. Russia

The Winter Olympics in Sochi clearly highlighted the very real and very dangerous problems with Russia’s tap water. As one Chicago Tribune journalist reported at the time, upon arriving to her hotel in Sochi, she found a note on her faucet that read, “Do not use on your face because it contains something very dangerous.”

## 8. Cuba

Cuba’s water crisis can be traced back to the fact that its infrastructure system is old. According to researchers at the University of Miami, the structures were installed before the Cuban Revolution in 1959—and little has been done to improve them since. “The river is receiving all of the sewage and river water infiltrates into the aquifer, putting the drinking water at risk,” Professor Helena Solo-Gabriele told the University of Miami.

## 9. Puerto Rico

Ever since Hurricane Maria ravaged Puerto Rico, citizens have been struggling to return to a normal way of life. One of their many problems is the drinking water, now contaminated with urine, hazardous waste, and runoff. Months after the hurricane, Puerto Ricans are still fighting for access to clean water; as the electricity has yet to be restored, the water systems remain offline.

## 10. Taiwan

Taiwan’s water situation isn’t much better than that of their Chinese neighbors. In certain areas of Taiwan like Kaohsiung, the water contains trace amounts of arsenic that can lead to severe health problems down the line. In big cities like Taipei, restaurants will usually process the water to make it safe for consumption, and most households will boil it to rid of contaminants. These and many

more still do not suitable for drinking water. It affects peoples health, their lives and most importantly, their economy.

#### Global Water Crisis

There is nothing more essential to life on Earth than water. Yet, from Cape Town to Flint, Michigan, and from rural, sub-Saharan Africa to Asia's teeming megacities, there's a global water crisis. People are struggling to access the quantity and quality of water they need for drinking, cooking, bathing, handwashing, and grow their food.

Amazing progress has been made in making clean drinking water accessible to 2.6 billion people in developing countries from 1990 to 2015. Yet there are still many opportunities to multiply the benefits of clean water through improved sanitation and hygiene education. The United Nations recognizes the importance of addressing the

global water crisis each year on World Water Day, March 22. Globally, 844 million people lack access to clean water. Without clean, easily accessible water, families and communities are locked in poverty for generations. Children drop out of school and parents struggle to make a living. Women and children are worst affected

— children because they are more vulnerable to diseases of dirty water and women and girls because they often bear the burden of carrying water for their families for an estimated 200 million hours each day.

#### SOLUTIONS

The solutions that water.org are getting to is to focus on empowerment through access to affordable financing. Access to funds stands between them and safe water in homes. Their solutions are WaterCredit, WaterEquity, New Ventures, and Global Engagement.

Water Credit is a small loan, that is an easily repayable loan to those who need access to affordable financing and expert resources to makes household water and toilet solutions someone's reality.

More than 16 million people have benefited across 12 countries, with 3.7 million loans disbursed through Water Credit. 1.25 billion dollars is the value of the loans disbursed. The problem is not a one size fits all solutions to the global crisis because millions are affected across the world. Water Credit is a “pay it forward” system. There

are families spending more than 20% of their income on water, which is getting them caught in a cycle of poverty. More than 88% of the borrowers are women. \$342 is the average loan size and 99% of the loans through Water Credit are paid back. How it works is that they identify a region that is ready for a financial solution and the

partners establish water and sanitation loans. Borrowers use these small loans to put a tap or toilet in their homes and get access to local resources.

WaterEquity is another way to fuel the work for families in need with access to financing solutions. WaterEquity provides socially aware investors the opportunity to connect with those in need.

Water.org established WaterEquity to control the power of impact investing to provide more funding for water and sanitation loans. By investing in water and sanitation enterprises. WaterEquity moves their money to accelerate their impact so that they can reach more people, faster. How it works is that credited investors invest in

WaterEquity's funds. WaterEquity funds enterprises including microfinance institutions, increasing water and sanitation solutions for people in need. The investor gets a moderate return or even may re-invest to further their social impact. The result is that more people get access to safe water and sanitation, turning a life of poverty into a life of possibility.

New Venture is the main source of funding to research, develop and explore new approaches to provide access to safe water and sanitation. These funds continue to successfully to reach more people, more quickly, all while decreasing their charitable cost per

person reached. They believe in exploring every angle of the water crisis by building, testing and iterating approaches that make the most out of the resources they have, all while making a positive impact on the people they empower.

Through research and evaluation made possible with the New Venture Fund, Water.org explored a trail smart solution, WaterCredit, 2011 in Peru. Because of that, a woman named Nancy was qualified to a small, easily repayable loan so that she can install a toilet at home. With that barrier removed, she can now focus her energy on running her business, which provides enough money to send her sons to school and keep her family fed. Support from the New Ventures Fund ensured that water.org can speed up access to safe water in new markets and reach more people, like Nancy.

Finally Global Engagement, their primary goal for their efforts is for water and sanitation finance to be increased, globally. They believe that at least half of the people in need of safe water and sanitation can acquire consistent access by taking out small loans to build or tap into existing infrastructure. They know assembling domestic resources for access is a powerful financial process that governments can work into their financing strategies for achieving universal access

#### STORIES BY WATER.ORG

Rehana- Homes in her village are simple, made of thatch and mud and concrete. They offer a haven for rest and play, but rarely do they have water or sanitation connections. While her husband worked and her children went to school, she would walk up to six hours a day to get water for cooking, laundry, and baths. She retrieved the water from a pump managed by the government. As with many managed water sources, the water was available infrequently. Running some days, shut off others. So, on the days it was unavailable, Rehana would purchase water from a vendor. In either case, she paid high prices for water in time and money. For these reasons, households

like Rehana's find the small loans offered by Water.org's partners in

India to be affordable, practical solutions to their family's water and sanitation needs. Through her local microfinance bank, she took a loan amounting to about \$145 to pay for the construction of a water connection on her property. Less than two years later her loan was

paid off. Her family continues to enjoy access to water at home. Rehana's story was made possible by the Swiss Re Foundation.

Maggie- Maggie is a high school student, during the day she attends classes and in the evening, she babysits her older siblings' children. She dreams of becoming a nurse. Most girls in her village may never see their dreams of going to school or pursuing a profession come to life, but thanks to her mother, Maggie will. Rose. is Maggie's mother, she is a hard working restaurant owner. Her place is a popular lunch spot, known for making the best matooke (cooked bananas) in Uganda. Rose's family needed water at home. Walking to collect water was not an option in her mind. She needed to work and she wanted her kids in school. So, Rose either paid unemployed locals to walk and collect water for her family, or she purchased water from a vendor. Then Water.org introduced a new way for families in Rose and Maggie's village to get a WaterCredit. With the small, affordable loan made available to Rose by her local bank, she was able to give her family a long-term water solution. She installed a rain storage tank with a tap on her property. Repaying the loan for her storage tank cost less than what she paid to get water before. "Instead of paying money to a neighbor or to a vendor, I can use the extra for other things...because we have water right here now." One of those things Rose is using her money for is Maggie's education.

Lumiu- Luminiu and his wife Zawadde worked a hard life to build a good life for their family of eleven. In addition to baking bricks to build their home, the couple makes a living supplying local vendors with bricks for other residential projects. They are preparing their peri-urban home in Ziobwe Village, Uganda for several of their grown children to return with their young families. Excited for their



children and grandchildren's homecoming, Lumiu and Zawedde prioritized a water tap and toilet as a part of their preparations. They shared why they believed these resources to be so important for their family. "When our kids were young, they collected water and they used the outdoors instead of a toilet. It is common for kids here, but they were too young for such a task, and going outdoors is not safe. They needed rest, safety, and they needed time for school." Lumiu did not like this way of life for their kids. So to spare them, Lumiu woke before dawn each day to collect water. It took him several trips. He said, "I did not want our kids burdened with water collection anymore." After years of sourcing water that way, the couple was introduced to the idea of financing their own water tap and toilet by Water.org's partner institution, Post Bank Uganda. Through the bank, the couple took a small, affordable loan to finally bring safe water and a toilet to their home. Give water credit for giving Lumiu a long-needed solution to remove the burden of the water crisis once and for all from his family.

#### MILESTONES OF THE GLOBAL WATER CRISIS

- 1700s to 1800s: Industrialization leads to increased urbanization in England, highlighting the need for clean water supplies and sanitation.
- 1800s: Water shortages first appear in historical records.
- 1866: In the United States, there are 136 public water systems; by the turn of the century, there are 3,000.
- 1900: Since 1900, more than 11 billion people have died from drought, and drought has affected more than 2 billion people.
- 1972: The U.S. Clean Water Act updates 1948 legislation to control water pollution and funds construction of sewage treatment plants.
- 1993: The U.N. General Assembly designates March 22 as World Water Day.
- 2000: The U.N. member states set Millennium Development Goals (MDGs) for development progress, including a 2015 target to halve the number of people without sustainable access to safe drinking water.

- 2003: UN-Water was founded as a coordinating platform for issues of sanitation and fresh water access.
- 2005: 35% of the global population experiences chronic water shortages, up from 9% in 1960.
- 2005 to 2015: U.N. member states prioritize water and sanitation development during International Decade for Action “Water for Life.”
- 2008: The U.N.-recognized International Year of Sanitation prioritizes health and dignity.
- 2010: The MDGs clean water access target is achieved five years ahead of schedule. More than 2 billion people have gained access to safe drinking water since 1990. The U.N. General Assembly recognizes the right of each person to have adequate supplies of water for personal and domestic use that are physically accessible, equitably distributed, safe, and affordable.
- 2013: The U.N. designates Nov. 19 as World Toilet Day to highlight the global issue that billions of people still do not have access to proper sanitation.
- 2015: About 2.6 billion people have gained access to clean water in last 25 years, and about 1.4 billion gained basic access to sanitation since 2000. The U.N. member states sign on to the Sustainable Development Goals (SDGs)—successors to the MDGs, that promise clean water and sanitation for all by 2030.
  - 2018: Worldwide, 2.1 billion people still live without safe drinking water in their homes and more than 892 million people still have no choice but to defecate outside.

#### FAQS: WHAT YOU NEED TO KNOW ABOUT THE GLOBAL WATER CRISIS

##### Facts:

- 844 million people lack basic drinking water access, more than 1 of every 10 people on the planet.
- Women and girls spend an estimated 200 million hours hauling water every day.
- The average woman in rural Africa walks 6 kilometers every day to

haul 40 pounds of water.

- Every day, more than 800 children under age 5 die from diarrhea attributed to poor water and sanitation.
- 2.3 billion people live without access to basic sanitation.
- 892 million people practice open defecation.
- 90 percent of all natural disasters are water-related. What are the benefits of water, sanitation, and hygiene for children and families?

An investment in clean water, combined with basic sanitation and hygiene education, is one of the most effective ways to improve lives and fight extreme poverty. The benefits include:

- Families become healthier: Water, sanitation, and hygiene programs work together to powerfully prevent the spread of most illnesses and are one of the most effective ways to reduce child deaths.
- Children are better nourished: Safe water, sanitation, and hygiene help kids grow taller, smarter, and stronger. They get more nutrition from the food they eat because they are not sick. Families are able to use water to irrigate gardens for more nutritious food year-round.
- Children can attend and excel in school: When children don't have to walk long distances to get water, they have more time to attend school and more energy to learn. This is especially important for girls, who most often collect water for the family.
- Family income improves: Families spend less money on healthcare and are better able pay for things like school supplies and fees. Water also is used for income-generating activities like making soap, bricks, and shea butter, as well as watering livestock and gardens.

How much does it cost to bring clean water to one person?

The average for World Vision to bring clean water to one person in Africa is \$50. But this price actually includes much more than just clean water. It also includes the costs involved to ensure that a well or water point is maintained so it will last for generations.

## TIMELINE OF WORLD VISION'S WATER WORK

- 1960s: World Vision begins small water projects.
- Early 1980s: Severe droughts in Africa focus the world's attention on the urgent need for clean, accessible water.
- 1985: World Vision begins water drilling projects in Ghana.
- 1990: World Vision increases its commitment to clean water, and the Conrad N. Hilton Foundation partners in the Ghana water effort.
- 2000s: Scaling up water work
- 2003: West Africa Water Initiative extends drilling into Mali and Niger.
- 2005: West Africa's 2,000th well is drilled in Ghana.
- 2006: Large-scale water work begins in Ethiopia.
- 2009: Large-scale water work begins in Zambia, including sanitation and hygiene practices.
- 2011: World Vision begins intentional scale-up of water and sanitation activities in 10 countries in Africa. Numbers of clean water beneficiaries increase 20-fold when comparing 2010 to 2016.
- 2012: Drilling begins in Honduras.
- 2013: Drilling begins in India.
- 2014: University of North Carolina independent study reveals nearly 80 percent of World Vision wells in Ghana still function at high levels, even after 20 years. The 1,000th productive well is drilled in Mali. In December, the U.S. Congress passes Water for the World Act, prioritizing the provision of clean water and sanitation for the world's most vulnerable people. World Vision starts reaching one person every 30 seconds with clean water.
  - 2015: Driven by a \$40 million gift to its water programs by Dana and Dave Dornsife, World Vision announces in September plans to reach one new person with clean water every 10 seconds by 2020 — eventually achieving universal water access everywhere it works by 2030.
- 2016: World Vision expands its water, sanitation, and hygiene work into more countries in Latin America and the Caribbean, along with the Middle East, reaching 4.6 million new people with clean

water.

- 2017: World Vision now reaches one new person every 10 seconds with clean water. In June, World Vision drills its 1,500th borehole well since 2003 in Mali.
- 2018 to 2030: World Vision sets ambitious goals for global water work
- 2020: 20 million new people served with clean water
- 2022: Clean water made available for everyone, everywhere they work in Rwanda.
- 2030: 50 million people — everyone, everywhere they work — have access to clean water and sanitation.

Rockneberg, Haley J



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## Children's Rights

Fifty-five percent of marriages in the globe are arranged or forced. These practices are viewed as a social and economic necessity so that both families can continue to economically thrive. Arranged marriages are planned and agreed upon families or guardian of the bride, and forced marriage is a marriage in which one or more parties are married without their consent or against their will. In many cases, bride kidnapping also known as bridenapping occurs. The practice is when a man abducts the bride he wishes to marry. Across the globe, the majority of brides are children between fifteen to eighteen. In some counties, girls become brides as young as eight. In results of child marriage, the girls tend to have early pregnancy, risk of domestic violence, have their education opportunity destroyed, and no social lives.

### **What do we know about Child Marriage True/False**

Increasing Awareness of Child Marriage

1) In sub-Saharan Africa, 40% of women are married as children.

TRUE

Key Points:

- All African countries are faced with child marriage.
- In East and Southern Africa, child marriage affects 37% of girls.
- Some girls as young as 8-9 are forced to marry adult men by their family.

2) Child marriage occurs when a girl falls in love very young. FALSE

Key Points:

- Families in extreme poverty feel that child marriage will reduce their expenses and/or provide them some income from a bride price.
- For some families, they are following tradition.
- Sometimes marriage for young girls is perceived by the family as a way to ensure their safety from physical or sexual assault.

3) Girls who are forced to marry young often have children very young and most can not continue with their schooling as a result.

TRUE

Key Points:

- Many girls become pregnant soon after they are married, even though their bodies are not mature enough to have a baby safely.
- Many girls drop out of school to care for children or do household chores.
- Some girls who are married young never get the opportunity to attend school even before they are married.

4) Girls who give birth before the age of 15 generally don't have problems during childbirth. FALSE

Girls' bodies are not mature enough to have a safe pregnancy and delivery and there are often very serious consequences.

- Girls who give birth under the age of 15 are five times more likely to die in childbirth than girls who give birth in their 20s.

5) Girls who are forced to marry young often have an equal say in the relationship. FALSE

Key Points:

- Girls who marry very young are more likely to be beaten and forced to have sex by their husbands than girls who marry later in life.
- Girls who marry young are not able to insist their husbands use protection, like condoms, and are therefore at greater risk for getting HIV and other STIs, in addition to pregnancy.

Website Link: <https://www.advocatesforyouth.org/wp-content/>

[uploads/storage//advfy/lesson-plans/lesson-plan-increasing-awareness-in-child-marriage.pdf](https://storage//advfy/lesson-plans/lesson-plan-increasing-awareness-in-child-marriage.pdf)

Read the UNICEF DATA on Child Marriages Child marriage from March 2018

<https://data.unicef.org/topic/child-protection/child-marriage/>

Read the article here written by Kathryn Reid on the World Vision website.

<https://www.worldvision.org/child-protection-news-stories/10-worst-places-child-marriage>

Listed by The Guardian as one of the world's 100 most Inspirational Women, Jasvinder Sanghera has been fighting forced marriages and honour based abuse — both in her native Britain and internationally. The charity Karma Nirvana she founded in 1993 has helped establish several refuge centres for South Asian men and women fleeing forced marriages. Her commitment stems from personal experience, after running away from home fourteen years old, faced with the prospect of a forced marriage.

[https://www.youtube.com/watch?v=h\\_Xh5MXA7yY](https://www.youtube.com/watch?v=h_Xh5MXA7yY)

### **To Discuss:**

Do you think that by empowering women and teaching them their rights, we will be able to help them break free of forced marriages?

Is forced marriage part of some culture? Why do some families practice forced marriage? Who can help?

### **To Watch:**

It will hardly surprise anyone that bride-snatching is illegal in Kyrgyzstan, but when you look at sentencing, the reality paints a far different picture. A sheep's life is worth four times more than a young woman's. The custom – in which single young men kidnap their bride of choice and pressure them to agree to marriage – is very common in this country. But as RT's team has found out, this centuries-old tradition surprisingly has its passionate proponents as well as harsh critics.

<https://www.youtube.com/>



[watch?v=TDnO\\_yV\\_8mo&list=PL9OZbozBNzA56d-x6PZgqWucKktL31N3f&index=19](https://www.youtube.com/watch?v=TDnO_yV_8mo&list=PL9OZbozBNzA56d-x6PZgqWucKktL31N3f&index=19)

**To Discuss:**

What is the correlation between a country's poverty level and child marriage rates? How do they reinforce each other? Given this cyclical relationship, what do you think is the best approach when crafting policy to address child marriage?

In Dosso, Niger 13-year-old Mariama has just discovered that she will be married in a few days time. Mariama's mother was worried that her daughter would have a child out of wedlock and then no one would marry her so she accepted 100,00 CFA (200 USD) as a dowry from a local market trader in his mid-20s. Watch – IMAGINE: Improve the education of girls in Niger <https://youtu.be/WP6VxOWlimY> Plan International is working with girls, their parents and communities to educate them about the consequences of child marriage, particularly the dangers to a girls' health if she gives birth before her body is ready. Plan International believes that sending girls to school is essential for reducing child marriage and funds 200 schools in Niger , focusing on educating girls and ending early and forced marriage.

[https://www.youtube.com/watch?v=K69c\\_ylO5v0&list=PL9OZbozBNzA56d-x6PZgqWucKktL31N3f&index=21](https://www.youtube.com/watch?v=K69c_ylO5v0&list=PL9OZbozBNzA56d-x6PZgqWucKktL31N3f&index=21)

**To Discuss:**

Why is child marriage a development concern? Why is it a U.S. foreign policy concern? Why is it a humanitarian concern? How can U.S. policies, including development and relief initiatives, target the practice of child marriage?

**Child Marriage And Rape Is Still Legal In Yemen (2013)**

The Youngest Bride (2013): The story of Nujood Ali, a young girl married off at 8 then raped and beaten by her husband, shocked the international community. But child marriage remains a legal and common practise in Yemen.

<https://www.youtube.com/watch?v=HmP66xGpjGo&list=PL9OZbozBNzA56d-x6PZgqWucKktL31N3f&index=18>

### **Der's Story:**

Click on the link and login with your school outlook, then select download.

[https://mnsctu-my.sharepoint.com/:v:/g/personal/kp8303em\\_go\\_minnstate\\_edu/EbnF6gBGlwZDnzoA3gvt8oB02QISjNVrtF66gt07SwD3A](https://mnsctu-my.sharepoint.com/:v:/g/personal/kp8303em_go_minnstate_edu/EbnF6gBGlwZDnzoA3gvt8oB02QISjNVrtF66gt07SwD3A)

With different traditions, many girls are afraid to speak up when forced or arranged to be married because of their culture values. After doing much research, I have learned that bridenapping, arranged and forced marriage are unethical practices and goes against the Universal Declaration of Human Rights.

MAI DER CHA 

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Credits:

Music by Chris Zabriskie (2009) <http://chriszabriskie.com/>

Video by Rafael Moura from Pexels

Video by Motion Places – Free Stock Video from Pexels

Video by Richard Thrift from Pexels

Video by Life Of Pix from Pexels

## **MEET 6 CHILD BRIDES WHO STOOD UP FOR WHAT'S RIGHT**

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<https://www.globalcitizen.org/en/content/meet-6-child-brides-stood-up-for-whats-right/>

## *Overpopulation and its Relation to Environmental Pollution*



[Laura Platt](#)

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Imagine you and your family are living about 100 years ago, now think to yourself: was the air that filled your lungs clean? Was the water you were swimming in clear? Now go back to present day...is the air still clean? How about the water? Your response is most likely: no. But why is that? Well, as you read this paper, you will come across examples and other information from other sources regarding this following argument: the human population is increasing exponentially, this overpopulation has caused a rise in environmental pollution. The purpose of this paper is to spread knowledge of pollution regarding our increasing population in the hopes of slowing or maybe even stopping pollution in its current colossal amounts. Producing pollution in these amounts causes severe problems to our globe. Throughout our history, the human population has always had problems relating to the globe. These widespread problems are now increasingly more common as our numbers continue to expand throughout the globe. Our population numbers are increasing at a rate which is faster than

our globe can account for. Manju Agarwal and Preeti are members of the Department of Mathematics and Astronomy at the University of Lucknow, which is located in India. Manju Agarwal and Preeti (2018) state, “rapidly rising population and increasing urbanization have the potential for producing a high level of pollution” (p 217). As our numbers increase, humans must continue to expand and produce more to account for our numbers, which in turn creates more pollution in our air and water. We see an example of this type of pollution in many cities and on our shores. Puffs of smoke and chemicals are released into our atmosphere everyday, as well as tons of garbage make their way or are purposely thrown into bodies of water (lakes/ rivers/ oceans). Our atmosphere is a melting pot for tons of different kinds of chemicals within the smoke that humans produce. Then, turning to the effect on our waters: “...some 5.25 trillion plastic particles weighing about 269,000 tons are floating in the world’s oceans” (Science Teacher, 2015, p 18). We are running out of places to put our large amounts of garbage; landfills are overflowing, so we now see it in our oceans, rivers, and lakes. To possibly fix this problem, we must stop our numbers from increasing at this exponential rate so it does not get to the extreme of overpopulation.

#### Resources

1. Agarwal, M., & Preeti. (2018). A Mathematical Study for the Existence and Survival of Human Population in a Polluted Environment. *Applications & Applied Mathematics*, 13(1), 217–234. Retrieved from <http://clcpoxy.mnpals.net/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=131692380&site=ehostlive>
  2. Floating Plastic Trash Common in Oceans. (2015). *Science Teacher*, 82(2), 18–21. Retrieved from <http://clcpoxy.mnpals.net/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=100770697&site=ehost-live>
- Chapter 2: Effects of Overpopulation on Species

Time and time again we have seen how overpopulation affects its species; there is death in huge numbers because the environment cannot sustain the mass quantities. One such species that was affected by its overpopulation was the White-tailed deer.

Whitetailed deer became so overpopulated that the environment could no longer sustain them and then tons died from starvation, disease, etc.. Maier Casandra, author of the website: The Effects of Animal Overpopulation states "the results [of overpopulation] can be devastating as animals scrape for food and wander into unnatural habitats in search of something to eat, disease is also a factor as the ecosystem makes a final attempt to regain a natural balance and order, the overpopulated animal species lead difficult lives with limited resources" (January 10, 2019). Food becomes scarce making the animals go into "uncharted territory". Disease also spreads faster from body to body because of the huge numbers, killing larger numbers at a faster rate. So, if humans have seen what overpopulation has done to other species (such as the White-tailed deer)...why aren't we stopping ours? Well, we are not stopping ours

because we know disease will not hurt us; we always have the newest technology for health and medication options, so we never have to worry. What we have to worry about is all around us (literally): the pollution in our atmosphere and our water. But our increasing numbers is not the only thing that is killing us (causing environmental pollution)...there is another.

Resources

1. Maier, C. (2019, January 10). The Effects of Animal Overpopulation. Retrieved from <https://sciencing.com/effects-animaloverpopulation-8249633.html>

Chapter 3: Money for Garbage

Another major cause of environmental pollution (but still relating to our ever increasing numbers) is involving money: people do not want to pay for or cannot afford to dump their garbage in landfills. As our many landfills fill up, they become more expensive to dump

your garbage. I have a personal experience with this money to landfill situation that I would like to share in this paper

#### Chapter 4: My Experience

When I was young (about 10-12 years ago), my grandparents lived way out in the country on a private road (nobody was allowed down there except for family). The grandkids (including myself) would be outside all day, running in the woods next to the house, walking down the 1 mile long driveway and picking up cool rocks, and even

building forts from tree branches by fallen trees, all while being barefoot. We all had the most amazing time outside as we did not have to worry about stepping on garbage or on sharp pieces of metal. But this was soon to end, as I grew older, our family property was increasingly used as a dump for other people's garbage. People who did not want to pay for dumping their garbage in the landfill would come down my grandparents road (which is now my road because my family moved down there) and drop off their garbage. For a while it was just a few walmart bags full here and there just thrown down our road and in our woods. But it soon became big black garbage bags full of plastic and other materials. Us grandkids had to wear thick soled shoes so we would not cut our feet on a sharp piece of garbage. People were also getting creative and

sneaky as to how and where they threw their garbage on our road. The biggest things that were tossed down our road were three mattresses and a large work desk. This person strategically hid the mattresses in different locations on our road; some were tucked behind a tree but still visible from the road and another was partially

buried under some brush! The work desk was then just tossed out on its side at the end of my road. Why would someone purposely litter on someone else's property just to avoid paying for the landfill? That question boiled in my mind for a long time. The more I thought about it, the more upset I got, but that is enough of my

personal experience. We must find new ways to lower the cost of the landfills or even find ways to produce less garbage. If everyone had garbage thrown onto their property, maybe then will we find the answers to those questions (above) sooner.

#### Chapter 5: Conclusion

In conclusion, the human population is increasing exponentially, this overpopulation has caused a rise in environmental pollution. Involving the argument of this paper (in previous sentence above), you came across examples and other information from other sources regarding that argument. The purpose of this paper was to spread knowledge of pollution regarding our increasing population in the hopes of slowing or maybe even stopping pollution in its currently colossal amounts, and that producing pollution in these colossal amounts causes severe problems to our globe. Just one community's help in slowing our environmental pollution is one step closer to our species survival and our planet's longer life. If we do not do something soon...we will be the cause of our own demise. Global citizens have the duty to protect our lands as well

as expand our globalization. However, humans are only expanding, not protecting; we are producing pollution (killing our planet) as we continue to expand. So we must start now; we must save our planet by picking up the garbage you see floating by the shore and by finding ways to burn less chemicals into our atmosphere..

#### All Resources

1. Agarwal, M., & Preeti. (2018). A Mathematical Study for the Existence and Survival of Human Population in a Polluted Environment. *Applications & Applied Mathematics*, 13(1), 217–234. Retrieved from <http://clcproxy.mnpals.net/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=131692380&site=ehost-live>
2. Floating Plastic Trash Common in Oceans. (2015). *Science Teacher*, 82(2), 18–21. Retrieved from <http://clcproxy.mnpals.net/>

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login.aspx?direct=true&db=aph&AN=100770697&site=ehost-live

3. Maier, C. (2019, January 10). The Effects of Animal Overpopulation. Retrieved from <https://sciencing.com/effects-animaloverpopulation-8249633.html>

#### Works Consulted

1. The US Is Rapidly Running Out of Landfill Space. (n.d.). Retrieved from <https://www.globalcitizen.org/en/content/us-landfills-arefilling-up/>

2. Zhan Li, Zhisheng Shuai, & Ke Wang. (2004). Persistence and Extinction of Single Population in a Polluted Environment.

Electronic Journal of Differential

Equations, 2004, 1–5. Retrieved from <http://clproxy.mnpals.net/>

login?url=http://search.ebscohost.com/  
login.aspx?direct=true&db=aph&AN=14769438&site=ehost-live



## *Climate Change In Minnesota*

### **What is climate change?**

Climate change is happening and that it is solely caused by ourselves, we need to find solutions to solve this and the easiest place to start is our back yards here in Minnesota. First lets look at some climate change stats. The United States ranks second in terms of release of green house gases with 15% of the worlds emitted gases. China doubles the U.S emissions with 30% and India follows in third with about half as much as the U.S with 7%. As the states go, Minnesota ranks 33rd in terms of toxic chemical release, which is a bit better than average. The worst state for chemical release is Alaska and the best is Rhode Island.

So, whats happening in our home state of Minnesota

Read:

<https://www.pca.state.mn.us/air/effects-climate-changeminnesota>

<https://www.mprnews.org/story/2015/02/02/climate-changeprimer>

If the links do not work, type in on your google search :

Effects of climate change in Minnesota. Minnesota pollution control agency. and Climate Change in Minnesota: 23 signs. MPR News

Discussion:

Do you believe in climate change? if not give your reasoning.

What's the main cause of pollution in Minnesota?

What are some solutions?

What are some small pollution control things you can do?

Feeling discouraged? Watch this and keep believing that you can make a difference. It may just save our Planet.



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Haapajoki, Alex

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## *The Plastics Problem*

The plastics problem: it's a huge issue, and the biggest topic is how do we stop it? Many people have come up with their own solutions from bans, to recycling programs, and even ocean cleanups. However, I think the plastics problem shows light to a multitude of the worlds other great issues. Like poverty and human rights for example. When people think of the plastics problem, they think of what people should do within their own country. Which is good, but the plastics problem is a global issue. Many developed nations have regulations and programs in place for our use and disposal of plastics. Some our better than others but at least there is something. But what about developing nations? What about the people who live in the worst of poverty? When you are so worried about getting money and being able to eat, recycling your plastics is going to be the last thing on your mind. Not to mention many people living in developing countries working on manufacturing and the disposal of our plastics, neither of which being good for human health. When you look more deeper into the issue it no longer is just a plastic problem, it's a disposal problem. It's not something we can no longer ignore, our societies have become disposable, and it doesn't matter what or who it is. If it's not to our use it's to be thrown. Plastics and other materials, plants, animals, and even people. So the real question comes to light: where do we

start? I think it's a simple answer: start caring. Start caring about the people who have to work in terrible conditions, care about the people who can barely make enough money to eat, care about the plants and animals that have to live with our pollution. It's easy to ignore and to not care, but not caring hurts you more than you may think. You may not feel it directly, but the plastics problem is a personal issue as well. The answer may seem simple but it's definitely not easy. Ignorance may be bliss, but having knowledge is power. And the power that one person has with their knowledge can change our planet. It doesn't have to be big, it can be the little things, but it all matters. All you have to do is care, and the best part is anyone can care. It doesn't matter your age, race, gender, rich, or poor.

I'm sure a lot of us have heard of the billions of tons of plastics made every year and the fact that every minute a dump truck load of plastics is being poured into our oceans. This is alarming for sure but because of its huge scale and large numbers we don't want to think about, many of us chose to ignore. It just seems out of our control but the funny thing is, is that it's totally in our control. We as humans created plastic, and therefore have control over its use. And while that is easier said than done, it still can be done.

When we throw away our plastic trash, where does it go? In this hard-hitting talk, Van Jones shows us how our throwaway culture hits poor people and poor countries "first and worst," with consequences we all share no matter where we live. He offers some ways to reclaim our planet from plastic garbage.



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Can we solve the problem of ocean plastic pollution and end extreme poverty at the same time? That's the ambitious goal of The Plastic Bank: a worldwide chain of stores where everything from school tuition to cooking fuel and more is available for purchase in exchange for plastic garbage — which is then sorted, shredded and sold to brands who reuse “social plastic” in their products. Join David Katz to learn more about this step towards closing the loop in the circular economy. “Preventing ocean plastic could be humanity’s richest opportunity,” Katz says.



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Write a response paper about what you think about the plastics problem. Things to cover in your paper should include: Do you think there is a plastics problem? Why or why not? What kinds of actions (solutions) we should take, if any? Did anything change your mind throughout the chapter? Why or why not?

Are you going to make any changes in your actions? Why or why not?

## *A Take on Violence*

Isaac Kangas

Public hanging that took place in the United States happened on August 14th, 1936. One human being named Rainey Bethea was convicted of the rape and murder of another human being, seventy year old Lischia Edwards. On a hot, June, Kentucky morning, Bethea climbed onto the roof of Edward's home and broke inside. What followed was a perfect display of the sickening sludge that can sit in the hearts of any person you might casually stroll past on the street.

This kind of crime, obviously, is nothing new. Not even in 1936. Barely significant, in the grand scheme of the horrible things we do to one another. The only thing about the case that stays in the public subconscious eighty three years after is the fact that the person responsible for hanging Bethea was drunk, making the execution not go quite as smoothly as it could have. The media, shockingly, blew the story out of proportion, causing the public hanging of a rapist in the town square to ultimately be scraped in the United States of America.

<https://www.youtube.com/watch?v=Rr67aYbaHzQ>

But infatuation with violence has always been big business. Hence, the public aspect of Bethea's hanging. We like to think there is some sort of justice in this world, so watching a person



responsible for murder hang from a circular meat hook eases us to sleep without the aide of alcohol. So does that make us any better than the person committing these kinds of crimes?

I suppose so. After all, we didn't rape and murder an elderly woman. That was Rainey. We are the good people. We are the people who take a moral high ground. We are the people who know the rights from the wrongs. In that aspect, it is our God-given right to watch this man choke middair, all while patting ourselves on the back and enjoying a hotdog in the process.

But, hey, let's move past public executions, huh? I feel as though I am focusing, as many who report do, on the perpetrator of the crime, rather than the victim. Obviously, I cannot say that I ever personally knew Lischia Edwards. However, I can empathise with victims of violent crimes.

I am not a woman. But I have witnessed firsthand the mistreatment of women. It is something that makes me want to puke, cry, and sneeze all in the same lamenting motion. I can sit here and hate myself for having a penis until the cows come home, but instead I would like to point out that crimes against women are not exclusively performed by men.

<https://www.youtube.com/watch?v=PvUj38GBNQI>

Now then, the video above makes a pretty clear implication that Naomi Oni's female friend was the one responsible for her being attacked with acid. This turned out to be true. The perpetrator's name is Mary Konye, who felt slighted after allegedly being called ugly by Oni days prior.

I found this to be interesting, because when I heard about this attack, my first thought immediately was that a man had to have been the perpetrator. Maybe this says more about my own bias than it does the fatalism that lies in the hearts of us naked apes. I'm really not sure. What I am sure about, however, is that there must have been a whole lot of hate in the heart of Mary Konye.

Insecurity, I suppose. The irony of our own appearance is that we never truly get to see it. Everything is simply a reproduction,

whether it be in a picture, or a mirror. I myself have always felt strange in my own body, since I can't tell what my own face is doing sometimes.

Well, now we've taken a look on violence against women, performed by a woman. How about two men?

<https://www.youtube.com/watch?v=3EvUzzbzFnc>

I am quite familiar with daytime talk shows. I believe they are most likely meant for housewives who need a break from the monotony of caring for a small human they are responsible for keeping alive. The shrieking mass of hens in the audience takes me right back to only about a year ago, when I would lay drunk on my floor and listen to whatever crap played on the CW station.

Jenny Jones is no longer a television host, and this video is most likely the reason why. She isn't the point of this.. My point is the murder of Scott Amedure, which happened after he professed his attraction to an acquaintance, Jonathan Schmitz. Schmitz, was not a homosexual like Amedure, and took what he thought to be revenge for the perceived embarrassment of national television. Although the episode never made it to air, this scenario is a prime example of *Gay Panic Defense*, where a straight man feels so taken back and insulted that he feels the only suitable recourse to solidifying his manhood would be to murder the homosexual responsible for hitting on him.

So now that we have looked at three example of personal violence, I will pose a question:

So what?

If you look at me exempting to get a point or an answer I'm afraid I have none.

But we can all look around

In silence for a while

And think

About

The birds sitting in the trees outside, and all the other comforting thoughts that remind us of the world being an alright place to live in.

Sometimes.

Isaac Kangas



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## Worldwide Agriculture

Agriculture is the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products. The food on your table, was farmed. The table you set your plate on, was farmed. Agriculture was the start of the modern world we live in. Agriculture lead to stationary settlements. The nomadic lifestyle slowly left the picture. Domestication of working animals began to occur.

Agriculture leads to development. It leads to countries moving forward, and moving up and out of poverty. Agriculture is how we will provide food to the estimated population of 9 billion in the year 2050.

Agriculture is a worldwide technology and to understand how this impacts your life daily, let's look at what agriculture is like in the world around us.

West Africa ~ Better Seeds Make Better Lives

Better Seeds Bring Bigger Harvests to West Africa

<http://www.worldbank.org/en/news/feature/2016/05/12/planting-the-seeds-for-better-harvests-in-west-africa>

At one time seedlings were impossible to grow here due to improper growing conditions. To be able to feed their entire population, they needed help. In 13 African countries, the West

Africa Agricultural Productivity Program (WAAPP) supports scientists working to find new seed varieties, and helps seed producers scale up their production. When it comes to production of seed, and food, borders have no meaning. All over the world food is one of the biggest causes of conflict. But, here in this region of Africa the good of others is just as important as the good of your own.

What specific countries are seeds being sent to?

Israel ~ From Wasteland to Flourish

Made in Israel: Agriculture

<https://www.jpost.com/Opinion/Israels-trees-Cause-for-celebration-and-optimism-481108>

Israel used to be a desert wasteland plagued with weeds, but today it is the complete opposite. But how? In this area the Jewish were only left to work with the leftovers they were given. They were given uninhabitable land and over 33% were infected with malaria, and instead of giving up they developed a spray and rerouted various water routes. In just 20 years the country was free of malaria. Citrus replaces the swamps, they now had the time to create fields that produced wheat, vineyards were started, all in just 20 years.

What else have they accomplished?

Lund, Fayth



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