Globalization, Rights, and Responsibilities

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Rights and Responsibilities

In a global context, complicated by:

- **National Borders**
  - Security
  - Laws
  - Sovereignty

- **Resources**
  - Availability
  - Control

- **Cultural and Religious Traditions**
  - Respect
  - Health and welfare
Globalization

- Globalization refers to the increasing political, economic, and cultural interconnectedness of different places around the world.
- Globalization also refers to the global circulation of goods, services, and capital but also of information, ideas, and people.

--World Bank, 2004

Emily Skop, The Changing Global Context, March 9, 2009
Twelve Components of Globalization

1) Global Hierarchy of Countries
2) Capitalist Economic System
3) Political Interconnectedness
4) Gulfs Between Rich and Poor
5) Displacement of Traditional Systems of Culture
6) McDonaldization
7) Cultural Hybridization
8) Rise of Mega-Cities
9) Internationalization and Feminization of Migration
10) Differences Between Birth and Death Rates
11) Local Resistance/Ethnic Nationalism
12) Environmental Transnationalism

http://www.uccs.edu/~coga/curriculum/secondary.html
Globalization vs. Internationalization

If “globalization” is the interconnectedness of people and places through economic, political, and cultural change, then “internationalization”, exemplified by this facility, could be described as one of the processes that exemplifies that change.
Rights

• Citizenship: individual’s right to benefit from being part of a community ~ duties and obligations of individuals toward the community

• Human rights: broader spectrum, including economic – livelihood and opportunities, social – health and education, and cultural – religion and customs

• Values translated into behavior, viewpoints, attitudes
Jurisdiction

A few years ago, Spain's National Court was given the power to investigate torture and other serious crimes anywhere in the world, even if no Spanish citizens were involved. The ruling has triggered a flood of international suits, including two cases regarding Guantanamo detainees.

United Nations Bodies

United Nations Commission on Human Rights, established 1946
* reporting to the Economic and Social Council

Office of the United Nations High Commissioner for Human Rights
* established in 1993

Human Rights Council, established in 2006
* reporting directly to General Assembly

http://www.ohchr.org/EN/AboutUs/Pages/BriefHistory.aspx
Structure of the United Nations Human Rights Bodies and Mechanisms

This diagram, which is not exhaustive, is intended to describe the functioning of the United Nations system in the field of human rights. Emphasis is given to those bodies and programmes with major human rights responsibilities.

SECRETARY-GENERAL

SECURITY COUNCIL

TRUSTEESHIP COUNCIL

INTERNATIONAL COURT OF JUSTICE

UNited Nations System

International Criminal Tribunal for ex-Yugoslavia

International Criminal Tribunal for Rwanda

Secretary-General

ECONOMIC AND SOCIAL COUNCIL

Other Subsidiary bodies

Commission on Crime Prevention and Criminal Justice

Commission on the Status of Women (CSW)

Commission on Human Rights

Sub-Commission on the Promotion and Protection of Human Rights

Commission on Economic, Social and Cultural Rights (CESCR)

Human Rights Committee (HRC)

Committee against Torture (CAT)

Committee on the Elimination of Racial Discrimination (CERD)

Committee on the Elimination of Discrimination against Women (CEDAW)

Committee on the Rights of the Child (CRC)

Committee on Migrant Workers and their Families (CMW)

Treaty-monitoring bodies (Conventional mechanisms)

Special Procedures (Country and Thematic mandates)

Working Groups

Studies by Special Rapporteurs

Working Groups

Special Committee to Investigate Israeli Practices Affecting the Human Rights of the Palestinian People and Other Arabs of the Occupied Territories

http://www2.ohchr.org/english/structure.htm
International Declarations and Agreements from the United Nations

The Universal Declaration of Human Rights

*United Nations General Assembly adopted the Universal Declaration of Human Rights on 10 December 1948.*

Committee on Economic Social and Cultural Rights
Committee against Torture
Committee on the Elimination of Racial Discrimination
Committee on the Elimination of Discrimination against Women
Committee on the Rights of the Child
Committee on Migrant Workers and their Families
Special Procedures (Country and Thematic Mandates)

http://www2.ohchr.org/english/
List of Human Rights Issues

Adequate Housing
Business and Human Rights
Children
Civil and Political Rights
Climate change
Communications
Democracy
Detention
Development (Good Governance and Debt)
Disability and Human Rights
Disappearances
Economic, Social and Cultural Rights
Education
Environment
Executions
Food
Freedom of Opinion and Expression
Freedom of Religion and Belief
Gender
Globalization (Business, Trade and Investment)
Health
HIV/AIDS
Human Rights and International Solidarity
Human Rights Defenders
Human Rights Education and Training
Impunity
Independence of Judiciary
Indigenous Peoples
Internal Displacement
Mercenaries
Migration
Millenium Development Goals and Human Rights
Minorities
Plans of Action for the Promotion and Protection of Human Rights
Poverty
Racism
Slavery
Terrorism
Torture
Trafficking in Persons
Transnational Corporations
Water and sanitation
Women

http://www2.ohchr.org/english/
Responsibilities?

• Past: Learn by example

• Multicultural and ethnically diverse societies: opportunities to foster social cohesion and common sense of identity and common community

• Societal individualism: young people lack knowledge, skills, interest in becoming involved in community

• New democracies: populations educated to understand concepts of democracy and human rights
EDUCATION

Questions:
What is the connection between rights and responsibilities?
How can that link be communicated to students?
Case Studies

• Education
• Immigration
• Safe Drinking Water
CASE STUDY: Education for All

Six internationally-agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

**Goal 1** - Expand early childhood care and education

**Goal 2** - Provide free and compulsory primary education for all

**Goal 3** - Promote learning and life skills for young people and adults

**Goal 4** - Increase adult literacy by 50 per cent

**Goal 5** - Achieve gender parity by 2005, gender equality by 2015

**Goal 6** - Improve the quality of education

Government Responsibility: Education

What about the basic need for education? Do you think the government should or should not be responsible for ensuring that people can meet this need?

<table>
<thead>
<tr>
<th>Country</th>
<th>Should be responsible</th>
<th>Is not government's responsibility</th>
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<tbody>
<tr>
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<tr>
<td>Mexico</td>
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<tr>
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<tr>
<td>India</td>
<td></td>
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<tr>
<td>Average</td>
<td>91</td>
<td>5</td>
</tr>
</tbody>
</table>

* Not included in average of nations.
Whose right and responsibility is education? At what level?

• Individual  • Primary
• Family  • Secondary
• Government  • Higher
• Private corporations  • Career

What happens following education?

• Work  • Pay back cost
• Vote  • Participate in community
• Be informed  • Educate next generation


All Foreign-Born Workers in the United States

CASE STUDY:
Immigration and Employment

• Freedom of movement
• Freedom to work
• UN International Covenant on Economic, Social, and Cultural Rights: “the ideal of free human beings enjoying freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his economic, social and cultural rights, as well as his civil and political rights”

• Colorado Immigrant Rights Coalition
http://www.coloradoimmigrant.org/
Tensions

• Tom Tancredo’s view on immigration
  http://www.washingtonpost.com/wp-dyn/content/article/2006/03/30/AR2006033001837.html

• “While acknowledging that the recession makes the political battle more difficult, President Obama plans to begin addressing the country’s immigration system this year, including looking for a path for illegal immigrants to become legal, a senior administration official said on Wednesday.”

• Legislation on immigration

• Lesson plan on immigration (historical)
  http://school.discoveryeducation.com/lessonplans/programs/destinationamerica/
Foreign-Born Workers: countries are resized in proportion to their net immigration figure

University of Sheffield, World Mapper Project
http://www.sasi.group.shef.ac.uk/worldmapper/display.php?selected=15
Microsoft and Maplecroft Global Map of Education


Education Index (EI)
- High (7.5 - 10.0)
- Upper (5.0 - 7.5)
- Medium (2.5 - 5.0)
- Low (0.0 - 2.5)
- No data available

The EI is a composite index that integrates data on literacy rates and primary, secondary and tertiary gross enrollment ratios.
Globalization and Immigration

- Capitalist Economic System
- Gulfs Between Rich and Poor
- Displacement of Traditional Systems of Culture
- Internationalization and Feminization of Migration

Rights and Responsibilities Murky
CASE STUDY: Access to Safe Water

• Nearly 1.1 billion people (20% of the world’s population) lack access to safe drinking water.
• Kills almost 4,500 children per day.
• Worst “water stressed” countries in Sub-Saharan Africa and South Asia.
• Climate and geography, lack of water systems and infrastructure, inadequate sanitation, high levels of arsenic and fluoride in drinking water.
• Women and young girls trek as much as six miles everyday to retrieve water.
• Obstacle to progress and development.

http://www.worldwaterday.net/index.cfm?objectid=E38C787B-F1F6-6035-B9D8092D300B7548
Water Scarcity and Stress

http://www.infoforhealth.org/pr/m14/m14figs.shtml#fig5
Transboundary Water

The world’s 263 transboundary lake and river basins include the territory of 145 countries and cover nearly half of the Earth’s land surface.

Over the last 60 years there have been more than 200 international water agreements and only 37 cases of reported violence between states over water.

We need to continue to nurture the opportunities for cooperation that transboundary water management can provide. We share the responsibility for managing the world’s transboundary waters for current and future generations.

http://www.unwater.org/worldwaterday/flashindex.html
Approaches to Water Quality, Availability, and Use

**Water Availability and Use** – basic information about the water cycle and human consumption with good graphics
http://www.infoforhealth.org/pr/m14/m14chap2.shtml

**The Pani Game** – Courtesy of WaterAid, it's the Pani Game. Help Embet get water to his village in Ethiopia. This fun and informative game is designed to help teachers educate their students about the issues and appropriate solutions for creating access to water in the developing world.
http://www.worldwaterday.net/game/index.html

**Colorado River Compact of 1922** - The major purposes of this compact are to provide for the equitable division and apportionment of the use of the waters of the Colorado River system; to establish the relative importance of different beneficial uses of water; to promote interstate comity; to remove causes of present and future controversies and to secure the expeditious agricultural and industrial development of the Colorado River Basin, the storage of its waters, and the protection of life and property from floods. To these ends the Colorado River Basin is divided into two basins, and an apportionment of the use of part of the water of the Colorado River system is made to each with the provision that further equitable apportionment may be made.
http://cobweb.scarymonsters.net/~corleyj/azca/compact.html
http://www.learnersonline.com/weekly/lessons03/week2/index.htm
Colorado River

Overview
The ground water and rivers of southern Arizona are not sufficient to supply water to the residents of southern Arizona at the current rate of use. This shortage will only increase in the future as the population continues to grow. The water of the Colorado River has been diverted to southern Arizona to supplement the natural supply of water. There are many political issues surrounding this diversion of water including environmental concerns, percentage of allocations to different areas, and future water use.

Purpose
In this lesson students will learn how the Colorado River water is allocated between the southwestern states with an emphasis on the Arizona allocation. Students can then predict what might happen to these allocations in the future.
Whose responsibility is water governance?

• Depends on country’s history, institutions, development
• Reflects internal pressures on water resources, environmental threats, growing population, international interest in poverty alleviation and economic development
• Encounters pervasive corruption
• Benefits from increasing attention to water rights
• Has varied results from privatization of water delivery
• Fails to delegate adequate powers and resources to make local water management successful

Geographic Implications of Rights and Responsibilities

• Proximity
  • Distance decay
  • Localization vs. Globalization

• Misunderstandings and misinterpretations
  • Cultures in contact
  • Historical animosity

• Economic interdependence
  • Scarce resources

http://www.african-tribes.org/map-of-african-tribes.html
Opportunities for Student Discussion

A. Essential question

B. Current events

C. Global and local implications

http://www.rferl.org/content/article/1071705.html
Current Events

• Analyze problem: cause and effects
• Identify parties involved
• Why does it capture public interest?
• What are the rights involved?
• What are the responsibilities involved?
• What kinds of conflicts could be predicted?
• Are there existing mechanisms for resolution?
Rights and Responsibilities

- Scale: Local, National, and Global
- Context: Historical, Cultural, and Geographical
- Conflict: Power, Resources, and Territory
Thank You

Questions?