

BGGS Overview



BGGS is the *Britannica Global Geography System*, a modular electronic learning system which combines the latest pedagogical approach to geography learning with interactive multi-media materials enabling students and teachers to immerse themselves in exciting geographic investigations. BGGS is made up of the following components:

- *Geographic Inquiry into Global Issues (GIGI)* Student DataBooks
- Teacher's Guides with Overhead Transparencies in a three-ring binder
- Laminated Mini-Atlases to accompany each module
- BGGS CD-ROM with User's Manual
- 3 BGGS Videodiscs with Barcode Guides
- 3 thematic posters

This section of your Teacher's Guide will examine each component and demonstrate how the components work together to facilitate some very exciting geography learning for you and your students!

I. GIGI

Geographic Inquiry into Global Issues (GIGI) is the foundation of the BGGS. GIGI is a series of modules developed at the Center for Geographic Education at the University of Colorado at Boulder. The modules are independent of one another and can be presented in any order.

They use an inquiry approach and are organized around ten world regions:

South Asia
Southeast Asia
Japan
Former Soviet Union
East Asia
Australia/New Zealand/Pacific
North Africa/Southwest Asia
Africa-South of the Sahara
Latin America
Europe

Each GIGI module is centered around a particular question, such as "Why are people in the world hungry?" and "Is freedom of movement a basic human right?" The lead question is explored in one region of the world, then, in most modules, in a second region, before being investigated in North America.

The modules can be used in geography classes, or selected modules can be used in other courses, such as Earth Science, Global Studies, or Economics. Twelve modules constitute ample material for a full year's geography course. Each module is accompanied by sets of laminated mini-atlases which students can write on with dry-erase markers (provided by the teacher), then wipe clean to be re-used by the next class. This activity works well with cooperative groups of students.

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Each module comprises a Teacher's Guide in a three-ring binder which includes Handouts and Activity masters for duplication and Overhead Transparencies; twenty-five Student DataBooks (additional Student DataBooks available) and the Mini-Atlases all packaged in a sturdy box suitable for storage when the class moves on to the next module. Since the Student DataBooks are soft-covered three-hole punched, non-consumable books, we recommend that each student have a binder to protect them. BGGS binders are available from Britannica, or you might ask each student to obtain one at the beginning of the course to keep the books in good condition for the next group of students that will use them. As the class completes a module, you can collect the Student DataBooks, place them in their storage box, and distribute the next module's DataBook to be placed in the student's binder.

GIGI print materials are organized in a unique fashion. The Teacher's Guide explains procedures to use in presenting the material found in the GIGI Student DataBook. Miniature layouts of student pages show the teacher how many pages of student material correspond with a given Teacher's Guide page. The Teacher's Guide includes Activities and Handouts to be copied and passed out to the class and Overhead Transparencies to enhance each lesson. All of a module's Activities, Handouts, and Overheads are located behind the third tab divider in each Teacher's Guide.

The teacher needs to become familiar in advance with both Teacher and Student material in order to effectively engage the class in meaningful geographic inquiries. There is a comprehensive "Memo to the Teacher from the GIGI Staff" in each Teacher's Guide which explains in detail the

goals and principles behind the inquiry approach to geography learning.

The electronic components of the *Britannica Global Geography System* further empower students and teachers alike to engage in meaningful investigations. They are explained in detail in the following section.

II. BGGS CD-ROM

The **BGGS CD-ROM** is a resource manager and reference tool designed to help both teachers and students get maximum impact from the *Britannica Global Geography System*. This CD-ROM contains the text of the GIGI Student DataBooks in both Spanish and English, as well as Britannica's innovative geography reference program Geopedia™ all on a single disk. Here are some of the ways you and your class can use this software:

- When preparing to teach a module, you can access the GIGI Student DataBook on the CD to find which other elements of the BGGS are keyed to that lesson. For example, if you are teaching Lesson 3 in the Population and Resources module (What is overpopulation and how is it distributed?), accessing that lesson on the CD-ROM will reveal that there is one clip on the *Economic Development* videodisc called "Population/Wealth Correlation." With this information, you can plan when to reserve your department's videodisc player to preview the clip and show it to your class.

Furthermore, you will discover that there is one GIGI mini-atlas activity related to this lesson, five articles in the Geopedia database, ten entries in

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Geopedia's World Data, five maps in the Geopedia Atlas, and five learning activities in the Geopedia BrainTeasers. You may want to assign each student or small group of students a research project using these extra resources to be done over the course of the module, or you can create a set of questions which the students must complete using the information found in Geopedia.

These activities can serve as a performance-based assessment of what students have learned in studying each module.

Since many schools have a limited number of computers with CD-ROM drives available, you may wish to devise a rotating schedule or sign-up system to ensure that each student has a chance to get at the BGGGS CD-ROM. If it takes 15 class periods for a class of twenty-five students to do one module, students working in pairs can each have one turn at the computer if they schedule their time at the outset of the module. Using the CD-ROM's resource managing capability, you will have a very good sense of what resources you have at your disposal and how to make the most of them.

- All GIGI lessons are indexed by word and by key topic. If your class is studying food shortages in the Hunger module, you can key in the word hunger, and immediately learn where else in the GIGI modules this word or key topic appears. You can go directly to those occurrences in the text. You will also be directed to appropriate Geopedia references and Brain Teaser activities. Figures, Maps and Tables from GIGI print modules do not appear in the CD-ROM. However, the caption describing each of them is part of the online text.

- If Spanish is the primary language of your students, GIGI lessons can be accessed and printed out in Spanish from the BGGGS CD-ROM. The BGGGS Videodiscs have a Spanish soundtrack as well.

III. BGGGS Videodiscs

More than ever before, today's students are visual learners. The GIGI modules explore issues and regions of the world with which many students are unfamiliar. With this in mind, we have produced three videodiscs, one to correspond to each of three major strands we have identified in GIGI: *Earth's Environment and Society*; *Economic Development*; and *Global Political and Cultural Change*.

These videodiscs, with English and Spanish soundtracks, can take you and your class to the parts of the world you are investigating with the wave of a barcode wand. Your class will hear how Amazon native peoples feel about the exploitation of the tropical rain forests where they live, witness the eruption of a volcano, and see first-hand the environmental disasters human beings have brought about.

The Barcode Guide which accompanies each disc enables you to access with a light pen or barcode reader, segments which pertain to the lesson being investigated. The Guide includes barcodes in both English and Spanish. Teachers can use the segments to enrich lessons, and students can make use of segments to enhance a report or group presentation.

There is a full-color poster to accompany each videodisc cluster which engages the students by asking "How do these images connect to you?" The posters can provide a colorful springboard for classroom discussion.

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**BRITANNICA GLOBAL
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GIGI

**Geographic Inquiry into
Global Issues**

Interdependence

Program Developers

A. David Hill, James M. Dunn, and Phil Klein

TEACHER'S GUIDE

Regional Case Study

Australia/New Zealand/Pacific

 **Britannica**
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Memo to the Teacher from the GIGI Staff

You have in your hands the GIGI Teacher's Guide. Teaching with GIGI is a departure from teaching with a conventional textbook. By taking the time to study this memo—about 30 minutes—you will gain a good understanding of the kind of teaching that's needed to be successful with GIGI. We hope you have a rewarding and enjoyable experience!

Goals

The three major goals of *Geographic Inquiry into Global Issues* (GIGI) are to help you teach your students the following:

1. Responsible citizenship
2. Geographic knowledge, skills, and perspectives
3. Critical and reflective thinking

We believe you can accomplish these goals as well as others by teaching real-world issues. GIGI presents these issues with an inquiry approach, using the information, concepts, skills, and perspectives of geography.

GIGI and the Britannica Global Geography System

GIGI offers you two instructional modules for each of ten world regions (Figure 1 on pages vi and vii). There is no necessary sequence of modules; each one is independent, so you can use them in any order you wish or put together smaller clusters of modules to fit your needs. A leading question frames the issue of each module, and student inquiry proceeds through a sequence of lessons, each of which requires one or more daily periods of class time.

Color photographs at the beginning and end of each Student DataBook graphically illustrate the topic under inquiry.

Modules typically begin with a broad introduction to the global issue. Then, a major case study of three to four lessons examines the issue in a real place within the selected world region. Students also explore, usually in a single lesson, a comparative case study in a *different* region, which gives a variant of the issue and a sense of its global nature. Modules also bring the students “back home” to focus on the issue as it may appear in the United States or Canada. We do this because although North America is not one of the 10 GIGI

regions, frequent comparisons to North America throughout each module achieve additional instruction on this "home region."

Each GIGI module requires from two to three weeks of teaching time (10 to 15 class periods of 50 minutes) and contains a Student DataBook, Teacher's Guide, and Mini-Atlas. These GIGI print materials are at the heart of the Britannica Global Geography System (BGGs), which extends and enhances the inquiry approach to real-world issues with a CD-ROM and three videodiscs.

The BGGs CD-ROM puts the text of the GIGI Student DataBooks on line in both English and Spanish, then enables both teacher and students to search the text by lesson, key topic, or word to find the resources in the system that will enhance each. Geopedia™, Britannica's multimedia geography program, is provided in the CD-ROM for follow-up research. It features an atlas with more than 1,000 new maps, an encyclopedia with more than 1,200 geography-related articles, statistical information on every country from Britannica World Data Annual, a chartmaker for creating charts and graphs, a selection of video clips exploring cities and regions, and an electronic notepad allowing teachers and students to clip and edit text right on the screen.

Three videodiscs, designed to electronically transport students to the regions of the world where GIGI case studies are focused, are another part of the BGGs. The discs emphasize three major strands of the GIGI investigations: *Earth's Environment and Society*, *Economic Development*, and *Global Political and Cultural Change*. Each videodisc has two soundtracks, English and Spanish, and is accompanied by a Barcode Guide that enables teachers and students to access the segments that accompany the GIGI lesson with a wave of the barcode reader. A poster accompanies each videodisc to reinforce the connections between your students and the issue being studied.

A full explanation of the Britannica Global Geography System components and how they work together is located in the BGGs overview in the front section of this Teacher's Guide.

Geographic Inquiry into Global Issues (GIGI)

Issues, Leading Questions, and Case Study Locations

| | | |
|----------------------------|--|---|
| South Asia | Population and Resources <i>How does population growth affect resource availability?</i> Bangladesh (Haiti) | Religious Conflict <i>Where do religious differences contribute to conflict?</i> Kashmir (Northern Ireland, United States) |
| Southeast Asia | Sustainable Agriculture <i>How can the world achieve sustainable agriculture?</i> Malaysia (Cameroon, Western United States) | Human Rights <i>How is freedom of movement a basic human right?</i> Cambodia (Cuba, United States) |
| Japan | Global Economy <i>How does the global economy affect peoples and places?</i> Japan (Colombia, United States) | Natural Hazards <i>Why do the effects of natural hazards vary from place to place?</i> Japan (Bangladesh, United States) |
| Former Soviet Union | Diversity and Nationalism <i>How do nations cope with cultural diversity?</i> Commonwealth of Independent States (Brazil, United States, and Canada) | Environmental Pollution <i>What are the effects of severe environmental pollution?</i> Aral Sea (Madagascar, United States) |
| East Asia | Population Growth <i>How is population growth to be managed?</i> China (United States) | Political Change <i>How does political change affect peoples and places?</i> Hong Kong (South Korea, Taiwan, Singapore, Canada) |

Figure 1 Matrix showing GIGI modules. Geographic issues are in bold and leading questions are in italics. Major case study locations are followed by comparison examples in parentheses.

Geographic Inquiry into Global Issues (GIGI)

Issues, Leading Questions, and Case Study Locations

| | | |
|--|---|---|
| Australia/ New Zealand/ Pacific | Global Climate Change <i>What could happen if global warming occurs?</i> Australia and New Zealand (Developing Countries, U.S. Gulf Coast) | Interdependence <i>What are the causes and effects of global interdependence?</i> Australia (Falkland Islands, United States) |
| North Africa/ Southwest Asia | Oil and Society <i>How have oil riches changed nations?</i> Saudi Arabia (Venezuela, Alaska) | Hunger <i>Why are people hungry?</i> Sudan (India, Canada) |
| Africa—south of the Sahara | Building New Nations <i>How are nation-states built?</i> Nigeria (South Africa, the Kurdish nation) | Infant and Child Mortality <i>Why do so many children suffer from poor health?</i> Central Africa (United States) |
| Latin America | Urban Growth <i>What are the causes and effects of rapid urbanization and urban growth?</i> Mexico (United States) | Development <i>How does development affect peoples and places?</i> Amazonia (Eastern Europe, U.S. Tennessee Valley) |
| Europe | Regional Integration <i>What are the advantages of and barriers to regional integration?</i> Europe (United States, Mexico, Canada) | Waste Management <i>Why is waste management both a local and global concern?</i> Western Europe (Japan, United States) |

Figure 1 (continued)

The **Student DataBook** contains the following features:

- Memo to the Student from the GIGI Staff
- An overview of the key questions and places explored in the module
- Lesson objectives
- Data presented in a variety of forms, including text, maps, graphs, tables, photographs, and cartoons
- Questions
- Glossary
- References

Students are not expected to learn the GIGI curriculum through the Student DataBook alone. Rather, they derive meaning from the DataBook when you use the Teacher's Guide to work through the curriculum with them. You may want to explain this process to students. Point out that you will be directing them to carry out various activities that are not specified in their text but are important in the sequence of learning.

Prior to teaching the first lesson, be sure students read the "Memo to the Student from the GIGI Staff" and the two-page overview, which gives the module's objectives in question form. Point out the Glossary and encourage its use as you work through the module, noting that glossary words are listed at the beginning of each lesson. So that students will know what they are expected to learn, they need to read carefully and understand the objectives listed at the beginning of each lesson.

This **Teacher's Guide** contains the following sections:

- Preparing to Teach This Module, a synopsis of the module's leading question, themes, and activities
- Module Objectives
- Number of Days Required to Teach the Module
- Suggestions for Teacher Reading
- Extension Activities and Resources

Most lessons include the following sections:

- Time Required
- Materials Needed
- Glossary Words
- Getting Started (suggested anticipatory sets)
- Procedures (for group and individual work)
- Modifications for older or younger students (in a different type face, printed in color)
- Questions and Answers (shown in tinted boxes)
- For Further Inquiry (suggestions for extensions and/or assessments)

- Masters of Overhead Transparencies and Activity masters and keys (located at the back of the Teacher's Guide)

Each module has its own accompanying **Mini-Atlas**, which provides four-color maps designed especially for use with that module. The Teacher's Guide explains how to use these maps. No additional atlases are required to teach the module, but large wall maps are highly recommended for your classroom. In addition to the maps in the Mini-Atlas, you will find numerous maps in the Student DataBook.

Intended Grade Levels

We believe GIGI enables you to probe global issues in various degrees of depth. This allows for the modules' use both over several grade levels (7–12) and over varying lengths of time at a grade level. The Teacher's Guides suggest alternatives for modifying instruction for different grade levels where appropriate. The reading level varies within each module: The Student DataBooks are approximately at grade 9 level, but some extracts from other sources are more challenging. These extracts are important because they show students that many people have contributed to the data, but younger students may need more time and help to understand them. The Teacher's Guides also include extension activities and resources that can maximize the grade-level flexibility of each module. Using the visuals included in the BGGGS videodiscs and the activities built into the CD-ROM, you can further tailor instruction to your students. Obviously, you will determine whether particular lessons suit your students' abilities. When a range of required teaching time is given for a module, for example, 10 to 12 days, the greater amount of time should be planned for younger students. If you believe a lesson might be too difficult for your students, eliminate or simplify it. Rarely will the elimination of a lesson render a module ineffective. On the other hand, try to utilize the suggested extensions if the lesson does not adequately challenge your students.

Issues-Based Geographic Inquiry

In order to foster active learning and higher-level thinking, GIGI stresses issues-based geographic inquiry. Inquiry is essentially the method of science and of good detective work: It poses questions and proposes answers about the real world and it tests its answers with real data. Students do this with GIGI. Because this approach may be different from what students are familiar with, you may wish to pre-

pare them by describing the process and its connection to the real world. Also, their reading and discussion of the "Memo to the Student from the GIGI Staff" will help them understand the inquiry approach. GIGI is based on Frances Slater's inquiry activity planning model (1993). To reach GIGI's goals, your students study specific global issues by pursuing answers to geographic questions (Figure 2). They answer these questions by analyzing and evaluating data, using geographic methods and skills. This "doing geography" approach leads to significant outcomes in knowledge, skills, and perspectives. The progression from questions to generalizations "is crucial as a structure for activity planning and as a strategy for developing meaning and understanding. Meaning and understanding define the process of tying little factual knots of information into bigger general knots so that geography begins to make sense, not as a heap of isolated facts but as a network of *ideas and procedures*" (Slater 1993, page 60).

In truly free inquiry, students work independently, but with GIGI posing questions and providing data, you and your students explore the issues together. This approach supports and encourages your students in learning geography.

By using issues-based inquiry, you promote the development of a critical perspective in your students. They learn the habits of critical and reflective thinking. Multiple and opposing positions are inherent

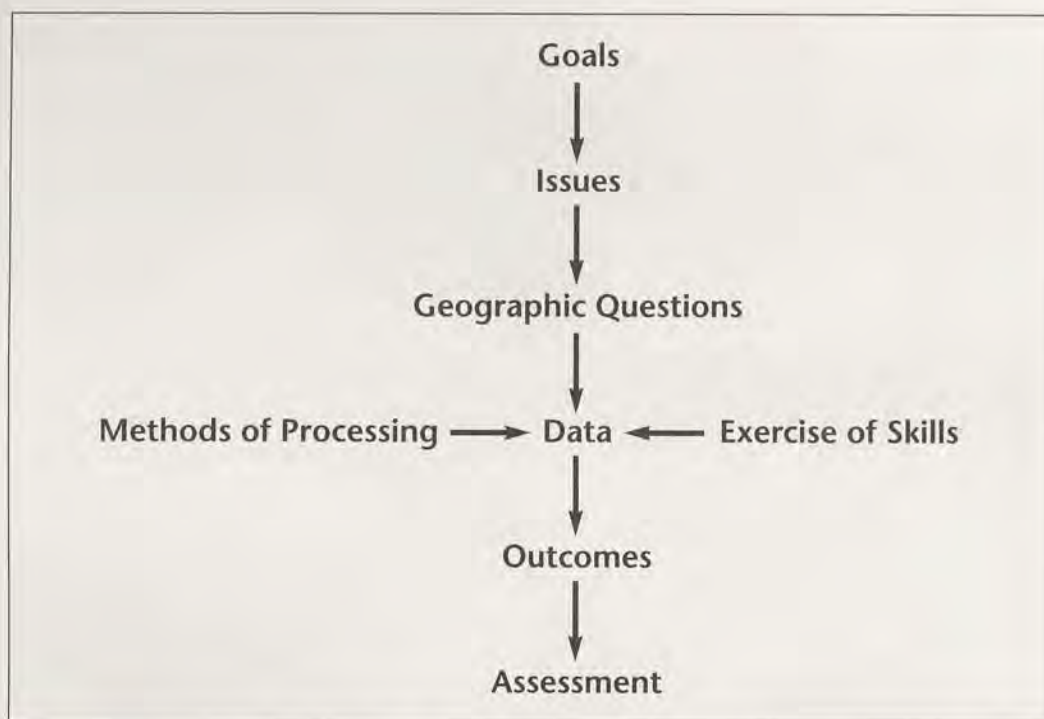


Figure 2 GIGI's model for issues-based geographic inquiry (after Slater 1993).

in these issues. Facts can be used to support different points of view. This is the context in which the habits of the critical perspective can develop, and *interpretation* is the key activity. With GIGI you foster these habits and abilities as you help your students interpret data guided by hypotheses, propositions, arguments, or questions.

An essential element of data-based, issues-oriented inquiry is to challenge your students by giving them opportunities to

- raise new questions,
- question the quality of the data,
- seek more useful or current data,
- articulate relationships they perceive,
- explain their processes of investigation, and
- defend their positions, decisions, and solutions.

Why These Issues Were Chosen

In planning GIGI, we sought timeless issues that are truly global in scope and that are of special concern to geographers. In this way, GIGI fosters what the National Geography Standards calls “the geographically informed person” needed by modern global citizenry (Geography Education Standards Project 1994).

The major case study, chosen to give solid grounding to the issue, is focused on a region where the issue is clearly expressed. The secondary case studies, based in other regions including the United States and Canada, show the *global* scope of the issue.

It is important to stress that, although GIGI contains a wide selection of case studies in all major regions (Figure 1) as well as frequent references to the global distribution of many geographic phenomena, GIGI is not a traditional regional geography. It does not attempt to provide basic geographic information for each region, such as one finds in traditional regional geography textbooks. In teaching a GIGI module, it is important to keep the emphasis on the issue and not get distracted with extraneous regional information.

Role of Questions

Each GIGI module is divided into six to eight lessons, each titled by a question; subquestions head individual sections of the lessons. Questions guide inquiry in order to merge the process of investigation with the drawing of conclusions. Directly linking questions and answers helps achieve an intellectually satisfying understanding of a problem (Slater 1993). When students are asked to learn only conclusions without learning how they are drawn, we perpetuate the tradition of an answer-centered education bereft of higher-level thinking. Therefore, it is important that students understand they are not

always expected to answer the questions when they first appear, but rather to keep them in mind as guides when they are reading or discussing.

GIGI asks both convergent and divergent questions, trying to reach a balance between the two. Supplement the questions in GIGI by asking your students many more of the types of questions suggested by Slater (1993). These are questions that encourage

- recall,
- classification and ordering,
- the use of data to draw conclusions,
- awareness of the limitations of data or of evaluation of data, and
- awareness of the processes of reasoning used.

According to the National Geography Standards, the “geographically informed person applies a comprehensive spatial view of the world to life situations” (Geography Education Standards Project 1994). In order to foster such a view of the world, GIGI asks *geographic* questions that ask where things are and why. By asking such geographic questions and by having students learn to ask them, you will reinforce GIGI’s approach. A good question to begin with is: Where is this issue located? Then proceed to questions such as the following:

- Why does it take place there?
- How and why does this issue affect the people in this place?
- In what other places do people confront this issue?
- How and why are these places related?
- What alternatives do people have to improve their situation, and which alternatives do you recommend?

Fundamental Themes of Geography

In recent years, many geography teachers have learned that the five “fundamental themes” (Joint Committee on Geographic Education 1984) help them ask geographic questions. The theme of **Location** asks where things are and why things are located where they are. **Place** is the theme that inquires into human and physical characteristics of locations. **Human-Environment Interaction** examines how and why humans both adapt to and modify their environments as well as the consequences of these actions. **Movement** investigates not only how and why places are connected but also what is the significance of those interactions. The theme of **Region** seeks to identify and explain similarities and differences among areas and how and why these form and change. An extended explanation of the themes and their concepts, interrelationships, and applications is

given in Hill and McCormick (1989). The themes are useful because they encourage the kinds of questions required to help students develop the geographic perspective.

Importance of Local Examples

GIGI is a world geography, but it shows that issues work at various geographic scales—personal, local, regional, national, and global. Because it is sometimes difficult for younger students to identify with faraway places, success with GIGI in part depends upon the ability of both you and your students to relate the issues to examples in your local community. We strongly recommend that you refer in class to local examples of the issue being investigated. Just as important, we encourage you to have your students conduct local field studies related to this issue whenever possible. Issues having important geographic dimensions abound in every community (see the Extension Activities and Resources section at the end of this Teacher's Guide for examples). Peak educational experiences often come when students see things in the field that relate to their classroom studies. We discuss other reasons for local involvement in the next section.

Familiar people can be as important as familiar places in motivating students. The quality of personal engagement is at the crux of successful instruction. Using the BGGGS videodisc segments that accompany most GIGI lessons is a powerful way to help your students find relevance by identifying the GIGI issues with real people. Similarly, you can connect GIGI issues to everyday life at a human scale, especially at the students' own age levels, by using current newspaper accounts or magazines that address the student's perspective.

As you gain familiarity with teaching local examples, as you develop field exercises for your students, and as you learn how to put a human face on these materials, you will begin to customize the GIGI modules to fit your particular environment. Our trial teachers reported that the more they taught GIGI modules, the more comfortable they became in adapting them to fit their needs.

Fostering Optimistic and Constructive Perspectives

The seriousness and complexity of the global issues studied in GIGI can overwhelm students unless you take care to foster optimistic and constructive perspectives toward issues. "Gloom and doom" needs to be balanced with examples of success and prospects for positive change. It is important to help your students develop a

sense of personal efficacy, an attitude that their actions can make a difference in solving global problems. The maxim, "Think Globally, Act Locally," speaks to the need to help students organize and conduct constructive actions that address local variants of the issues they are studying. As we noted earlier, student involvement in local projects enriches their educational experience. There is also good evidence that it actually produces an optimistic feeling—that their actions *can* make a difference—to help them deal with the often difficult and sometimes depressing world issues. GIGI modules often include lessons and activities to show possibilities for positive action.

Certain perspectives foster student optimism and constructive behavior. Geography students, especially, should learn to respect other peoples and lands, and they should come to cherish environmental unity and natural diversity. They should also learn to be skeptical about simplistic explanations, such as the theory that attempts to explain human characteristics and actions in terms of the physical environment alone, which geographers call "environmental determinism." Most important, optimistic and constructive perspectives accompany the development of empathy, tolerance, and open-mindedness. These traits are fostered by avoiding sexist and racist language, discouraging ethnocentricity, and challenging stereotypes, simplistic solutions, and basic assumptions.

References to Data

Unlike most textbooks, GIGI attributes its sources of data with in-text citations and full reference lists, which is another way of encouraging the critical perspective. In the Student DataBook, material that has been extracted from original sources is indented and printed in a different typeface. Long extracts are highlighted with background color. Use of these sources helps your students learn that real people construct ideas and data and that their concepts and information are not immutable. Instead, they often change through the critiques and interpretations of various people. By using these scholarly conventions, we intend to encourage your students to appreciate the tentativeness of knowledge and to value scholarship and academic integrity.

Updating

Real data quickly become obsolete. GIGI addresses this fact by discussing historical trends of data and by stressing concepts. You should reinforce this bias for concepts and also freely acknowledge the datedness of information by explaining why it is still used (for example, the lags between research and writing and publication and

use; the lack of more recent data). Whenever possible, guide students to update materials. Britannica's Geopedia, on the BGGs CD-ROM, contains data based on Encyclopædia Britannica's World Data Annual, which is also available in print form. Have students use these sources to supplement and update GIGI data.

Assessing Learning

Evaluation of student achievements with GIGI can be focused on two broad areas. The first is the developing ability of students to undertake geographic inquiry. The second is the acquisition of knowledge and perspectives about the module issue.

The ability of students to undertake inquiry in geography can be related to the primary questions that guide geographical study. They are noted earlier in this memo. As students work through the module, they are likely to become increasingly adept at asking and answering geographic questions. Seek to extend your students' competence in several clusters of skills that facilitate geographic inquiry. These clusters include the following:

- Identifying problems and issues. This may be done through observation, asking questions, brainstorming, reading, and in other ways.
- Inquiring into the problems and issues in many ways such as through map reading and interpretation, making surveys, and using results of surveys done by others.
- Making decisions and taking action, for example, through reviewing alternatives, establishing priorities and criteria, and communicating cooperatively with people in other ways.
- Reflecting at all stages of the process of inquiry, especially through careful consideration of diverse sources of evidence.

Students will acquire knowledge of the module issue as they make their inquiries. This knowledge can be tested and graded. Assessments may be based on the following:

- Knowledge and skills shown by work on Activities included in this Teacher's Guide and on questions in the Student DataBook.
- Observations of student participation in groups and in class discussions.

Specific assessment ideas are given at the end of some lessons in the section called For Further Inquiry. In addition, the Teacher's Guide ends with Extension Activities and Resources. Some of these extension activities can serve as authentic assessments.

Potential Uses

In addition to the flexibility offered by the free-standing nature of the modules, GIGI has a number of other characteristics that encourage widespread use. Modules can be extended and enhanced with the BGGS CD-ROM, videodiscs, and posters. Because GIGI's issues-based approach integrates several topics (for example, population, economic, political, physical, and cultural geography) in a single module, the modules are not conducive to using an approach in which topics are taught separately. On the other hand, GIGI may be used with a world regional approach because there are modules for each of 10 world regions. A year-long world geography or global studies course will have more than enough material by using 12 modules. Five to seven modules may constitute a one-semester, issues-based geography course covering several regions. You can define clusters of modules for your own curricular purposes. We have identified three clusters for interdisciplinary studies within the Britannica Global Geography System, each comprising six or seven GIGI modules. They are *Earth's Environment and Society*, *Economic Development*, and *Global Political and Cultural Change*. BGGS includes a videodisc and poster for each cluster. These strand packages could well be used in Social and Environmental Studies, Earth Science, Global Studies, and Area Studies classes. Activities in the modules also support math, language arts, and arts curricula.

GIGI encourages and facilitates the development of a variety of geographic skills that transfer widely into the natural and social sciences. Among these are skills of asking geographic questions and developing and testing geographic generalizations. These require other GIGI skills including examining and making a variety of maps; analyzing photographs; constructing and interpreting graphs and tables of spatial data; and collecting, interpreting, and presenting geographic information.

Finally, GIGI promotes a wide variety of linguistic, numeric, oral, creative, and social skills as well as geographic skills. In particular, GIGI emphasizes cooperative learning. We believe that one of the great strengths of the GIGI modules is that they give students practice in both group and individual problem solving. As students become more familiar with the global issues, they learn that finding solutions to world problems requires people to work together cooperatively.

References

- Geography Education Standards Project. 1994. *Geography for Life: The National Geography Standards*. Washington, DC: Geography Education Standards Project.

- Hill, A. David, and McCormick, Regina. 1989. *Geography: A Resource Book for Secondary Schools*. Santa Barbara, CA: ABC-CLIO, Inc.
- Joint Committee on Geographic Education. 1984. *Guidelines for Geographic Education: Elementary and Secondary Schools*. Washington, DC: Association of American Geographers and National Council for Geographic Education.
- Slater, Frances. 1993. *Learning through Geography*. Revised. Indiana, PA: National Council for Geographic Education.

PREPARING TO TEACH THIS MODULE

Interdependence

What are the causes and effects of global interdependence?

In this module, students inquire into the causes and consequences of global interdependence—the mutual dependence among the countries of the world. Students experience these consequences in their everyday lives. Increasingly, many of the products and services they consume originate in other countries, as do many of the cultural ideas that influence their views and sensibilities. At the same time, the products, services, and cultural ideas and artifacts of North America go abroad. This grand exchange is rapidly transforming peoples, places, and environments throughout the world. The expanding technologies of transportation and communications are, in effect, shrinking the globe, making interdependence more and more complete and perceptible. It is important to include in the curriculum the study of the causes and effects, both positive and negative, of interdependence on local, regional, and international scales. Global connections will increasingly shape the futures of today's students.

In order to provide a geographic perspective on interdependence, this module utilizes all of geography's five fundamental themes—*Location, Place, Movement, Region, and Human-Environment Interaction*. The location and characteristics of a place affect the kinds of interactions it has with other places. These spatial interactions—the movements of peoples, plants, animals, goods, and ideas—in turn modify places and regions by transforming human-environment interactions.

After an opening lesson that defines interdependence, the module uses a major case study of Australia to provide an in-depth view of the issue. In Lesson 2, students examine an economy heavily dependent upon international trade. Australia's location might give the impression of isolation and detachment from the rest of the world (Lesson 3), yet closer study of Australia (Lessons 4, 5, and 6) reveals

how interdependence has affected its alliances, environments, and population. Australia's political and economic alliances have shifted to the Pacific Rim and away from its historical ties with Britain. Australia's landscapes have been modified by plants and animals introduced by Europeans. Changes in immigration patterns are making Australia's population increasingly multicultural. Throughout these lessons, there are comparisons and contrasts between Australia and North America in order that students might have something local and familiar to use as a yardstick against which to consider the case of Australia. Lesson 7, a secondary case study, shows how one rather obscure conflict—the 1982 war between Britain and Argentina over the Falkland Islands—illustrates global interdependence. In the final lesson, students examine the portrayal of interdependence by the news media, and they speculate about the future of global interdependence, given technological trends.

Using the BGGS CD-ROM can simplify lesson planning by making it easy to access the resources the system provides for each lesson. It shows exactly which Geopedia™ data and learning activities can be used in long-range and short-term assignments, and which videodisc clips will provide visual reinforcement for each GIGI lesson. The CD-ROM can also show you ways in which a lesson in one module relates to a lesson in another module. And it indicates where to find every reference in GIGI, Geopedia™, the Mini-Atlas maps, and the videodiscs to any key topic—for example, “tsunami” or “Bangladesh.” The students will also be able to use the BGGS CD-ROM for further research and short-term or long-term range assignments. The BGGS multimedia components and their uses are explained fully in the tabbed BGGS section in the front of this Teacher's Guide.

The following are general modifications recommended for younger students:

- Plan for fifteen days because the activities will require more teacher explanation and support.
- Provide directions for homework assignments and monitor students' understanding and progress.
- Prior to assigning written activities requiring students to draw conclusions and summarize their findings, ask guiding questions and develop a sample outline on the chalkboard.

Module Objectives

- Understand the importance of political, social, and economic connections among countries.

- Explain why international trade exists and how a country's economic activities and physical environment can be changed by international connections.
- Describe how perceptions of a country change as that country increases its connections with the rest of the world.
- Identify reasons why countries form and change political and economic alliances.
- Recognize the linkage between global interdependence and social changes brought about by immigration.
- Demonstrate how changes in technology have permitted an increase in global interdependence.

Number of Days Required to Teach *Interdependence*

Twelve to fifteen 50-minute class periods

Suggestions for Teacher Reading

- Calder, Nigel. 1991. *Spaceship Earth*. London: Viking.
- De Blij, H. J., and Muller, Peter O. 1991. *Geography: Regions and Concepts*, 6th edition. New York: John Wiley.
- Hardwick, Susan W. and Holtgrieve, Donald G. 1990. *Patterns on Our Planet: Concepts and Themes in Geography*. New York: Merrill.
- Hill, A. David, and McCormick, Regina. 1989. *Geography: A Resource Book for Secondary Schools*. Santa Barbara, CA: ABC-CLIO, Inc.
- Marshall, Bruce, editor. 1991. *The Real World: Understanding the Modern World Through the New Geography*. Boston: Houghton Mifflin.

Books by Australian Teachers

If you wish to read books written by Australian geography teachers for school students in Australia, the following are suggested, but you will not find them readily available in the United States.

- Fien, John, and Wilson, Peter, editors. 1987. *Living in the Australian Environment: Classroom Activities in Australian Geography*. Canberra: Curriculum Development Centre and Australian Geography Teachers' Association, Inc. ISBN 0-582-532427.
- Sale, Colin, and Wilson, Graeme. 1984. *Australia: Our Changing Land*. Melbourne: Longman Cheshire. ISBN 0-582-682444.
- Stacey, Malcolm, and Lucas, John. 1988. *Investigating Geography—Australia: Contemporary Issues*. Melbourne: Longman Cheshire. ISBN 0-582-874130.

What is global interdependence?



Time Required

One or two 50-minute class periods



Materials Needed

Copies of Activity 1 for all students
Colored pencils



Glossary Words

alliance
dependence
economic development
global interdependence
Pacific Rim
political interdependence
superpower

4

Geographic Inquiry into Global Issues



What is global interdependence?

Objectives

- In this lesson, you will
- Find examples of interdependence from personal experience.
- Extend the idea of personal interdependence to global interdependence.
- Revisit the meaning of political interdependence.

Glossary Words

alliance
dependence
economic development
global interdependence
Pacific Rim
political interdependence
superpower

How are you interdependent with others?

Well over 5 billion people live on Earth. Although our ways of living vary greatly, each of us in some way depends on other people. We interact and cooperate with others in our daily routines. Some of these interactions are illustrated in Figure 1 on page 5. For example, when you buy things from stores, or when you travel on public transportation to get to school, you are dependent on others.

But now consider the broader picture—the interactions not shown directly in Figure 1. The merchants that you buy things from, the drivers of school buses, and the teachers at your school also depend on other people. Merchants need suppliers; buses need fuel; and teachers need materials for class. Many of these things come

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Interdependence

from outside your community—even outside your country. People are connected to each other in wider and wider networks of interdependence.



Figure 1 Sketch of a street scene. What does the street outside your school look like? What examples of interdependence can you find there?

What is meant by political interdependence?

Not only are individuals interdependent, but countries are interdependent also. For example, countries that trade with each other are basically relating to each other in the same way that individuals

Getting Started

- Have students read the Memo to the Student and the overview on pages 2–3 in the Student DataBook prior to beginning the module. Also, make sure students are aware that there is a Glossary in the back of their DataBooks.
- Form pairs of students who live in the same neighborhood. Have them work together to list 10–12 goods and services they have consumed or used in the last few days. They might list specific foods, clothing, magazines, gasoline, public transportation, mail services, educational services, etc. Then have them speculate about where these goods came from, who provided the services, and how the goods and services were paid for. Help students understand this exercise as an example of how they are interdependent with others.

Procedures

How are you interdependent with others? (pages 4–5)

- A. Hand out Activity 1 to the same pairs of students. Have them read this section, study

Figure 1, and complete the Activity. Make colored pencils available. The pairs can make one map from the sketch in Figure 1 and one map of their neighborhood. After completing the Activity, have the pairs post their own neighborhood maps.

What is meant by political interdependence? (pages 5–10)

- B. Divide the class into small groups. Assign each group to represent one of the countries (Australia, New Zealand, and the United States) in the ANZUS alliance. The task is to speculate about why each group's country wanted to form the treaty. Have students read the text on page 8 and study Figure 2 on page 9. Have them work together to answer Questions 1–6, about the UN and ANZUS, either orally or in writing. Some of these questions are difficult without some prior knowledge, but encourage students to speculate. When groups have considered these questions, they can take a few moments to speculate about why their country wanted to join ANZUS.

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Geographic Inquiry into Global Issues

do in a shopping scenario buying and selling, arranging payment, bargaining, and comparing quality. Countries connect with each other in other ways besides trade. They may agree to exchange scientific information, to defend each other from attacks, or even to share some aspects of government. Perhaps the most familiar example of interdependency among countries is the United Nations.

The United Nations (UN) organization



A view of Earth from space.

Look at a globe. Seen from space, planet Earth appears as a single body. Physical geographers have informed us of the ways in which major natural systems link all parts of the world. These systems include the water cycle, ocean currents and tides, and mountain building and erosion. Looking at the world in this way encourages us to think of Earth as made up of interdependent environments. The nations of the world (there were 192 as of 1993) relate to each other in many ways—by trading, by migration, and through the exchange of news and information. But can the nations organize themselves to exist in peace with each other? Recent history reflects little promise. Since World War II ended in 1945, there have been many small wars, most of them in Asia, Africa, and Latin America. The total duration of each of these small wars equals more than 500 years of warfare since 1945.

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Interdependence

In June 1945, 50 nations signed the Charter of the United Nations after a conference in San Francisco. The charter makes it clear that the nations would act together to stop war.

Preamble of the United Nations Charter

We the peoples of the United Nations determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and
To establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
To promote social progress and better standards of life in larger freedom, and for these ends
To practice tolerance and live together in peace with one another as good neighbors; and
To unite our strength to maintain international peace and security, and
To insure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
To employ international machinery for the promotion of the economic and social advancement of all peoples, have resolved to combine our efforts to accomplish these aims.
Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

The United Nations was to stop war through the activities of the United Nations Security Council. The Security Council has five permanent members: the United States, United Kingdom, Russia, France, and China. The council did not succeed in keeping the peace after 1945, although it has helped to avoid a third world war. The United Nations has established a number of specialized agencies through which its member nations cooperate. In this way, there have been advances in health care, help for children and refugees, peacekeeping forces in particular parts of the world, international aid, and relief after disasters.

Questions and Answers for page 8

1. What is the main message of the Preamble to the UN Charter?
 - The key idea is that nations working together (that is, interdependently) can maintain world peace and improve the lives of all peoples.
2. The Preamble refers to fundamental human rights. What are these?
 - Human rights apply to all peoples and include numerous political and economic rights, which are listed in the UN Universal Declaration of Human Rights. Nevertheless, countries tend to define human rights differently. For example, the United States emphasizes political rights such as free speech and democratic processes. Some other countries, however, emphasize the right to adequate housing, nutrition, and medical care.
3. An Australian, H. V. Evatt, said at a UN Assembly meeting that “the primary function of the UN is to maintain peace, but paradoxically there is no world peace to maintain.” What did he mean?
 - There are wars in many places: For example, Angola, Rwanda, Somalia, Sudan, Azerbaijan, Georgia, Bosnia-Herzegovina, Northern Ireland, Kashmir, Sri Lanka, and Cambodia all had wars in 1993–1994. There have been about 250 civil and international wars in the twentieth century that have killed around 100 million people. At any one time, there have been between 10 and 40 wars being fought around the globe.

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8 Cartographer: Inquiry into Global Issues



The Australia, New Zealand, and United States (ANZUS) alliance

Most countries of the world have made treaties with another country or with another group of countries. Treaties are formal political agreements about common interests. These interests may include defending the member countries or promoting economic development.

Because of its status as a world superpower, the United States has treaty arrangements with many other countries. Can you name some countries that the United States has made treaties with?

In 1952, the United States entered into an alliance with Australia and New Zealand (Figure 2 on page 9). Australia and New Zealand have long cooperated with each other in times of war and peace. They are near neighbors and share a British heritage. A military force, formed to serve with the Allies in World War I, was called the ANZAC—the Australian and New Zealand Army Corps. An ANZAC Pact was signed in 1944 promising a long-term bond between the two countries. But neither country was sufficiently powerful to defend either democracy in the southwest Pacific or itself against powerful aggressors. When the ANZUS alliance was formed in 1952, the three member countries promised to help each other if any one was threatened. ANZUS was modified in 1986 when New Zealand withdrew because the N.Z. government would not accept U.S. nuclear warships in N.Z. ports.

ANZUS and the UN are examples of mainly political forms of interdependence because they involve alliances among countries. There are also economic, cultural, humanitarian, and other forms of interdependence that will be considered later in this module.

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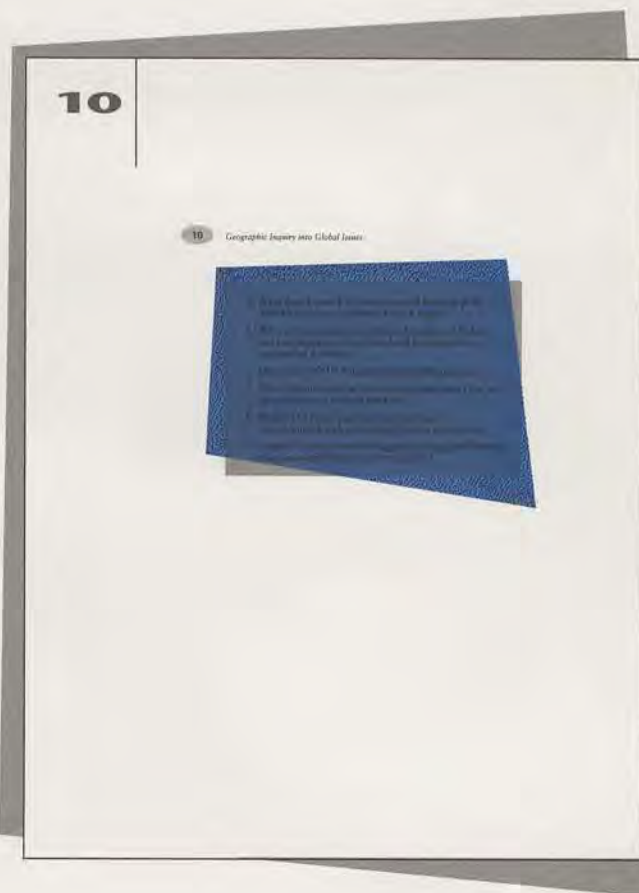
Figure 2 The Pacific Rim, showing the members of the ANZUS alliance

Questions and Answers for page 10

4. What does Figure 2 tell you about the location of the ANZUS countries in relation to each other?
 - The United States is on the opposite side of the Pacific Rim from Australia and New Zealand.
5. What is the approximate distance between: (a) Sydney and Los Angeles? (b) Auckland and Los Angeles? (c) Sydney and Auckland?
 - Approximate distances are: (a) 6,800 miles; (b) 6,000 miles; (c) 1,500 miles.
6. How does ANZUS illustrate global interdependence?
 - ANZUS is an example of political and military interdependence because each country agreed to stand with the other against aggressor nations in the southwestern Pacific region.

continued

- C. Bring the class together and give each group a chance to explain why their country wanted to join ANZUS. Then begin a class discussion that focuses on Questions 7–9. Post students' responses. Remind them that these are open-ended questions that call for their opinion and speculation. This discussion can serve to help students realize that knowing about interdependence helps them better understand the world they live in today. It will also provide a segue into the next lesson. You can end the discussion by asking for opinions about whether or not the world is becoming more interdependent.



7. Why do countries have to depend on each other? List as many reasons as you can think of.

- Possible answers include the following: *trade*—countries want products and services produced by other countries; *mutual disaster assistance*—countries require supplies from other countries when they suffer from natural disasters such as droughts, floods, and earthquakes and from human disasters such as war; *defense*—countries form military alliances with other countries for mutual protection against attack by other countries; *development*—poor countries depend on rich countries for development assistance; and *cultural exchange*—some people consider the exchange of ideas an essential part of life, and international exchange of ideas can enrich lives.

8. Would it be better for countries to be more interdependent with each other? Explain your answer.

- There is no correct answer to this question. Students saying *yes* might argue that enhanced communications between countries would create greater mutual understanding of and empathy for each other, which would help maintain peaceful relations. Students saying *no* might argue that it is the connections between countries that cause disagreements over trade, territory, or values.

9. Does the variety in human religion, language, and history make interdependence harder to achieve?

- Although this is open to speculation, the answer is probably *yes*, because such human differences stand in the way of communications and mutual understanding.

D. Ask students to look for articles in newspapers and magazines that illustrate any of the kinds of interdependence listed in the answer to Question 7. Tell students to clip these stories and bring them in over the duration of the module; post these articles prominently in the classroom. Divide a bulletin board in your

room into sections and have students classify the articles according to the type of interdependence they illustrate. Three useful categories would be “Political,” “Economic,” and “Cultural.” In Lesson 8, students will review the articles accumulated over the module.

Why do nations trade with each other?



Time Required

Two 50-minute class periods



Materials Needed

Copies of Activities 2 and 3 for each group of students
Transparency of Overhead 1



Glossary Words

comparative advantage
exports
imports
quota
subsidy
tariff

- Have students tell what they think are Australia's major exports and list these on the chalkboard. Students can refer back and modify the list as they complete this lesson.

Getting Started

- Use some of the following questions to have students tell what they know about the economy of their local area. Is it based on manufacturing, agriculture, mining, or something else? What does the local economy produce for export from the local area? From the country? What does the local area import from other parts of the country? From abroad? Help students understand that knowledge of local exports and imports helps them understand the interdependence of their local area.

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Why do nations trade with each other?

Objectives

In this lesson, you will

- Identify Australia's major imports and exports.
- Describe Australia's trading partners.
- Examine how a country's comparative advantage relates to its trade.

Glossary Words

comparative advantage
exports
imports
quota
subsidy
tariff

What are the main commodities imported and exported by Australia?

Australia is one of the largest countries in the world by area, but it had a population of only 17.8 million in 1993 (Population Reference Bureau 1993). This means that Australia has a population comparable with that of Texas. Many of Australia's agricultural and mineral commodities are produced in quantities far beyond local demand. This situation has helped Australia play an important role in international trade.

The beginnings of Australian trade took place while Australia was a colony of Britain in the nineteenth century. British policy then was to encourage the development of Australia as a supplier of food and of raw materials for industry. Australia's concentration on exporting products of agriculture and mining continues today.

Procedures

What are the main commodities imported and exported by Australia? (pages 11–12)

- A. Hand out Activity 2 to small groups of students. This Activity is based on Table 1 on page 12. Groups can discuss their responses to the questions in the Activity and write out answers for the group. You can have the groups check for understanding by comparing their answers to the *Key for Activity 2*.

Who are Australia's main trading partners? (pages 13–15)

- B. Have groups continue by studying Figures 3 and 4 on pages 13 and 14 and answering Questions 1–6 on pages 13 and 15.

Several of these questions call for prior knowledge; assist younger students as needed.

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12 Geographic Inquiry into Global Issues

Although Britain is no longer the main customer, Australia relies heavily on export earnings to pay for its imports. About 16 percent of Australia's national income comes from exports. In contrast, in the United States, exports make up only 4 percent of the national income.

As can be seen in Table 1 below, primary products (those from agriculture and mining) dominate Australia's exports. Natural resources in Australia support extensive commercial agriculture and livestock raising, especially of sheep and cattle. Manufacturing in Australia is experiencing problems because of rising competition from rapidly growing industrial economies in Asia (such as South Korea, Taiwan, Singapore, and China).

Table 1 Australia's principal commodity exports and imports, 1989 (millions of Australian \$)

| Commodity | Value |
|-------------------------------|-------|
| Exports | |
| Wool | 5,535 |
| Coal | 4,646 |
| Aluminum | 2,720 |
| Gold | 2,487 |
| Uranium | 2,220 |
| Wheat | 2,109 |
| Iron ore | 1,776 |
| Beef | 1,379 |
| Petrol (products) | 901 |
| Sugar | 855 |
| Imports | |
| Passenger motor vehicles | 2,231 |
| Computing equipment | 1,561 |
| Aircraft | 1,653 |
| Paper and paper products | 1,297 |
| Motor vehicle goods transport | 1,268 |
| Wheat | 1,162 |
| Iron and steel | 1,078 |
| Office machinery parts | 1,017 |
| Crude oil | 891 |
| Motor vehicle parts | 939 |

Source: Australian Bureau of Statistics 1991.

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Interdependence 13

Who are Australia's main trading partners?

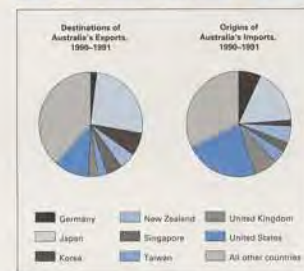


Figure 3 Australia's main trading partners, 1990–1991.

Source: Australian Bureau of Statistics 1994.

Questions and Answers for page 13

- Using Figure 3, what are the top five countries to which Australia exports commodities? What are the top five countries from which Australia imports commodities?
 - Exports are to Japan, United States, Korea, New Zealand, and Singapore. Imports are from United States, Japan, United Kingdom, Germany, and New Zealand.
- In what large area of the world is much of Australia's trade concentrated? What possible reasons can you think of for this concentration of Australia's trade?
 - All of the top five countries that Australia exports to are around the Pacific Rim. Taiwan, also in the Pacific Rim, appears to rank sixth. The United States generates the largest percentage of Australia's imports. Japan, and then the United Kingdom and Germany are the next most important countries importing to Australia.

Trading partners tend to be neighbors because the distance needed to move the goods and services of trade is minimized, thus cutting costs of transportation. In this case, Australia's location in the Pacific Rim encourages trade with the industrialized (Japan and the United States) and newly industrializing (Korea, Singapore, Taiwan) countries of that region. The very long distance trade with Europe is partly a result of historical connections with Britain.

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Geographic Inquiry into Global Issues

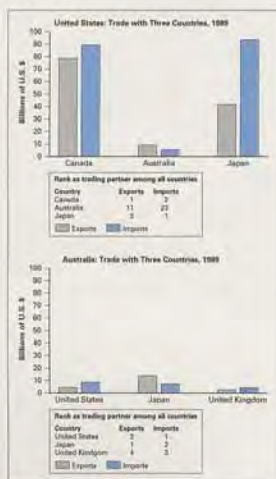


Figure 4 Comparison of principal trading partners of the United States and Australia.
Source: Europe World Yearbook 1994.

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Interdependence



How does international trade reflect global interdependence?

The world's resources are not evenly distributed among countries. Some places have a surplus of certain resources; for example, Australia has a surplus of coal that it can export. Some places have a scarcity of certain resources. Japan, for example, has very little oil, and has to import it. Nations seek to overcome problems of surplus and scarcity by trading. They export what they have a surplus of or what they are good at producing and import goods and services that they lack.

A surplus is often the result of an advantage. Advantages may be plentiful supplies of a resource, unique environmental conditions, or the specialized knowledge and skills of people. A country has a comparative advantage when it exports those goods and/or services for which it has the most advantage in relation to other countries.

These ideal conditions of trade are often modified by decisions and actions of governments trying to encourage or discourage certain aspects of trade. They do this by such means as tariffs, quotas, and subsidies. Countries may try to protect their own industries from competition from foreign products by placing tariffs or quotas on imports. Countries may pay their own producers subsidies to allow them to compete with foreign producers.

Questions and Answers for page 15

3. What kinds of products do you think are traded among the United States, Canada, Japan, and Australia?
 - Students can figure this out from prior knowledge and from speculation based on Activity 2. The United States and Japan sell manufactured products to each other and to Canada and Australia. The United States, Canada, and Australia sell ores and metals and agricultural products to Japan. Canada and Australia also sell ores and metals and agricultural products to the United States.
4. Using Figure 4, how do values of U.S.-Canada and U.S.-Japan trade compare with the value of U.S.-Australia trade? What reasons can you think of for this difference?
 - The value of U.S.-Japan trade and U.S.-Canada trade is much greater than the value of U.S.-Australia trade because Australia has a much smaller population than Japan. Australia is a great distance from the United States, while Canada is a U.S. neighbor.
5. What is the approximate value of goods exported from the United States to Australia? What is the approximate value of goods exported from Australia to the United States?
 - The value of U.S. goods exported to Australia is about \$10 billion; the value of Australian goods exported to the United States is about \$4 billion.
6. What is Australia's rank as a trading partner to the United States (look at the ranks for both imports and exports)? What is the United States's rank as a trading partner to Australia (look at the ranks for both imports and exports)? Why do you think these ranks differ?
 - Among countries that the United States exports to, Australia ranks eleventh. Among countries that the United States imports from, Australia ranks twenty-third.
Among countries that Australia exports to, the United States ranks second. Among countries that Australia imports from, the United States ranks first.
Students can speculate on the reasons that the United States is a more important trading partner to Australia than vice versa. The United States has a much larger population and a much larger economy than Australia. Small countries such as Australia cannot produce the volume and value of international trade that large countries can.

How does international trade reflect global interdependence? (page 15)

- C. Show Overhead 1 and read the following scenario to the class:

Dr. Anne Jones has a successful medical practice in a middle-class suburb. Her house is built on a half-acre lot and her medical office is in the house. Dr. Jones's parents used to be in the greenhouse business and she learned the business as she grew up. Actually, she is a highly skilled

gardener as well as a good doctor. Over the last few years, she has chosen to hire a gardener, even though he is not as skilled as she is in the garden.

Now, ask the class: Why did the doctor hire a gardener? [Students may answer: that she is busy; she has to keep her hands clean; she prefers medicine; or that she can make more money as a doctor.]

Develop this last answer by asking: If *advantage* means doing something better than someone else, in what activities does

Dr. Jones have an advantage over her gardener? [According to Overhead 1, the doctor is better than the gardener in both medicine and gardening.]

Tell students that Dr. Jones has a *comparative advantage* over the gardener in both medicine and gardening, but because she can make more money as a doctor than as a gardener, she chooses to work as a doctor and hire a gardener. Tell the class that the concept of comparative advantage is also important in explaining why nations trade.

- D. If you wish to reinforce students' understanding of comparative advantage and international trade, hand out **Activity 3** to small groups and have them complete it, or use it as a homework assignment. (See the *Key for Activity 3*.)

You may decide Activity 3 is too difficult for younger students, in which case it can be skipped.

What is Australia's place in the world?



Time Required

One or two 50-minute class periods



Materials Needed

One or more globes
String
Mini-Atlas map 1
Assorted world maps and photos of Earth



Glossary Words

absolute location
cartography
friction of distance
gross national product (GNP)
map projection
relative location

16

16 Geographic Inquiry into Global Issues



What is Australia's place in the world?

Objectives

In this lesson, you will

- Describe Australia's absolute and relative location.
- Describe Australia's economic position in the world.
- Analyze how Australia's physical and economic positions affect its links with other countries.

Glossary Words

absolute location
cartography
friction of distance
gross national product (GNP)
map projection
relative location

In what ways do different maps show Australia's place in the world?

When map makers, or cartographers, try to show the spherical Earth on flat paper, they have problems because some aspects of the globe are stretched. This is why cartographers have devised map projections. Projections are frameworks of parallels and meridians that

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you can see on maps. There are many different projections. Some represent the *areas* of the continents accurately; others show the *shape* of landmasses accurately; some give *distances* between places accurately; yet others show *directions* from place to place accurately. No one flat map can show all four features accurately. Only the globe can do this. So cartographers choose the projection that best suits the purpose of their map.

Maps can also be made to give different points of view and to emphasize different places. For example, Figure 5 on page 18 is a map of the world. From your experience, do you think this map gives a common point of view?



The Blue Mountains in southeast Australia.

Getting Started

- Hand out globes (if you lack globes, use Mini-Atlas map 1) and hold a brief discussion about students' impressions of Australia's place in the world. Do they see it as an isolated place? Ask them why Australia is sometimes referred to as "Down Under." Ask which people in the world are most likely to call Australia by this name and why.
- Using pieces of string, have students measure the following distances between places on their globes (if you lack globes, students can use the edge of a piece of paper to measure the distances on Mini-Atlas map 1): Sydney to San Francisco, California; Melbourne to Santiago, Chile; Darwin to London, England; Brisbane to Tokyo, Japan; and Perth to Cape Town, South Africa.

Procedures

In what ways do different maps show Australia's place in the world? (pages 16–21)

- A. Have students work in small groups to read this section, study Figures 5 and 6, and answer Questions 1–7 on pages 19 and 21. Hang or post any available world maps you may have so students may compare them with the maps in this lesson. A mixture of maps with different projections and orientations and photos of Earth can be highly instructive. When students have had time to discuss the questions, call the class together and go over the questions.

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Geographic Inquiry into Global Issues



Figure 5 Map of the world. Which part of the world is emphasized by this map?

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Geographic Inquiry into Global Issues



Figure 6 on page 20 presents a different view of Australia's place in the world. Here, Australia is shown as the land "up over," rather than the land "down under."



Australian sheepman with his truck and dog.

Questions and Answers for page 19

1. Between what lines of latitude and longitude does Australia lie? Between what lines of latitude and longitude do the 48 contiguous U.S. states lie?
 - Australia is located between 11° and 44° South latitude and between 113° and 153° East longitude. The United States (48 contiguous states only) lies between 25° and 49° North latitude and between 65° and 125° West longitude.
2. Using Figure 5, how would you describe Australia's relative location in the world?
 - Students might say Australia is south of China, in the Southern Hemisphere, a long way from the United States, at the extreme lower right corner of the world, etc. The map, which is centered on Europe, gives the impression that Australia is almost "at the end of the Earth."

continued

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Figure 6 Map of the world. What makes this an unusual perspective?

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Are Australia and New Zealand "North" or "South" countries?

The terms North countries and South countries have become widely used in recent years. North and South refer to the different characteristics of the world's countries. The North countries, which are also called "developed," include those in Europe, North America, Japan, and the former Soviet Union. The South countries, which are also called "developing," include those in Africa, Latin America, and most of Asia (Figure 7 on page 22).

North countries make much use of modern technology, have had few wars on their soil since the 1950s, and most of their people enjoy high living standards. By contrast, the South countries have low standards of living. There have been many wars in the South since 1950.



Sugar plantation in Queensland

3. Using Figure 5, how would you describe Australia's relative location from these three places: California, China, and the United Kingdom?

- Students can give various statements of relative location, for example: Australia is across the Pacific Ocean and southwest from California; in the Southern Hemisphere south-southeast of China; due southeast of the United Kingdom, nearly on the opposite side of Earth.

4. Do you think that North American or European rock groups or sports teams might be reluctant to include Australia on their world tours? Why?

- Yes, because Australia is a great distance from North America and from Europe. Some people are unwilling to make long journeys (even by air) because of cost, time taken, and fatigue. Geographers call this the *friction of distance*, which means the way in which time taken, cost, and physical stress of traveling tend to impede the movement of people or goods between places. Long time, high cost, and heavy stress increase the difficulty of bridging places. This concept is found later in the section titled, "What has caused Australia's interdependence?" in the Student DataBook on page 24.

Questions and Answers for page 21

5. How does Australia's relation to the rest of the world appear different in Figures 5 and 6?

- In Figure 5 Australia appears peripheral to the rest of the world, but in Figure 6 it appears central.

6. Which map is correct, Figure 5 or Figure 6?

- Both maps are correct. The cartographer has simply chosen to center Figure 5 on Europe, placing the North Pole at the top of the map, and to center Figure 6 on Australia, placing the South Pole at the top of the map.

7. Why is Figure 6 an uncommon view? Could this view be seen from outer space?

- Figure 6 gives an uncommon view because it does not follow the European conventions of cartography. Much of the history of cartography used in the West—that is, in Europe—derives from European explorers and mapmakers, and we in North America have been taught European map conventions. One of these conventions is that maps should be oriented with north at the top. Also, European convention typically places Europe at the center of world maps.

Yes, one could look down on Earth from space and see Earth from any orientation, but one would only see half the Earth at any one time. The only way to get a view of the entire Earth is with a map.

Are Australia and New Zealand "North" or "South" countries? (pages 21–23)

B. Have students get back into small groups to read this section and answer Questions 8–9.

Help students understand the meaning of the data in Table 2.

Questions and Answers for page 23

8. Which columns in Table 2 are helpful for making a distinction between the characteristics of North and South countries?
- The three columns on the right are key: percentage of urban population, infant mortality rate, and GNP per person. There is no relation between the size of population and degree of economic development.
9. Are Australia and New Zealand North or South countries? Explain your answer.
- They are North countries, despite their location in the Southern Hemisphere, because they have the characteristics—high percentage of urban population, low infant mortality rates, and high GNP per person—of developed countries, rather than those of developing (South) countries.

What has caused Australia's interdependence? (pages 24–25)

- C. Small groups can read this section and answer Questions 10 and 11. Have students, either individually or in small groups, answer Question 12 by creating posters showing how

improvements in transportation and communications have effectively reduced Australia's physical distance from the rest of the world. Post them around the room and discuss the concept of friction of distance and the “shrinking world” idea.

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Figure 7 The world can be divided into North and South countries. How should Australia and New Zealand be studied?

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Table 2 Population comparisons for selected countries, 1993

| Country | Population (millions) | Urban population (percentage) | Infant mortality rate * | Gross national product † |
|------------------------|-----------------------|-------------------------------|-------------------------|--------------------------|
| Australia | 17.8 | 85 | 7 | 16,580 |
| New Zealand | 3.4 | 84 | 8 | 12,140 |
| South Countries | | | | |
| Bangladesh | 113.9 | 14 | 116 | 220 |
| China | 1,228.3 | 26 | 51 | 170 |
| Indonesia | 187.6 | 31 | 88 | 410 |
| Papua New Guinea | 3.9 | 11 | 89 | 430 |
| Philippines | 64.6 | 45 | 45 | 440 |
| North Countries | | | | |
| Canada | 28.1 | 72 | 7 | 31,260 |
| Japan | 124.8 | 77 | 4 | 26,920 |
| Switzerland | 7.0 | 60 | 7 | 33,316 |
| United Kingdom | 58.0 | 90 | 7 | 16,759 |
| United States | 255.6 | 75 | 6 | 22,140 |

* Infant mortality rates are given as the number of infant deaths per 1,000 live births, rounded off to the nearest whole number.

† Gross national products are for 1991 and are given as per person averages, in U.S. dollars.

Source: Population Reference Bureau 1993.



Questions and Answers for page 25

10. Do you think Australia's location has helped or hindered its interdependence with the rest of the world? Explain.
 - Students may note that Australia's location has hindered its interdependence because of the friction of distance.
11. How have economic and historical ties contributed to Australia's interdependence with other countries?
 - The Australian economy's reliance on international trade has contributed greatly to its increasing interdependence. Also, its historical ties with the United Kingdom, including the large influx of immigrants from Europe, has also contributed to Australia's interdependence with other countries.
12. How have improvements in transportation and communications contributed to Australia's interdependence in the world?
 - See Procedure C for a suggested hands-on activity to reinforce this idea.

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What has caused Australia's interdependence?

Although it is located in the Southern Hemisphere, Australia has many characteristics of North countries. Its seeming isolation from the developed and industrialized North countries has been bridged, as modern transportation and communications have reduced the *friction of distance*. Through its large overseas trade and its treaties with other countries, Australia has a great deal of interdependence with the rest of the world. The following points help explain why.

- **Australian history:** European settlement began in 1788 when the British established a colony. There is a legacy of the English language, a government modeled on the British system, and a large proportion of the population descended from British migrants. Formerly, trade and defense associations were with Britain.
- **The Australian economy:** Australia's economic development is strongly related to its exports of agricultural and mineral products. There are strong trading ties with many parts of the world, particularly other countries of the Pacific Rim, such as Japan and the United States.
- **Australia's migration program since World War II:** There has been a sustained drive for immigrants since 1945. At first, most came from Britain and other countries of Europe; more recently, there have been arrivals from Asian countries. (This subject will be discussed in greater depth in Lesson 6.)
- **Advances in the technology of transport and communications:** A century ago, it used to take people, goods, and even a long time to travel round the world. Geographers call this the *friction of distance*. Cargo ships have made it possible for Australia to export huge quantities of agricultural products (such as wheat) and of minerals. Satellite communications keep Australians instantly aware of events round the world. Is the world shrinking?

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Underground zinc mine in Australia.

Should the United States and Australia continue to be allies?



Time Required

Two 50-minute class periods



Materials Needed

None



Glossary Words

allies

Cold War

multinational corporation

protectionism

Getting Started

Ask students for names of countries that are allies of the United States; mention Australia if the students do not do so. Ask them why these countries are allies of the United States. Allow the class to brainstorm their replies. [Students may answer in the following ways: they fought with the United States in wars; they are democracies like the United States; the United States trades with them; the United States made treaties with them; they need U.S. defense; or they speak the same language as in the United States.] Depending on students' answers, direct the discussion to point out that some reasons are political, some economic, and some cultural.

Procedures

What makes Australia and the United States allies? (pages 26–28)

- A. Have a student read this short text and refer to Figure 8 on page 28. Have students note the relative locations of Australia and the United States in relation to the Japanese conquests during World War II. Briefly discuss Questions 1 and 2; the purpose here is to emphasize that the U.S.-Australia alliance was cemented in the mutual defense needs of the war.

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Should the United States and Australia continue to be allies?

Objectives

In this lesson, you will

- Identify and explain political, economic, and cultural links between Australia and the United States.
- Decide whether these links are becoming more or less important.

Glossary Words

allies
Cold War
multinational corporation
protectionism

What makes Australia and the United States allies?

Becoming an ally means becoming a friend. Countries as well as people can be allies. Allies usually have common interests. The United States and Australia became firm allies during World War II.

Questions and Answers for page 27

1. Why was the United States important to Australia in World War II?
 - The main reason was that the two countries, allied together, provided a more effective military force against the Japanese Empire. As can be seen from Figure 8, the Japanese conquests came very close to Australian soil.
2. Why was Australia important to the United States in World War II?
 - Australia's strategic location was important for staging joint military operations against the Japanese in the South Pacific.

How are U.S.-Australian relations changing? (pages 29–36)

- B. Ask students to explain the quote on page 29, which questions whether the United States is more important to Australia than Australia is to the United States. [Students can suggest that the United States is more important to

Australia because of relative military strength, economic strength, size of population, and world leadership.]

Then pose the lesson's main question: Should the United States and Australia continue to be allies? For students to consider this question, they will need to analyze the material

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While battles were being fought against the Japanese in many countries in Southeast Asia (Figure 8 on page 28), some of the fighting took place very close to Australia—for example, in New Guinea and in the Coral Sea naval battle in 1942.



Sydney, Australia, looks out to the Pacific from its magnificent harbor.

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Figure 8 Extent of Japanese conquests during World War II, as of 1942. Polar regions are from 1942. Areas within the U.S. Navy's battle zone are shaded in light blue.

in the remainder of the lesson. Tell students to think in terms of the question stated on page 29: Do you think the political, economic, and cultural ties between the United States and Australia are becoming more important or less important?

Tell students that the Student DataBook offers evidence to help them answer these questions. The evidence is available under the following four headings: "The changing commonwealth," "The formation of ANZUS in 1952," "U.S.-Australian trade relations," and "Cultural links between the United States and Australia."

- C. Divide the class into cooperative learning groups of four students each. Assign a student in each group to read one of the four sections. That student is then responsible to instruct the remaining members of the group about the points made in the Student DataBook. Together, all group members can formulate answers to the questions following each section.

Students working on the changing relationship between Australia, New Zealand, and Great Britain might focus on the shift from

colonialism to trade for mutual benefit. Another important point here is the increasing emphasis of Australia on its Pacific relations while Britain turned toward Europe.

Students working on the formation of ANZUS can emphasize the fear rampant during the Cold War; how Australia's isolation made it valuable as a satellite communications base; and the vision of Australia as an equal partner.

Students working on the trade relations issue can mention that the U.S. economy is much bigger than that of Australia, so it often has a comparative advantage in international trade between the two countries (Lesson 2). One important reason offered by U.S. authorities for exporting subsidized products is to fight similar practices by European countries that negatively affect U.S. farmers.

Students working on the cultural links can think about why exchanges of news, ideas, and culture illustrate how one country can affect another. Have students consider whether they think such exchanges are always beneficial, or if there might be some people who oppose cultural influences from one country affecting another.

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How are U.S.-Australian relations changing?

Neither in government nor in the U.S. public arena do U.S.-Australian relations command the interest they do in Australia. . . . It is useful to ask how the U.S. establishment perceives Australia on the international stage. . . . How and why is Australia relevant? How compatible with and how useful has Australia been to the United States in recent years? How has the United States treated Australia—cautiously and sympathetically? Carelessly? Callously? What has impeded, and will impede, both the style and substance of U.S. responses to Australian position and policy movements? (Abrams 1988, page 4)

The following four sections describe changing U.S.-Australian relations. Do you think the political, economic, and cultural ties between the United States and Australia are becoming more important or less important?



The Link Roadway (Sydney, Australia) provides international access.

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Geographic Inquiry and Global Values

The changing commonwealth

Table 6 Australia's and New Zealand's changing relationship to Great Britain

| Period | Developments in Britain | Australia's and New Zealand's relations to Britain |
|--------------------|---|---|
| Mid-19th century | Britain in the peak of its power and greater extent of its empire—imperialist network of telegraphs, steamships, and railways linked Britain and its colonies | Australia and New Zealand had status of colonies and provinces. They sent resources to Britain and looked to Britain for defense and through Britain |
| Early 20th century | Settler colonies (e.g., Australia, New Zealand, Canada) became independent and were ruled dominions | Dominions recognized the British monarch and shared British colonial activity (e.g., in Pacific Islands and in setting control of Antarctica). Former colonies helped defend Britain. Members made trade with each other. |
| 1911 | Outbreak of "War to End War" (World War I) ended. Britain's Parliament concerned over many of the dominions' affairs. The number of colonies in the commonwealth grew quickly after 1945. | Members of the commonwealth considered equals and had free association with Britain. Former colonies adopted various forms of government. |
| 1930s present | Britain gradually "moved to Europe" (from NATO) and defense and arms trade agreements with the European Community. Members of the commonwealth arrange their own defense and trade. | Pacific members of the commonwealth look to the United States for defense agreements. Japan and other countries of Asia and the Pacific become close dependent trading partners. Commonwealth members share technical aid, the English language, and a belief in freedom. |

Source: Crichton and Orr 1991.

Several modifications can be made in this activity. Younger students might be asked to read less of the evidence related to each of the four questions. Less advanced students may find the material under the cultural links section easier to handle than the other sections. Similarly, the material under U.S.-Australian trade relations may be more suitable for more advanced students.

- D. After each group has shared their ideas and answered the questions, encourage them to seek a consensus on whether the interdependence between the United States and Australia seems to be increasing or decreasing. [Responses are likely to vary, which is acceptable provided the students back up their opinions with suitable arguments.] Based on this decision, ask groups to reply to the lesson question, "Should the United States and Australia continue to be allies?" Have each group report its answer to the question and its reasons to the rest of the class.

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The formation of ANZUS in 1952

Australia encouraged the formation of ANZUS, and the United States was happy to join. Australia and New Zealand did not have much military or economic power in 1952. This is still true. They are English-speaking countries on the fringe of Asia. Their histories were closely tied to Britain, half a world away. Their main ally in the Pacific during World War II was the United States, which was thousands of miles away on the other side of that vast ocean. Great changes were happening in many parts of Asia in the early 1950s. For example, there were several former colonies that had won their independence (the Dutch East Indies became Indonesia, for example), and mainland China was controlled by a communist government. By the 1950s, the Cold War had developed between the United States and its mainly democratic allies on one side and the USSR and its communist allies on the other. In many ways the Cold War was a war of distrust. The United States and the USSR had very different ideas about what was a fair society and a fair economy. This led to a war of words and to a stockpiling of arms. The U.S. foreign policy was to build a ring of allies to stop communist expansion in Europe and Asia. Because of its strategic location, Australia was invited to be part of the U.S. global network of radio and satellite communications. The United States maintains communications bases in Australia at Pine Gap (Northern Territory), Naurungar (South Australia), and North West Cape (Western Australia). An Australian viewpoint about ANZUS was evident in a speech made in June 1987 by a senior member of the Australian Department of Foreign Affairs. The speech was made to high-ranking officers of the armed forces at a strategic studies course. An edited extract from the speech follows.

The changes of history and the facts of geography have in [Australia] with few natural allies. . . . We have been talking about interdependence for over 50 years and [it is] here to stay, so long

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as the world, squeezed by modern communications technology, growth of population, and the need to develop resources, continues to shrink. . . . We have historical ties with western Europe. Our outlook, our traditions, our people could not make it otherwise. We have more than that. We are an ally of the United States, that nation of contrasts, young like Australia, yet so inventive, so consistent a contributor to civilized human values around the world. I stress that Australia is an ally of the United States, not a client. In strategic terms, in the Indian Ocean as well as in the Pacific Ocean, Australia is important to the United States. Quite apart from the access we extend to U.S. warships and military aircraft, we are host to joint communications facilities which are important defenses against nuclear war (Sandler 1987, pages 436-437).



U.S.-Australian trade relations

In January 1992, then-President George Bush visited Australia on his way to Japan for trade talks. The United States wanted Japan to lower its barriers to U.S. imports. At the same time, Australia had been losing some international markets for farm products, such as wheat and beef, because the U.S. government was subsidizing U.S. farmers. The effect of the subsidy was that it made U.S. products cheaper than Australian products. The U.S. subsidy, then, was one of the causes of poverty in the farming areas of Australia. Farmers in Australia have protested U.S. policy for several years. The following letter to the editor of an Australian newspaper illustrates this:

The future of the wheat industry in Australia is in danger. The effects of the Americans' wheat war blockade in Australia have been very serious. Wheat has provided much of the impetus for

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development in Australia. It has provided tens of thousands of jobs, directly and indirectly. It is the mainstay of numerous rural communities; it provides millions of dollars of export earnings. The United States has increased its share of world trade by 46 percent since 1985; Australia's share has declined by half. Australia should be rising up in anger at the American policy. We have two courses open—either the use of Australian soil for military installations and communications bases, and block imports from the United States (The Weekend Australian 1988, page 20).

The protest continued during President Bush's visit to Australia in January 1992. Newspapers in the United States and Australia published reports on Mr. Bush's visit. The president spoke of the importance of maintaining strong economic and defense ties with the Pacific nations, and he tried to allay Australian fears of U.S. subsidies on wheat, sugar, and beef. Bush said any differences between the United States and Pacific Rim allies "are so overwhelmed by the common purpose, they're not even registering on the radar screen" (USA Today 1992, page 1). Below are several excerpts from Australian newspapers, showing how Australians saw President Bush's visit.

Australian coverage of President Bush's visit to Australia

President Bush left Australia yesterday saying he would not yield to growing domestic pressure for greater protection—the prelude to his demands in Tokyo for more access to Japan's markets.

"Protectionism closes markets, it ensures poverty, and it costs jobs," Mr. Bush told a lunch hosted by the Premier of Victoria (a state in Australia) (Moor 1992, page 1).

One thing became very clear during the visit of President Bush this week. This is that the feelings of the Australian population towards the United States are still overwhelmingly positive (McGuire 1992, page 6).

Australian farmers were confused and angry last night after the United States President, Mr. Bush, made it clear he had given no trade concessions (Brown 1992, page 1).

It was not the end that President Bush had wanted for his goodwill trip to Australia.

It was not the image, sent back to the United States to assist the breakfast news, that Americans were used to seeing of Australia. . . .

Questions and Answers for page 31

3. How have developments in Britain changed the way it relates to its former colonies?
 - The British Empire has effectively expired in the twentieth century, and the affairs of Britain have become increasingly intertwined with its European neighbors, rather than with its far-flung former colonies.
4. How have developments in Australia and New Zealand changed the way they relate to Britain?
 - As Britain turned to Europe, Australia and New Zealand have turned increasingly to their Pacific and Asian neighbors for trade and defense. As independent members of the Commonwealth, they have their own governments and have equal status with Britain.

Close the lesson by developing the idea that the answer to this question may well have been different at various times since 1950, because of the different sets of international relations at each time. For example, during the Cold War, the United States needed the communications bases in Australia as part of its network for global surveillance and defense. Students might raise the question whether the United States needs Australia since the demise

of the Soviet Union. On the other hand, the Pacific Rim is becoming increasingly powerful economically, and both Australia and the United States are seeking to improve their trade relationships with the heavily populated countries of Asia. Issues such as trade protectionism and excessive cultural influence would have to be resolved if the two countries are to remain strong allies.

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34 *Geographical Inquiry into Global Issues*

Clearly, the violence of the 1,000-strong demonstration outside the World Congress Centre in Melbourne had not been anticipated by the Victorian police, who last night described it as the most violent in memory (Sorell and Carr 1992, page 1).



Cultural links between the United States and Australia

Much modern business is dominated by multinational corporations such as Coca-Cola, General Motors, Exxon, IBM, Caltex, Toyota, and others. These are very big firms that have factories and offices in many countries. When they open or close factories they affect the level of employment and even the prosperity of whole countries. Many U.S. firms have operations in Australia. They include Ford, Caltex, and IBM, and their products are widely advertised and purchased in Australia. Aspects of U.S. life are thus "imported" to Australia.

There are other ways in which the Australian way of life is affected by U.S. influences. Hollywood films and television programs are shown in Australia. The result is that Australians hear and see a lot about the United States, and some of this becomes part of the Australian way of life. It even includes expressions used in conversation, such as "Have a nice day." Some of the influences from the United States are thought to be good because they stimulate new ideas, and some are thought to be bad because they displace local culture. Australians often eat at Kentucky Fried Chicken, McDonald's, or Taco Den (Bell). Basketball and baseball are gaining popularity: much of the pop music heard on Australian radio has been recorded by American groups; and semiconductor firms advertise their goods as the "latest from America."

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Figure 9 Comparisons of religion and language between Australia and the United States.

Source: Australian Bureau of Statistics, 1994; Worldview, Encyclopedia 1988.

Questions and Answers for page 32

5. Why did Australia, New Zealand, and the United States decide to form ANZUS?
 - They shared a common heritage and political system. As democracies, they sought mutual defense against communist expansion in Asia and the southern Pacific. The location of Australia was helpful in establishing communications networks.
6. Why did the Australian speaker suggest that the world is continuing to shrink?
 - Improvements in communications technology, especially the use of satellites, made the sharing of ideas and information between nations much quicker. Places far apart geographically were linked by instantaneous communications technology.
7. Do you think the need for military bases will continue?
 - This is an opinion question. Some students may feel that military bases have not been needed since the end of the Cold War; others may be more cautious.

Questions and Answers for page 34

8. Why were the Australians concerned about U.S. trade policies?
 - Australia had been losing international markets because its farm products (wheat and beef) could not compete against the lower prices of U.S. products. U.S. products were cheaper, however, because of U.S. government subsidies.
9. Do you think President Bush succeeded in addressing Australia's concerns?
 - It is unlikely he did so, because he "would not yield" to demands that he change U.S. trade policies to protect Australian markets. But it is clear that relations between the two nations were not seriously strained, according to the article noting the "overwhelmingly positive" view of Australians toward the United States.
10. Why did Australian farmers protest against President Bush's visit?
 - They were disappointed and angered by his refusal to alter the U.S. policy of subsidizing U.S. wheat, sugar, and beef production. The resulting decline in Australia's world market share of these products had led to job losses and the decline of rural communities in Australia.
11. Was President Bush for or against protectionism? Why?
 - Bush opposed all trade protectionism, arguing that it "closes markets . . . and costs jobs." He was on his way to Japan to ask the Japanese to remove *their* barriers to importing U.S. goods, so he did not want to close *any* markets for U.S. products.

Questions and Answers for page 36

12. How has U.S. culture influenced Australia's daily life?

- Some of the examples mentioned in the Student DataBook are sports, food, music, movies, and even language. Some major employers in Australia are U.S.-based corporations.

13. How do the data in Figure 9 help explain the links between the United States and Australia?

- These pie charts show that the countries share a common ethnic and religious heritage.

14. What influences from other countries do you see in your life?

- This answer is wide open. Students may note the ubiquity of consumer products from Japan (e.g., video games); popular fast foods with origins in Mexico and Italy; fashions from Europe; clothes manufactured in Asian and African countries; music from all over the planet; fruit grown in the Pacific or in South America; and so on.

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36. *Illustration: Imports from United States*



Figure 10 Many Australians are employed by U.S. firms.



For Further Inquiry

- Have students consider the U.S.-Australian trade dispute in more detail. Ask students what their opinion was in this conflict and ask whether their opinions would change if the Australian government subsidies were having a negative economic impact on U.S. farmers. Have the class seek consensus on how trade problems such as these affect international interdependence. More recent trade disputes could be substituted for the U.S.-Australian case here.
- If students have not already done so, having them make a list of the number of countries involved in their daily life would be a useful follow-up activity for this lesson.

How has interdependence affected the Australian environment?



Time Required

One or two 50-minute class periods



Materials Needed

Mini-Atlas map 2
Mini-Atlas map 3
Mini-Atlas map 4
Poster paper and materials for making posters
(Procedure B)



Glossary Words

Australian aborigines
degradation
ecosystem
landscape
marsupials
sclerophylls

Getting Started

- Have students brainstorm a list of characteristics about Australia's environment in order to see what preconceptions they have. Have students describe the continent's landforms (Is it predominantly flat or mountainous?) and its climate (Is it mainly humid or arid?). Also ask students to list any plants or animals that they associate with Australia. [Most students will probably think of kangaroos and koalas.] Ask students if they know why Australia is home

to so many species that are found nowhere else on Earth. [Australia's long geographic isolation from other continents allowed numerous unique species to evolve.]

- Ask students to describe the appearance of the landscape in their community, or if possible, to observe the local landscape directly from a vantage point in the school. Have students speculate what the landscape might have looked like in the past, before the area was settled by European-Americans. For instance, ask what kind of vegetation would have existed prior to European settlement.

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How has interdependence affected the Australian environment?

Objectives

In this lesson, you will

- Discover changes in Australian environments as a result of settlement by Europeans.
- Identify environmental problems that have resulted from the new forms of land use.

Glossary Words

Australian aborigines
degradation
ecosystem
landscape
marsupials
sclerophylls

What did Australia look like in 1770?

To an imaginary observer in a satellite stationed over the continent, the first impression would probably have been one of a calm unchanging land, apparently empty of animal life—a great compact mass, red-brown at the core and fringed by a mantle of dull green vegetation. The surface of the continent appeared remarkably even. Only at the extremities of the southeast and northwest did the land appear to stand in any marked highlands. Even here, although cut deeply by narrow river valleys and clothed in an endless sea of woods, the summits had an overness which suggested

Procedures

What did Australia look like in 1770? (pages 37–40)

- A. Divide the class into groups to read this section, including Figure 11, and answer Questions 1–4 on page 40. Distribute Mini-Atlas maps 2, 3, and 4 to each group.

Note: Some students may be curious to know how these descriptions of the eighteenth-century Australian landscape were derived. In fact, there are few records describing the appearance of Australia in 1770. Heathcote (1975) suggested that clues were available from analysis of growth rings in trees, from geological evidence in lake sediments, from descriptions of coastal areas in Captain Cook's journals, and from records of explorers of Australia's interior. Heathcote pieced these various clues together to write the description excerpted in the Student DataBook.

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not earth-shattering . . . change, but slow . . . movements broken only rarely by sudden fractures and sharp folds (Heathcote 1975, page 8).

A distinctive feature of the plant and animal life "at least to the Europeans who first experienced it, was its uniqueness in comparison with anything else they had seen. . . . A second impressive feature is the number of plant and animal species which can tolerate extremely dry conditions for long periods" (Heathcote 1975, page 33). The ecosystems in 1770 were quite varied.

From the coastal reeds, marshes, and rain forests where life in all forms was prolific and ever active . . . (the ecosystems) ranged to the alpine meadows where life cycles were generally dormant in the freezing temperatures and snowfalls of winter; to the bare stony plains of the arid interiors where excessive heat and insufficient moisture limited many life forms to nocturnal or highly irregular periods of activity (Heathcote 1975, page 33).

Within this range of ecosystems, the types of natural vegetation were closely related to the amounts of rainfall received. In areas with moderate rainfall, there were sclerophyll forests—tough-resistant trees with scaly leaves. In semiarid areas of southern Australia were shrublands, where the trees were lower and bushier with multiple trunks. The seasonally dry northern half of Australia was mainly covered by grasslands. Living in these areas of different vegetation were numerous animals unique to Australia. Among these were marsupials (such as kangaroos, wallabies, wombats, and koalas) and many insects and birds. To early European explorers, it seemed that the woodlands and shrublands extended endlessly in waves of greenish grey.



The kangaroo is closely associated with Australia.

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AUSTRALIA VEGETATION



Figure 11 Australia's vegetation cover in 1770.

As recently as the late eighteenth century, Australia was inhabited only by groups of aboriginal people. They had migrated to Australia from Asia many thousands of years previously. Even after all that time, their use of the land had not caused drastic changes in the natural landscape.

Of human occupation on the continent there was scant evidence. (Had there been) a satellite, plumes of occasional large bush fires might suggest a human presence, but only a closer inspection would notice the thin spiral of pungent smoke from any campfires, breaking the canopy of the woods, or the larger blazes on the grasslands which, tended by the (aborigines), drove game into the arms of waiting hunters. In the interior, small family groups wandered from waterhole to waterhole, purposefully searching, hunting, fishing, collecting, digging up roots. . . . There were, however, no great villages or cities; no centers where (possibly) had made an indelible mark on the land (Heathcote 1975, page 10).

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Aboriginal children (Johnston).



What is the pattern of land use in Australia in the late twentieth century?

Captain James Cook's explorations of the southern Pacific Ocean led to the first European settlements in Australia in 1788. It has recently been estimated (CSIRO 1991–1992) that about half of the forests in Australia have been cleared or changed a great deal since the Europeans arrived. If past trends were to continue, there will be no forests left by the year 2200. By comparing Figure 11 on page 39 to Figure 12 on page 41, you can see that the arrival of people from the rest of the world produced dramatic changes in the vegetation geography of Australia.

Questions and Answers for page 40

1. What does the term *landscape* mean?
 - *Landscape* refers in general to the combination of visible features in an area, including both natural features (landforms, vegetation, etc.) and human-built structures (towns, farms, roads, etc.).
2. How do Australia's major landforms differ from those in the United States?
 - Using Mini-Atlas maps 3 and 4, students can note that Australia is dominated by areas of relatively low elevation, with a general lack of high mountain ranges and big rivers. By contrast, the United States has several high ranges and plateaus and many large rivers.
3. What was Australia's natural vegetation in 1770? How was the pattern of vegetation related to precipitation?
 - Figure 11 on page 39 shows the pattern of vegetation prior to disturbance by Europeans. Students can identify large areas of woodlands, shrublands, and grasslands, with patches of forest on the coast and desert scrub in the interior. Comparison to Mini-Atlas map 2 reveals that forests are associated with the wettest areas, and desert scrub with the driest. Woodland areas generally receive more precipitation than grassland areas.
4. What was the impact of the aboriginal people of Australia on the landscape?
 - In terms of a built environment, they left little or no effect on the landscape (i.e., no major towns, agricultural areas, or transportation networks). However, the reference to large bush fires is a reminder that repeated burning of vegetation to facilitate hunting favored the development of grasses over forests in some areas.

What is the pattern of land use in Australia in the late twentieth century? (pages 40–42)

- B. The text in this section suggests how the introduction of commercial agriculture to Australia changed the vegetation landscape of the continent. Have groups examine Figure 12 on page 41 and compare it to Figure 11 on page 39 to identify these changes. Groups can answer Questions 5–9 on page 42 after completing this reading and comparing the two figures.

To provide more hands-on activity, have groups draw posters depicting how agricultur-

al activities alter vegetated landscapes. Posters can portray the steps involved in modern farming (e.g., clearing and plowing fields, fertilizing and weeding crops). Have some groups show the changes that would happen when forests are cleared for beef cattle ranches (e.g., as occurred in parts of Queensland); other groups can draw posters showing the landscape change from shrublands and grasslands to wheat farms (as occurred in parts of Western Australia). Have groups post their completed drawings around the room, and then discuss Questions 5–9 as a class.

Questions and Answers for page 42

5. According to Figures 11 and 12, in what ways were the plant life of Australia changed by European settlers? Why did these changes occur?
 - Examples of changes include the shift of woodlands and forests to beef cattle ranches in northern parts of Australia and the shift of shrublands and grasslands to sheep ranches in the south and west of the continent; many other examples could be given. These changes occurred because the European settlers introduced commercial agriculture to lands previously used only for hunting and gathering by aborigines.
6. How do the commercial agricultural products of Australia relate to the precipitation pattern of the continent?
 - Using Mini-Atlas map 2, students may spot this broad pattern: Australia's wetter areas are used for beef ranches, dairy farming, and sugar farming. Areas of more moderate precipitation are used for farming wheat or raising sheep. The driest areas of the interior are not used for commercial agriculture. Younger students may need help spotting these patterns, because there is no clear correlation.

continued

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Australia was settled by Europeans quite recently in world history. They brought advanced technology that was applied to many activities. Modern technologies were used in agriculture, mining, forestry, transport, urban development, and government. Commercial forms of agriculture were introduced to vast areas of Australia. Plowing fields for crops and grazing domesticated livestock drastically changed the existing natural vegetation. And because these were commercial forms of land use, people also needed to build transportation systems to bring farm products to markets. Towns and cities, roads and railways, storage silos and port facilities, processing factories and power lines all gradually appeared as new elements of Australia's landscape. The way of life of the aboriginal inhabitants would never be the same again. Interdependence with the rest of the world, through the coming of the Europeans, changed the geography of Australia.

AUSTRALIA
RURAL LAND USE



Figure 12 Australia's agricultural land uses in the twentieth century.

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What are some environmental problems in Australia caused by changes in land use in the last 200 years?

Early British settlers found the soils, climate, and vegetation in the Australian colonies very different from those they knew in their homeland. Many Australian soils were thin and easily eroded after the protecting plant cover was removed. Australia had prolonged dry spells, droughts, and flash floods of a kind unknown in Britain. The settlers attempted to transplant many British traditions in the new colony. These included building styles, forms of government, methods of farming, and social customs. Not all were well adapted to the Australian landscape. Farming methods in particular have left a legacy of environmental problems that Australians now have to cope with.

Farmers in the nineteenth and twentieth centuries cleared Australia's original vegetation so that crops could be grown and animals could be grazed. Pasture plants introduced to the country replaced the native grasses in many areas. Some plants that were introduced (in some cases accidentally), including blackberry and thistle, became weed problems.

7. Why were transportation systems and other facilities needed for commercial agricultural products?
 - Crops produced in commercial agriculture are sent to market, in the home country or overseas. Roads, railways, ports, and other marketing facilities are necessary for this system.
8. How do these changes in Australia's landscape compare to changes in North America's landscape since the arrival of European settlers?
 - Students will have to draw upon prior knowledge here; encourage younger students to speculate if necessary. The point is that the landscape changes in both continents have been similar. In both Australia and North America, the indigenous populations generally relied on hunting and gathering and so did not leave a lasting imprint on the landscape (except in the aforementioned case of promoting grasslands over forests by the use of fire).
9. In what way do these landscape changes illustrate interdependence?
 - Encourage students to speculate on the way in which the introduction of commercial agriculture by European immigrants illustrates global interdependence. Relevant points include the idea that the continents of Europe and Australia (and North America) became connected by the migrations themselves. The introduction of commercial crops replaced the natural vegetation landscape of Australia. Exportation of these agricultural products is another example of global linkage.

What are some environmental problems in Australia caused by changes in land use in the last 200 years? (pages 42–44)

- C. At this point, students have ideas of what the landscape of Australia looked like in 1770 and how the land is used today. Have groups summarize their work by listing the main changes in the Australian landscape from 1770 to the 1990s. [Answers here should point to the development of commercial agriculture over most of the continent, except in the desert

interior. Some students may mention that the introduction of specialized crops and livestock animals resulted in a simplification of the ecosystems. For example, the replacement of diverse forests with cattle ranches left the landscape with fewer plant and animal species.]

Have groups read the text in this final section and answer Questions 10–12 on page 44. These questions could also be addressed via class discussion or debate.

Questions and Answers for page 44

10. Why did European farming methods introduced to Australia lead to environmental problems?
 - Although this is a complex issue covered sparingly in the Student DataBook, the key point is that agricultural methods adapted to the conditions of Great Britain were inappropriate for the conditions of Australia. In particular, the soils of Australia are less fertile than those of Europe, and because the climate of Australia is so much drier, soils take longer to form than in Europe. Practices that did not cause severe soil erosion in Europe did great harm to the more fragile soils of Australia.

continued

11. What problems can you think of with the solutions developed to deal with introduced bloodsucking flies and rabbits in Australia?

- These introduced animals had no natural predators on the new continent and they were able to reproduce unchecked. In both cases, other species (dung beetles or viruses) were introduced to halt the spread of the undesired animals. Students may find some irony in this solution—introducing new species to deal with troublesome introduced species.

12. Do you think that, overall, the effects of interdependence have been positive or negative in Australia? Explain your position.

- You may wish to structure a class debate around this opinion question. Although the text in this lesson presents mainly negative environmental impacts, students can also take the reasonable position that interdependence has brought a higher standard of living to Australians than they would have experienced had they somehow avoided connections with the rest of the world.

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Soil erosion is another unwelcome result of farming. Erosion occurred where wind blew soil away after grazing animals ate the grass cover and cut up the ground with their hooves. It also occurred where water, running across bare, plowed land after heavy rains, carried away the topsoil. In some areas, water used in irrigation had the undesired effect of dissolving salts in the subsoil and bringing them to the surface. Excessive salts can poison the soil for years. An Australian journal described some of these environmental problems as follows:

Soil and land degradation

The Year of Land Care—1990—ushered in the decade of the same name. They mark a matter of urgent importance for Australia. Currently, about 55 percent of our land area requires treatment for some form of land degradation, and 45 percent of the non-land part of the country is similarly affected.

The widespread damage to the land on which we ultimately depend has all occurred in the last 200 years since the first European settlement. It is hurting us economically and even threatens our future food supply.

Major causes of land degradation have included clearing for crops and pastures, overgrazing, and the introduction of animals and plants that have become pests. Results, apart from massive soil damage, include the extinction or placing at risk of many species of our unique plants and animals.

It's no use blaming previous generations for this bad news. They didn't know that most of Australia's soils developed on very ancient landscapes and did not benefit from the "rejuvenating" effects of glaciation as did those of Europe and North America. Consequently, our soils are inherently less fertile than those in the countries where our agricultural practices originated. The rate of formation of soil in most parts of Australia is very slow, and cannot keep pace with the loss caused by erosion on cleared or overstocked land.

And the early settlers had no inkling that the introduced animals like rabbits, and plants like prickly pear, would thrive so destructively.

The soil is our most important natural resource. But it is old, infertile and fragile. We depend on it, but our use damages it. There is no easy solution to this dilemma. Stricter control of land use and better management practices will help, clearly we must find ways to ensure that the land retains its capacity to sustain us in the future (CSIRO 1990, page 10).

Many unique plants and animals evolved in the isolation of the Australian island continent. When non-native species were brought to Australia by Europeans, many native species could not compete.

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Interdependence 44

Introduced species have brought many unexpected environmental problems. The geographer Andrew Goudie described problems associated with two animals introduced to Australia.

Problems of introduced animals

Some animals arrive accidentally with other beasts that are imported deliberately. In northern Australia, for instance, water buffalo were introduced and brought their own bloodsucking fly, a species which fed on cattle dung and transmitted an organism sometimes fatal to cattle. Australia's native dung beetles, accustomed only to the small sheep-like pellets of the grazing mara, could not tackle the large dung pats of the buffalo. Thus unattended pats abounded and the flies were able to breed undisturbed. Eventually, African dung beetles were introduced to compete with the flies.

One of the most remarkable examples of the consequences of creating new environments is provided by the European rabbit. . . . [In England], agricultural improvements, especially to grassland, together with the increasing decline of predators such as hawks and foxes, . . . enabled the rabbit to become one of the most numerous mammals in the British countryside. . . . [Rabbits] grazed the land so close that in areas of light soils . . . wind erosion became a severe problem. The rabbit flourished in Australia, especially after the introduction of the merino sheep, which created favorable pasture-lands. Erosion in susceptible lands was severe. Both in England and Australia an effective strategy developed to control the rabbit was the introduction of a South American virus, *Myxoma* (Goudie 1994, pages 91–93, 120–121).



How has migration changed the Australian population?



Time Required

Two 50-minute class periods



Materials Needed

None



Glossary Words

ghetto

immigration

migration

Getting Started

Ask students: How does the Statue of Liberty symbolize interdependence? [The statue is a symbol of French-U.S. friendship (a form of interdependence) and is the symbol welcoming immigrants to the United States. More than 12 million immigrant arrivals were processed there between 1892 and 1954. International migrations link countries in interdependent relationships.]

Procedures

Why have people migrated to Australia? (pages 45–47)

- Have students read this section aloud or to themselves. Discuss the idea of the push and pull factors by asking individual students to volunteer information about their own family's migration history. For those students who are willing to share this information, have the rest of the class identify the pushes and pulls that drove the family to migrate and that attracted them to this country.

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How has migration changed the Australian population?

Objectives

- In this lesson, you will
- Describe how migration has changed the Australian population.
 - Relate Australia's immigration policy to interdependence.
 - Formulate a policy on Asian immigration to Australia.

Glossary Words

ghetto
immigration
migration

Why have people migrated to Australia?

Throughout history people have migrated from one country to another. For example, millions have left Europe for North America since the eighteenth century, seeking freedom and opportunity. In general, people have two reasons for migrating. The first is the attraction of the destination—the chance of a new life, prosperity, freedom, peace, or family reunion. Think of this as the “pull” factor, attracting people to new places. The second reason is problems in the place of origin—war, violence, famine, lack of basic human rights, religious persecution, or lack of economic opportunity. This is the “push” factor, driving people away from their original countries.

- B. Draw students' attention to Table 4 on page 46, showing changes in the birthplaces of Australia's population. Discuss Questions 1–4 on page 47. Have students summarize this section by answering the question, "How has migration changed Australia's population since World War II?" [Since World War II, Australia's

population has become increasingly diverse. In 1947, about 97 percent of the population was from Australia or Britain; today that percentage is only about 85 percent. Many more Asians and Southern Europeans have moved to Australia.]

Questions and Answers for page 47

1. What percentage of the population was born in Australia in 1947? What was the percentage in 1989?
 - This percentage dropped from over 90 percent in 1947 to about 77 percent in 1989.
2. What birthplace region has increased the most, as a percentage of Australia's population, since 1947?
 - Table 4 reveals that the biggest increase has been from Asia—from 0.3 percent to 4.3 percent of Australia's population in the postwar period.

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Immigration has added to Australia's population in most years since 1788, the year when Europeans first settled the continent. After World War II, the Australian government strongly encouraged immigration. This program continues today in modified form. The reasons for this immigration program included the need for more workers and resource development, and a humanitarian concern for Europeans displaced from their homes by the war.

When Australia began to encourage immigrants after World War II, most came from Britain and Ireland. They were English-speaking and there were plenty of jobs available. Many made good lives for themselves in Australia, and they contributed to its economic growth. There was one problem—many chose not to become citizens even though they had the benefits of living in Australia.

Australia sought to develop its resources on a large scale during the 1950s and 1960s. More labor was needed. Southern Europeans (e.g., Italians and Greeks) and persons displaced from eastern Europe (fleeing communism) went to Australia. Many worked on big development projects, building dams and power stations. But many of these new immigrants were less educated than other Australians, and they did not speak English.

Table 4 below shows how the origin of Australia's population has changed since World War II.

Table 4 Birthplaces of Australia's population, 1947–1989

| Birthplace | Percentage of total population | 1947 | 1961 | 1976 | 1989 |
|--|--------------------------------|------|------|------|------|
| Australia | 90.2 | 81.1 | 79.9 | 77.8 | |
| New Zealand | 0.6 | 6.4 | 6.7 | 7.4 | |
| Total Europe | 6.8 | 13.2 | 10.3 | 14.1 | |
| Britain | 7.3 | 7.2 | 8.3 | 7.2 | |
| Ireland | 0.4 | 2.3 | 2.1 | 1.8 | |
| Greece | 0.2 | 0.7 | 1.1 | 0.8 | |
| Asia | 0.3 | 0.5 | 1.8 | 4.3 | |
| South America | 0.1 | 0.2 | 0.3 | 0.2 | |
| Total population of Australia (millions) | 7.6 | 10.5 | 15.5 | 18.8 | |

Source: Australian Bureau of Statistics 1981/1982, 1977–1978, 1990.

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The result of these changes is that Australia now has a very cosmopolitan population. Other than Israel, no country rivals Australia in the proportion of population born overseas or in the number of countries from which immigrants have come. More than 4 million people have settled in Australia from overseas since the end of World War II. Presently, about 40 percent of Australians are linked by marriage, family, or birth to the way of life and traditions of another country. Sydney and Melbourne are home to many of these new arrivals and are now two of the world's most multilingual cities. For example, Melbourne has the largest Greek population outside of Greece.

With the arrival of the new immigrant groups, the cooking ways of life in Australia gradually changed. Minority languages have spread, and there are also more varied food tastes, family structures, and religious groups in Australia. Immigrants figure prominently in the workforce of Australian factories. Soccer (European football) has increased in popularity in Australia, and several of the clubs have ethnic names.

How does Australia's immigration policy relate to interdependence?

In 1901, Australia passed the Immigration Restriction Act, which was more commonly called the "White Australia" policy. This policy effectively excluded non-European immigrants. It is reflected in the following statement made by Sir Henry Parkes in a speech to Australia's Parliament very early in the twentieth century:

I state that if this young nation is to maintain its liberties, it cannot admit into its population any element that of necessity

3. What push and pull factors can you think of to account for these changes?

- As one of the world's most developed economies, Australia has a relatively high standard of living compared to Asian and Southern European countries. This is a strong pull, as is the fact that Australia's government has had an open immigration policy since World War II. At the same time, political and economic instability in many Asian countries has acted as a push away from these places.

4. Why do you think that few people from North America migrate to Australia?

- Accept student speculation here. One point they may raise is that, because Canada and the United States have standards of living similar to Australia's, there is not much of a push factor away from North America.

How does Australia's immigration policy relate to interdependence? (pages 47–49)

C. Have students read this section aloud or to themselves. The text provides a history of the changes in Australia's immigration policy during the twentieth century. Have students identify the racism underlying the White Australia policy, as revealed in the quote from the early part of the century.

Next have students identify the effects of the postwar newcomers on Australia; list these on the chalkboard. [Answers may include references to an increase in the rate of population growth; new skills, social customs, and cultural practices brought by the immigrants; changes in patterns of consumption of goods and services; and changes in relations between Australia and other countries.]

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must be of an inferior nature and character . . . we should not encourage or admit amongst us any class of persons whatever whom we are not prepared to advance to all our privileges as citizens, and all our social rights, including the right of marriage (Jayasuriya and Sang 1990, page 5).

The White Australia policy was in force for the first half of the century (although the act itself wasn't ended officially until 1973). After the White Australia policy, Australia introduced a nondiscriminatory policy toward immigration. Since World War II, the immigration policy of the Australian government has gone through several changes.

At first, the policy was to assimilate new immigrants. This meant that the "new Australians," as they were called, were encouraged to become the same as "old" Australians. This policy ran into difficulty, because most new immigrants were unable to abandon their cultural heritage.

The policy was then changed to "multiculturalism." This meant that the cultures and traditions of the new immigrants were respected. There was less emphasis on making them into "new Australians." Ethnic groups of new immigrants tended to settle near each other in the suburbs of Australia's big cities. Many spoke languages other than English, some spoke no English at all. The Australian government recognized that the development of ethnic ghettos might be an unwanted outcome of multiculturalism.

The present policy emphasizes "cosmopolitanism," in which new immigrants are encouraged to become committed to Australia without renouncing their own cultural background. The changes to Australia's population as a result of its postwar immigration policies are summarized in the following excerpt:

World War II and postwar developments dramatically changed Australia. At the same time, economic considerations were influential in Australia's embarking on a large-scale immigration program and, as a result of this, Australia ceased to be primarily a British settlement and a country with a distinct preference for British settlers. The Australian/British-born component of the population was reduced from just over 97 percent in 1947 to 66 percent in 1986. Within barely three decades, new immigrants, mostly non-British and almost wholly European, transformed Australia from a parochial monocultural society to a cosmopolitan, polyethnic, multicultural society, characterized by a marked degree of diversity and pluralism in all areas of social life (Jayasuriya and Sang 1990, page 5).

There has been much debate in Australia in recent years about desirable levels of migration. Is a diverse population good for Australia? Have government policies brought too many immigrants? Some people want the inflow of immigrants to continue; others want

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big cuts in the numbers; some want fewer Asian immigrants. Immigration policy has again become an issue in Australia.



Should more Asian immigrants be accepted in Australia?

This question has caused a lot of debate in Australia in recent years, but in fact, the debate goes back to the nineteenth century. In the 1850s, many Chinese were brought to Australia as laborers, because gold rushes had attracted many Australian-born workers to the goldfields. White settlers were antagonistic to the Chinese, and there were race riots in 1857. By 1881, about 2 percent of Australia's population was Chinese. When the gold rushes slowed, Australian laborers campaigned to restrict immigration of Chinese workers, who worked at lower wages than Australian-born workers. This contributed to the adoption of the White Australia policy soon after the commonwealth government was formed in 1901. Since the changes in immigration policy after World War II, the percentage of arrivals from Asia has increased (Figure 13 below and Table 5 on page 50).



Figure 13 Asian immigrants to Australia as a percentage of total immigrants, 1972–1988

Source: Australian Bureau of Statistics 1989.

Discuss the questions raised at the end of the text about the benefits and problems of diversity and multiculturalism. The questions can serve as preparation for the debate activity

about Asian immigrants that follows. Also discuss Question 5 on page 49 about the relationship of immigration policy to interdependence.

Question and Answer for page 49

5. How does Australia's immigration policy affect its interdependence with other places?
- Whether a country has a relatively open or closed immigration policy can affect its political and economic relations with other countries. Encourage students to think of the consequences of a completely closed immigration policy. For example, ask what might happen to U.S.-Mexico relations if the United States were to shut off its borders with Mexico.

Should more Asian immigrants be accepted in Australia? (pages 49–53)

- D. Divide the class into groups of three or four students. Have groups read the text, up to the "Stories about individual immigrants," analyze Figure 13 and Table 5 on pages 49 and 50, and answer Questions 6–9 on page 51.

If younger students need extra guidance on Figure 13, ask them what the slope of the graph means and to estimate what percentage of immigrants to Australia were Asian in various years.

For younger students, an alternate way of showing the changes embodied by Table 5 would be to have them use yarn to connect the countries in each list to Australia on a large wall map. Use one color for the 1966–1967 countries and a different color for the 1988–1989 countries. Discuss the changing geographic pattern with the class.

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Table 5 Settlers arriving in Australia, 1966–1967 and 1988–1989: Top 10 source countries

| Country of birth | 1966–1967 | |
|------------------|-----------|------------|
| | Number | Percentage |
| U.K. and Ireland | 75,310 | 54.4 |
| Italy | 12,690 | 9.2 |
| Ceylon | 9,850 | 7.1 |
| Poland | 7,530 | 5.4 |
| Germany | 3,410 | 2.5 |
| New Zealand | 2,750 | 2.0 |
| United States | 2,340 | 1.7 |
| Netherlands | 1,870 | 1.4 |
| Sweden | 1,750 | 1.2 |
| Spain | 1,450 | 1.0 |
| Subtotal | 119,620 | 86.1 |
| All others | 15,160 | 13.9 |
| Total | 134,780 | 100.0 |

| Country of birth | 1988–1989 | |
|------------------|-----------|------------|
| | Number | Percentage |
| U.K. and Ireland | 37,940 | 19.9 |
| New Zealand | 24,210 | 16.7 |
| Philippines | 9,330 | 6.4 |
| Malaysia | 7,860 | 5.4 |
| Vietnam | 7,430 | 5.1 |
| Hong Kong | 5,800 | 3.9 |
| China | 1,740 | 1.2 |
| India | 1,100 | .8 |
| South Africa | 1,080 | .8 |
| Sri Lanka | 1,020 | .7 |
| Subtotal | 97,210 | 64.8 |
| All others | 48,020 | 33.2 |
| Total | 145,230 | 100.0 |

Source: Department of Immigration and Ethnic Affairs, 1990.

Questions and Answers for page 51

6. Which countries were the source of the most immigrants in both years? How would you explain this?
 - The United Kingdom and Ireland were the leading source countries in both years, although the percentage of settlers arriving from these countries did decline. These countries have the greatest historical ties with Australia.
7. Which countries dropped out of the top 10 from 1966–1967 to 1988–1989? Which countries joined the top 10?
 - These countries dropped out: Italy, Greece, Yugoslavia, Germany, the United States, the Netherlands, and Lebanon. These countries joined: the Philippines, Malaysia, Vietnam, Hong Kong, China, South Africa, and Sri Lanka.

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Figure 13 on page 49 shows a sharp increase in the arrival of Asians in Australia since about 1983. Since then, Asians have been migrating to Australia for several reasons, including:

- the abolition of anti-Asian immigration laws in the 1960s and 1970s made it easier for Asians to come to Australia;
- Australians were being educated and encouraged to be less racist;
- fewer Europeans wished to leave their home countries, but Australia still sought immigrants;
- changing political and economic circumstances in several Asian countries made people wish to migrate (for example, civil war in Sri Lanka and the planned return of Hong Kong to Chinese control in 1997);
- refugees from wars and economic collapse in Vietnam and Cambodia sought asylum in Australia; and
- the growth of Australia's economic relations with Asian countries.

How well have the Asian immigrants adapted to Australia? In many cases, they have succeeded. Most of the immigrants (except

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the Vietnamese) are English-speaking and Christian. Many Asian children have done well at school. Asian immigrants have much lower crime rates than immigrants from Britain, Canada, and New Zealand. Finally, skilled Asian immigrants can get work in white-collar jobs. In this way, Asians have helped fill Australia's need for skilled workers.

But in the early 1990s, Australia experienced an economic recession. The value of its exports became much higher than the value of its imports. Unemployment was at a high rate—just over 10 percent of the workforce. Some people complained that the Asian immigrants were taking jobs from Australians, but others argued that the new immigrants created jobs.

Below are stories about six European and Asian who have migrated to Australia since World War II (Lowenstein and Loh 1977; Rabenstein 1992). Imagine you were in charge of Australia's immigration policy. Which of the following people would you have allowed into Australia, and which would you have excluded?

Stories about individual immigrants

- Lin Zhu was an art student in southern China when much of his family was killed during the Cultural Revolution, a time of great political unrest in China during the late 1960s. He was injured badly but managed to escape to Taiwan. He was allowed to migrate to Australia for medical reasons and to be with his elderly aunt, who had lived there for many years. Because of his injuries, he has not been able to do full-time work. He makes money by selling a few paintings, and he also gets some assistance from the government.
- Luigi Calabrese was born in southern Italy in the 1920s and served in the Italian army in North Africa during World War II. He became a prisoner of war and was held by Australian captors. Luigi returned to his hometown in Italy after the war and became a shoemaker. But there was little work and times were hard. Other people from his town had migrated to Australia and reported good opportunities there. He migrated alone, seeking for his wife and family after finding work in Australia on a hydroelectricity project. When he retired, he returned to Italy.
- Rose Ting lived in Hong Kong with her daughters and husband, with whom she ran a trading business. Although they were prospering, they feared the changes that might happen in 1997 when Hong Kong will revert from British to Chinese

8. What are the consequences of these changes for the ethnic composition of the Australian population?
 - Most of the countries that dropped out of the top 10 are European countries; all but one (South Africa) of the countries that joined the top 10 are Asian.
9. Why do you think Asians would be attracted to living in Australia?
 - The Student DataBook gives a few reasons, but encourage students to think of others. Political and/or economic instabilities in many Asian countries were effective push factors; Australia's relatively high standard of living and open immigration policy were attractive pulls.

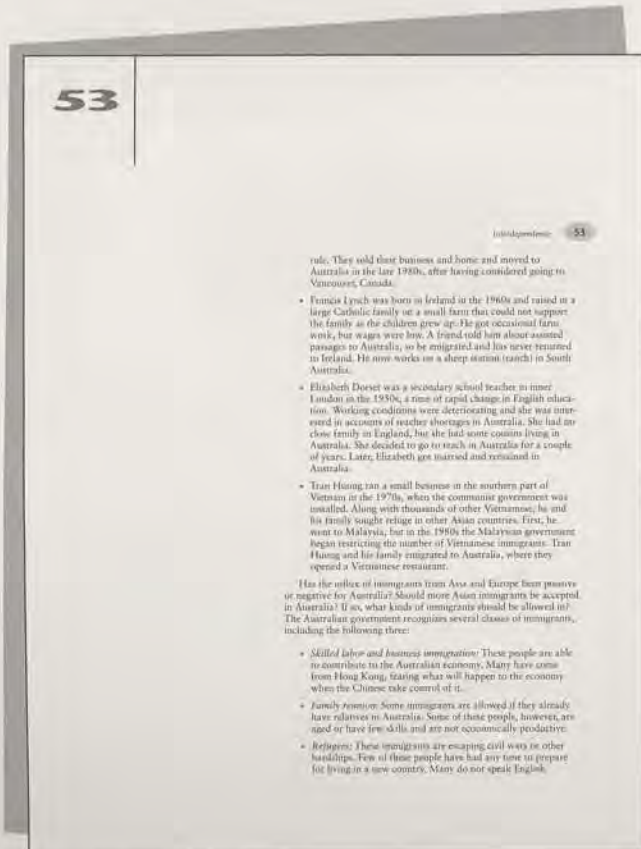
E. Have groups read the "Stories about individual immigrants" on page 52. (These are composites of actual stories.) Have groups first identify the push and pull factors that dictated the migration decisions for each of these six individuals. List these factors under two columns headed *Conditions in the Old*

Country and Attractions in the New Country. Then have the groups tell which of these persons they would have allowed in and which ones they would have excluded had they been in charge of Australian immigration policy.

- F. Tell students they are going to join the ongoing debate in Australia about how many Asian immigrants should be admitted. Explain that the class will act as an advisory committee to the Australian government to suggest an answer for this issue. Each group will come up with its own recommendation.

Define the issue to be decided as follows: "Should more Asian immigrants be allowed into Australia?" Tell groups that they must choose one policy from among these three options:

- **Option A:** A maximum of 10 percent of all immigrants to Australia can be from Asia (the 1972 level on Figure 13). These people can be only from the skilled labor and business migration category.
- **Option B:** A maximum of 25 percent of all immigrants to Australia can be from Asia (the 1982 level). Of these people, 65 percent must be skilled labor or business immigrants; 25 percent can be family reunion; and 10 percent can be refugees.



- *Option C:* There will be no restriction of any kind on the percentage of immigrants to Australia from Asia. All refugees and family reunion immigrants can enter the country as well as the skilled labor and business immigrants.

After reaching its decision, have each group report its choice and defend it to the rest of the class.

For Further Inquiry

- Refer to current events related to refugees. Many people try to flee from persecution or

disaster. Recent examples include Haiti, Central America, China, Ethiopia, Rwanda, Cambodia, Vietnam, Sudan, Somalia, Bosnia, Afghanistan, Iraq, or wherever there has been a recent volcanic eruption, earthquake, or military coup. Have students find out what events caused people to become refugees from these places.

- Have students gather information about U.S. immigration policies. Also have students consider the impact of immigrants on your local area and local attitudes toward their arrival. Ask students to report on what individuals can do to help make the transition easier for immigrants in your own community.

Why did so many countries become involved in the Falklands War?



Time Required

One 50-minute class period



Materials Needed

Mini-Atlas map 1

Copies of Activity 4 for each pair of students



Glossary Words

European Community (EC)

Organization of American States (OAS)

They decided to go abroad—to the ends of the Earth if necessary—seeking peace and contentment. They looked at world maps and made inquiries for weeks, and finally chose to go to the tiny British settlement on the Falkland Islands in the far southern Atlantic Ocean. They migrated in 1981, but did not get the peace and quiet they thought they would by moving to so remote a place. By mid-1982, the Falklands had experienced warfare and had been invaded twice—by Argentina and then Britain.

Getting Started

This lesson shows how one rather obscure historical event—the 1982 war between Britain and Argentina over the Falkland Islands—illustrates global interdependence. To open the study of the Falklands, tell students a lively story based on the following:

At the end of the 1970s, a British couple with a young child found themselves thoroughly fed up with modern civilization. They lived in a big city in northern England. He had just lost his job and she only had part-time work. Traffic on the roads in their city was congested, and air quality was often poor. They lived near an airport and noise levels were unpleasant. They had moved from a rural area several years before, looking for work, and had few friends in the city. They could afford little entertainment.

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54 Geographic Inquiry and Global Issues



Why did so many countries become involved in the Falklands War?

Objectives

- In this lesson, you will:
- Discover the causes of participation by various countries in the Falklands War of 1982.
 - Recognize that participation in the Falklands War and the actions of various countries were related to global interdependence.

Glossary Words

European Community (EC)
Organization of American States (OAS)

What was the Falklands War of 1982?

The Falklands are an archipelago of small islands in the south Atlantic Ocean. They are close to southern Argentina, but possession of the Falklands has been disputed between Britain and Argentina for over 150 years.

The islands were discovered by the British in 1592, but taken over by the Spanish in 1770. This is the basis of Argentina's claim.

Procedures

What was the Falklands War of 1982? (pages 54–55)

- A. Have students read the text on the opening pages about the Falklands War and use **Mini-Atlas map 1** to note the location of Britain, Argentina, Ascension Island, and the Falkland Islands.

Have them use the map scale to estimate the distance from Britain to Ascension Island, from Ascension Island to the Falklands, and the distance from Argentina to the Falklands. [It is about 4,000 miles from southern Britain to Ascension Island; 3,800 miles from Ascension Island to the Falklands; and about 400 miles from southern Argentina to the Falklands.]

How were various places affected by the Falklands War? (pages 55–58)

- B. Divide the class into 10 groups, so that students are working in pairs or groups of three. Assign one of the places described in the Student DataBook excerpts to each group. The groups will thus represent Argentina, Britain, the United States, the former Soviet Union, the Organization of American States, the European Community, France, Brazil and Mexico, Belize, and the group consisting of Peru, Ecuador, Bolivia, and Venezuela. Hand out a copy of **Activity 4** to each group.

Have each group complete the Activity's three tasks. They may need to use **Mini-Atlas map 1** for the first question, and they can find answers to the second and third questions by reading the appropriate paragraph in the Student DataBook.

55

55

(Argentinians call the Falklands the *Islas Malvinas*). The British navy occupied the Falklands in 1833 and made the islands a British colony. An island called South Georgia, which is about 800 miles southeast of the Falklands, was also made a British colony despite Argentine claims. Since Argentina became independent from Spain in 1816, it has claimed these islands. However, the 1,700 people who live on the Falklands today are nearly all English-speaking subjects of Great Britain (*Time* 1982a). Most of the islands' residents are sheep farmers.

The military generals governing Argentina enforced their claims by occupying the Falklands and South Georgia on April 2, 1982. At that time, Britain's naval force in the South Atlantic had been reduced. The Argentine government probably believed that a national military victory would help unite the country and reduce the social unrest then troubling Argentina.

The British assembled a naval task force and recaptured the Falklands in a 10-week period, from April to June, 1982. "The disputed islands, since 200 rocky outcroppings barely visible for the chief local industry, sheep raising, hardly seemed worth the effort" (*Time* 1982a, page 21)—but national pride was at stake for both Britain and Argentina. This undeclared war was notable for how Britain overcame the problem of great distance from the Falklands. Much of the equipment used in Britain's retaking of the islands was shipped from Ascension Island, another British possession in the Atlantic (*Time* 1982d). Also, the war was notable for the demonstration of how effective airborne missiles could be against shipping.

How were various places affected by the Falklands War?

Argentina

Some 2,500 Argentine troops backed by an aircraft carrier, three missile destroyers, and other warships, swooped down on a scattering of chilly South Atlantic islands. Waiting helplessly near the settlement at Port Stanley was a defense force consisting of a mere 40 British Royal Marines. After three hours of sporadic gunfire, in which one invader was killed and two others were wounded, the battle was over. Argentine forces also invaded the island of South Georgia. . . . The Argentine government speedily appointed a military governor for the captured territory and declared its sovereignty over the Falklands (and) South Georgia islands. . . . (*Time* 1982a, page 21)

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Britain

The lightning attack humiliated and outraged Britain, which instantly broke relations with Argentina. At an emergency session, the United Nations Security Council voted 10 to 1 in favor of a British draft resolution demanding Argentine withdrawal from the Falklands. . . . "Vote [Parliament] members were virtually unanimous in directing the government of Prime Minister Margaret Thatcher to recover the islands by force if diplomatic efforts should fail" (*Time* 1982a, page 21).

United States

The white Boeing 707 landed at a strip at Buenos Aires' Ezeiza Airport, and [U.S. Secretary of State] Alexander Haig stepped wearily out into the glow of television lights. The Secretary of State was wearing the kind of an anxious diplomatic shuffle that had taken him some 30,000 miles and was in serious danger of falling. . . . What was in play was nothing less than the threat of war (*Time* 1982b, page 18).

After weeks of intense negotiation, Haig had admitted failure in the U.S. effort to bring about a diplomatic settlement in the Falklands crisis. He left no doubt that the blame lay with the aggressor, Argentina, and announced that the United States was finally abandoning its formal stance of neutrality in the dispute. Effective immediately, the United States was joining 14 other Western nations in imposing some form of economic sanctions on Argentina (*Time* 1982c, page 12).

The former Soviet Union

In supporting Argentina, the Soviets were simply to be advancing their interests. The crisis offers an opportunity to drive a wedge between Argentina and the United States, and that in turn could affect the course of events in Central America. Moreover, supporting Argentina may help Moscow mend fences with nations in the Third World, many of whom resented the Soviet invasion of Afghanistan. Most important of all, the Soviets need Argentina's meat and grain exports to make up for a serious food shortage (*Time* 1982b, page 21).

Two days before Argentina invaded the Falkland Islands on April 2, the Soviet Union launched Cosmos 1545 and Cosmos 1546, two satellites programmed to monitor military activity in the area. The Soviets had apparently detected preparations for the attack through their regular intelligence network. Since then, the Soviets have launched at least six other reconnaissance satellites . . . over the South Atlantic (*Time* 1982a, page 21).

Have the groups display their completed Activities around the classroom and give students a few moments to walk around and read the work of other groups.

- C. Reconvene the class and have students summarize the variety of reasons why so many countries became concerned with this seemingly minor war over the Falkland Islands. Ask students to describe why this episode illustrates how the world's countries have become increasingly interdependent.

If time permits, ask students to speculate on the role of Australia in the Falklands conflict. No mention of Australia was made in the Student DataBook, but based on students' study of Australia in this module, they may have some guesses as to Australia's concerns in the British-Argentine dispute. [Based on Australia's historical allegiance to Britain, it supported Britain's claims in the dispute and the call for sanctions against Argentina.]

For Further Inquiry

- Choose any *contemporary* dispute and have students trace the way in which other countries have become involved. It could be instructive to choose a conflict in an area remote from the United States that has attracted the concern of this country. Useful resources for this activity include accounts in national news-magazines, local newspapers, and news commentaries taped from radio and television.
- Assign an essay with the following title: "Global interdependence involves all parts of the world." Ask students to explain how and why this is true and to give an example from a current world event.

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Interdependence 57

The Organization of American States

Most Latin American countries are sympathetic to Argentina's claim, but not to its use of force. In the end the OAS, by a 17-to-0 vote with the U.S. and three other countries abstaining, passed a resolution supporting Argentine sovereignty in the Falklands. But the resolution also demanded adherence to the U.N. Security Council resolution (Time 1982c, page 17).

The European Community

European Community foreign ministers reaffirmed their backing of economic sanctions against Argentina during a meeting in Luxembourg. Clearly, the British were succeeding in consolidating their support (Time 1982c, page 17).

France

The radar on at least one [French-built] Super Etendard fighter-bomber lacked in to the Sheffield [a modern, computerized British warship]. About 20 miles from the ship, two of the [Argentine] pilots fired one [French] Exocet missile each, and then



A British fighter only a 100 miles away as Argentina's attack.

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Interdependence 58

wheeled away without waiting to see the results. One missile went wide of the mark. The other hit the Sheffield square amidships, penetrating all the way into the destroyer's highly electronic fire-control room before its 360-pound warhead exploded . . . (Time 1982d, page 16).

Brazil and Mexico

The most powerful Latin [American] countries in the hemisphere, Brazil and Mexico, have carefully maintained support for the principle of Argentine sovereignty over the Falklands but without endorsing the invasion that precipitated the South Atlantic war (Time 1982f, page 29).

Belize

Some of the smaller Latin countries have been positively relieved by Argentina's defeat. One example is Belize, which is claimed by neighboring Guatemala. Protected by an 1,800-man British garrison, Belizeans saw the Falklands War as a dry run of their ability to survive as an independent nation (Time 1982f, page 29).

Peru, Ecuador, Bolivia, and Venezuela

In fact, support for Argentina's invasion of the Falklands has come from only a handful of Latin American countries. Chief among them are Peru, a traditional Argentine ally on the South American continent; Ecuador, which snarls from the loss of more than 70,000 square miles of territory to Peru in various wars; Bolivia, which lost a Pacific coastline to Chile a century ago; and above all, democratic Venezuela, which claims about half of neighboring Guyana's territory (Time 1982f, page 30).

How does global interdependence affect us all?



Time Required

Two 50-minute class periods



Materials Needed

Transparency of Overhead 2
Copies of Activities 5 and 6 for each group of students
Copies of several current newspapers (world news sections)
Rulers
Butcher paper and drawing materials



Glossary Word

technology

Getting Started

Ask students to name two or three foreign countries that have been in the news recently. Have them locate these places, perhaps selecting students to point them out on a wall map. Ask students to consider why the places named have been important enough to the United States to be reported in the daily news.



Procedures

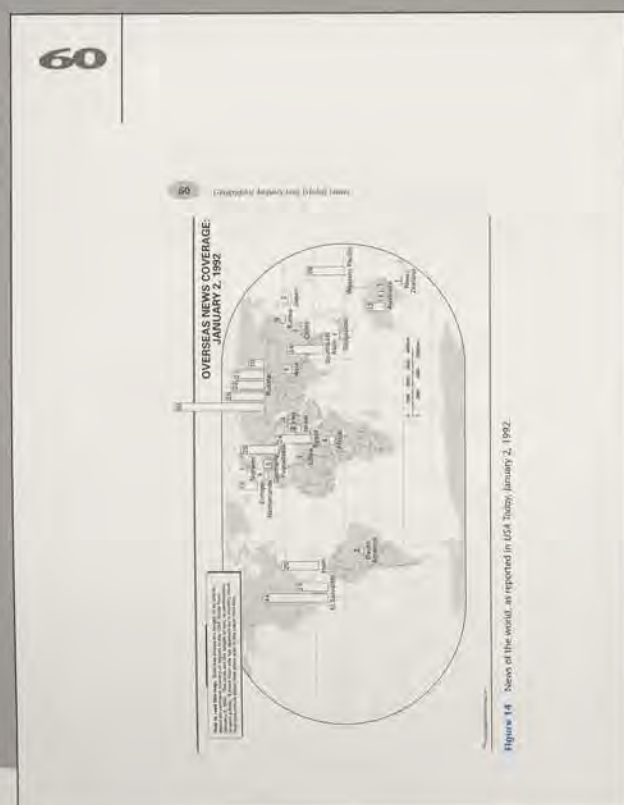
How do overseas news items illustrate global interdependence? (pages 59–61)

- A. Briefly review the concept of global interdependence, reminding students of examples they have studied throughout this module. A range of examples for students to consider is provided as **Overhead 2**. Have students generate items from current world events to add to this list, using the articles they have been clipping from newspapers and magazines since the start of the module.

Divide the class into small groups and distribute copies of **Activity 5** to each group. Have groups classify the items on the list into three categories, namely, (1) influences on the environment; (2) cultural or sporting exchanges among countries; and (3) political or economic exchanges among countries.

- B. Discuss the main tasks undertaken by newspaper editors, particularly making judgments about what is newsworthy. Have students read the paragraphs in the Student DataBook on page 59 and study Figure 14 on page 60, which depicts the coverage of international news in *USA Today* for January 2, 1992. Explain that the vertical bars represent the length of each news article in the paper on that day dealing with different foreign countries.

The map does not show why these countries were newsworthy in the United States. But you can give a couple of examples. For instance, there were many stories about Russia on this date because the Soviet Union had recently collapsed; and Australia was in the news because of President Bush's visit to discuss trade relations (as mentioned in Lesson 4). Discuss Questions 1–3 on page 61.



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Interdependence

How do changes in technology affect global interdependence?

Compare the following two paragraphs. After reading them, would you consider that interdependence is increasing or decreasing in today's world? Why?

- During the U.S. War of Independence, 1775–1783, Benjamin Franklin was in service as a diplomat in France. George Washington, commander in chief of the army, is reported to have said to one of his officers, "We have had no word from Franklin this year. We should send a letter to him."
- Today we sit in front of our TV sets at home and see the Olympic Games as they take place in another country, or we see news, as they actually happen, beamed to us by media helicopters. We hear speeches made by politicians all over the country. Music recorded in one part of the world is available every where. We can talk with friends in Australia on the telephone, fax a message, or exchange electronic mail with them.

Two reasons for the dramatic changes in global interdependence are shown in Tables 6 and 7 on pages 62 and 63. These tables summarize some important historical developments in communications and transport technology. Technology refers to the ways in which people apply their knowledge to solve practical problems. Over the course of history, the world's peoples have become increasingly interconnected thanks to improvements in communications and transportation technologies.

Questions and Answers for page 61

1. Which countries were most often in the news on January 2, 1992?
 - Prominent stories covered Russia, the former Yugoslavia, Egypt, El Salvador, Haiti, and Southeast Asia.
2. What parts of the world got little news coverage that day?
 - Africa and South America were mentioned only sparingly; Asia also received little coverage, considering its vast size and population.
3. How do you think a world map showing the location of overseas news stories from a newspaper this week would look?

- You may wish to simply accept student speculation on this, but it could be more instructive to have students prepare maps similar to Figure 14 using current newspapers.

To do this, provide student groups with copies of **Activity 6** and supply them with copies of same-day issues of one or more newspapers that cover world news. Alternatively, have each group use a different day of a daily newspaper. First, students can go through the news sections and find stories dealing with foreign countries. Students can then use rulers to measure the length of each news story (in centimeters, to facilitate comparison to Figure 14). Then groups can draw vertical bars showing the coverage each country received in the paper on that given day. A useful scale is to make each bar 1 mm long for each cm of news coverage.

Post the completed Activity sheets around the room and use them as a basis for class discussion. Have students describe why each overseas news item was included in the paper—in other words, What is the significance of this story to the United States?

How do changes in technology affect global interdependence? (pages 61–64)

- C. Have students read the brief stories on page 61, which illustrate how our vision of current communications has changed since the American Revolution. Ask the class if they have ever heard anybody comment that “the world is shrinking.” Can this be literally true? If not, then what do people mean by this? Discuss this idea so that students understand how, thanks to changes in communications technology (Table 6 on page 62), we can have almost instantaneous knowledge of global events. Similarly, improvements in transportation technology have effectively shrunk the size of the globe by making travel faster and more convenient (Table 7 on page 63).

Use Questions 4–9 on page 64 as a basis for class discussion of the relationship between

technological change and the growing interdependence of the world’s peoples and places.

The layout of Table 7 may be difficult for younger students to comprehend. It is meant to suggest the way in which improvements in transport technology have changed the way people and their goods have been moved. A one-to-one correspondence of events and technology is not implied here. Rather, the table shows that as transport has progressed—from foot power, to ships, to roads, to rails, to cars and planes, and finally to rockets—the opportunities available for human movement and interconnection have increased dramatically.

Questions and Answers for page 64

4. At what time in history were most of these communications and transportation inventions made?
- The pace of invention has been very rapid since the Industrial Revolution in the nineteenth century. It continues to quicken, and it could be argued that more changes have been made since World War II (especially in communications) than in nearly all of previous human history.
- 5–6. In your opinion, which of these communications technologies has had the biggest effect on spreading ideas throughout the world? Why? What do you think was the most important development in transport technology? Why?
- These questions are meant to inspire student discussion and debate. Encourage students to back up their opinions with sound arguments.

continued

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62 Geography Inquiry into Global Issues

Table 6 Developments in communications technology

| Date | Communications technology |
|------------------|--|
| 20,000 years ago | Early people use cave paintings to communicate. |
| 4,000 years ago | Picture writing, e.g., Egyptian hieroglyphs, is developed. |
| 1600 A.D. | An alphabet is developed very slowly and writing becomes popular. Our alphabet is about 2,500 years old. It has been used to make about 600,000 words in the English language. Methods of carrying messages are developed slowly, e.g., smoke signals, messenger sticks, word of mouth, and relay of horsemen. |
| About A.D. 150 | Printing is invented in China. |
| 1041–1048 | Movable type is invented in China. |
| 1440 | The printing press is invented, allowing written material to be mass produced. |
| 1700s and 1800s | Mail is delivered by railway. |
| 1839 | Photography is invented. |
| 1844 | Samuel Morse invents the electric telegraph and a code. Messages can travel at 16,000 kilometers per second along a wire. |
| 1865 | A submarine cable is set down, linking communication between England and the United States. |
| 1867 | The typewriter is invented. |
| 1876 | The telephone is invented. |
| 1895 | The wireless telegraph is invented. |
| 1940 | Radio is developed. |
| 1950–present | Computers for gathering, storing, retrieving, and transmitting information are invented. FAX, electronic mail, satellite communications, and fiber optics are developed. Some effects of the new communications technology include speeding the delivery of messages; the ability to send messages anywhere; faster production of messages and books; and the ability to send messages in writing, by speaking, and by live image. |

Source: Cox and Bartlett 1988.

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Interdependence 63

Table 7 Developments in transportation technology

| How people moved | Transport technology | How goods were moved |
|--|--|---|
| Walking Sitting on a log in a river Dugout canoes with poles | Little technology at first Wheeled spokes added about 2000 B.C. | Carrying |
| Sailing boats and ships Horseback | Sails Navigation (compass, sextant, chronometer) Boats built by Chinese and Romans | Horses and oxen pull carts Sailing boats and ships |
| World's first steamship passenger service, 1807 (Hudson River) | Steel hulls for steamships Canals shorten trade routes; locks overcome rapids on rivers | Heavy bulk cargo moved in ocean-going ships |
| World's first regular steam railway service in 1825 opened the U.S. West Railways across the U.S., 1869 | Steel rails and steam engines | Exports of primary products from new farms and ranches moved in steam engines |
| Daimler and Benz produced motor cars, 1886 Cars available to all people—more mobility | Gasoline-powered engines Assembly line—mass production of cars (Henry Ford's Model T) | Motor trucks on roads and superhighways |
| Airplane—Wright brothers, first flight, 1903 Submarine | Containerized shipping Laser overhead cargo transport Diesel engines for trucks and railroads Nuclear power Versatility of transport | Airplanes Super tankers move oil |
| High-speed movement (Concorde supersonic jet, 2,000 km/h) Space travel begins | Rocket propulsion | Spacecraft |

Source: Corbridge and Cox 1987.

7. How have developments in communications and transport technology increased global interdependence?

- A wide variety of answers is possible here. Suggest that students think in terms of how the access to information is critical for maintaining global communications. Improvements in transportation and in computer-based communications have enhanced our ability to stay in contact with one another. Access to information depends on collection, transmission, storage, and retrieval. The development of computers greatly facilitated access to information and in doing so, has intensified global interdependence. For example, people in business make decisions based partly on information transmitted overseas by satellites or fiber-optic cables at virtually the speed of light.

8–9. Which of these means of communication are most useful to you? Why? How has modern transport technology made your way of life possible?

- As with Questions 5–6, these are meant to trigger discussion among students about their own opinions. Encourage the class to recognize that technological improvements have touched everyone on the planet, and in so doing, have made each of us more interdependent.

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64 Geographic Inquiry into Global Issues



Satellite communications network.

D. To close the module, you can use Tables 6 and 7 in a variety of ways. Below are several possibilities to give students a hands-on, creative experience to end the module.

- Distribute long sheets of butcher paper and drawing materials to groups and have students illustrate the improvements in communications and transportation by drawing time lines based on these tables.
- Have students write skits or short stories speculating on the way future improvements in communications and transportation will affect interdependence in the next century. Have students gather information about new technologies in communications and transport that are not included in the tables (some new technologies may be common knowledge for students). What new technologies are expected in the next century? Students could go to the library and gather data from science fiction, popular science, or computer magazines. Encourage the class to imagine how

global (or planetary or galactic) interdependence would be strengthened by future improvements in technology.

- In a similar vein, some students may wish to write retrospective skits or short stories, rather than the speculative kind, illustrating life in various historical eras as it pertains to communications and transportation technologies. Students can use the library to find accounts of how people in their own age group lived in these earlier times. Encourage students to present their skits or short stories to the rest of the class.

For Further Inquiry

- Assign an essay based on the following proposition: Given that the world's lands and peoples are varied, how can interdependent relations between countries produce a better world? Students may wish to consider environmental, social, or political problems in the world today and the way in which international cooperation, based on global interdependence, can help resolve these issues.
- By now, it is hoped that students recognize that all people everywhere are affected by the intensifying links between the world's places and peoples. Should you wish to emphasize this point further, use the following three sce-

narios. Challenge students to consider how these hypothetical cases illustrate interdependence, and ask students to say what they would do in these situations. (You may wish to create similar dilemmas that draw directly on local issues.)

Three Scenarios

- a. A rock group, whose music you like, does a concert in your town. The group comes from a country with which the United States does not have friendly relations. Would you attend the concert?
- b. Your neighbor burns trash in the back yard and smoke blows over your house. What do you do?
- c. A law has been passed in your state and you believe that some effects of it are unfair to a minority group. What do you do?

The overall process of inquiry into issues is incomplete unless commitment to a viewpoint, guided by one's values, is evident in action taken in relation to the issue. In the discussion associated with these scenarios, suggest that sound decisions are made when the decisions are backed up by guidelines or principles (i.e., values or ideals). You may wish to have students seek consensus on some general guidelines for dealing with the types of dilemmas illustrated here.

Extension Activities and Resources

1. Related GIGI Modules

- Some of Australia's physical geography is considered in *Global Climate Change*, which has Australia as its major case study.
- Three other modules dealing primarily with the impacts of international trade on peoples and places are *Global Economy*, *Regional Integration*, and *Oil and Society*. The major case study of *Global Economy* is Japan, and the module focuses on the environmental and economic consequences of Japan's international trade. *Regional Integration* looks at the economic and political union of Europe. The major case study of *Oil and Society* is Saudi Arabia, and the unit examines cultural and economic impacts of that country's dependence on oil exports.
- *Sustainable Agriculture* looks at the environmental problems associated with farming in places with poor soils, using tropical Malaysia as its primary case study. *Development* examines the environmental and social problems arising from economic development, focusing on the Amazon region.
- *Political Change* explores in depth the impacts on the people of Hong Kong arising from the return of Hong Kong to China from Britain in 1997. *Urban Growth* inquires into the reasons for rural-urban migration in developing countries, including the effects of these movements on other countries. *Human Rights* details the UN Universal Declaration of Human Rights and looks at violations of the freedom of movement. *Building New Nations* deals in part with the future possibilities of global interdependence.

2. Britannica Global Geography System (BGGS)

BGGS provides myriad extension activities to enhance each GIGI module. For a complete description of the BGGS CD-ROM and videodiscs and how they work with the GIGI print modules, please read the BGGS Overview in the tabbed section at the beginning of this Teacher's Guide.

3. Related Videos

- EBEC offers these videos about the issues and regions explored in this module: "Japan: Economic World Power" and "Latitude and Longitude."

For more information, or to place an order, call toll-free, 1-800-554-9862.

- Other related videos include: "Why Is the World Shrinking?" (*Global Geography* series, AIT) and "A Global Market" (*Spaceship Earth* series, PBS).

4. Independent Student Projects

- Have students do independent study to compare environmental problems associated with agriculture in the United States with those of Australia. Arid areas of the U.S. West have similar problems with soil erosion and overgrazing.
- Have students make a field survey in your community, in which they identify what comes into the local area from outside and what products or services from your area are used in other places. Students can represent their findings from their field work on sketch maps and diagrams.
- Have students make a comparison case study of the local area about the effects of interdependence on your community's environment and/or population changes.

5. Writing

- Have students write an essay entitled, "A Day in My Life." The theme would be how their lives are affected by other people and how their actions affect the lives of others.
- Ask students to imagine what it would be like if nothing or nobody came into or went out of your local area, and write a page describing that scenario.

6. Debate

Structure a formal debate about interdependence. The central question could be: "Resolved: The United States is rich and powerful enough to prosper without the rest of the world." Have students muster arguments for and against this notion, which essentially pits isolationist ideas against the concept of interdependence.

7. Outside Experts

Ask a local newspaper editor or television journalist to make a presentation to your class about the process of selecting, writing, editing, and presenting news stories in the mass media. Encourage

students to start their own journals of world affairs based on the information provided by the guests.

8. Australian Resources

- The Student DataBook cited an Australian journal, *Current Affairs Bulletin*. You may wish to start a subscription if your class regularly studies Australia and Oceania. It is published by the Workers' Education Association of New South Wales, in association with the University of Sydney. Each monthly edition of about 30 pages reviews current world events and issues from an Australian perspective. The overseas subscription is approximately \$57 (Australian). Send inquiries to Current Affairs Bulletin, WEA House, 72 Bathurst St., Sydney, NSW 2000, Australia.
- For films and videos about Australia, write or call the Australian Consulate-General at the following addresses:

636 Fifth Avenue
New York, NY 10111
(212-245-4000) or

360 Post Street
Union Square
San Francisco, CA 94108
(415-362-6160)

Neighborhood Maps

1. On a separate sheet of paper, draw a simple map based on the scene shown in Figure 1 on page 5 in your DataBook. Make sure that you label all of the items shown in Figure 1, and put a realistic scale on your map.

2. Read the following two scenarios:

Maria Allejo, 17, joins friends for a milkshake at the local burger stand. Maria is on her way to a convenience store, where she works three days a week after school. On her way home from work, she shops for her mother at the supermarket.

Tom Loosely, 16, wheels his motorcycle into the station, and puts a dollar's worth of gas in the tank. He then picks up some bait at the sporting goods store on his way out to his favorite fishing spot.

3. Draw a red line on your map charting Maria's movements and a blue line charting Tom's movements. In the margin beside your map, note what dealings they had with other people at each place they went.
4. On another sheet of paper, make a map of your own neighborhood and draw a line charting your own movements on a typical day; make notes in the margin to describe your transactions.
5. Study the maps you have made, and write a paragraph on the lines provided describing how these maps illustrate that different people have different patterns of interdependence.

6. List three advantages of being interdependent with other people.


7. List three disadvantages of being interdependent with other people.

Activity 2 ...

GIGI

Interdependence

Lesson 2

 Names _____

Australia's Exports and Imports

1. Using Table 1 on page 12 in your DataBook, classify Australia's exports into the following three categories:

Agricultural products

Ores and metals

Manufactured products

2. Add up the value of exports in each category. What class of commodities contributed most to export earnings by Australia in the year shown?

3. Classify the imports into the same classes that you used for the exports.

Agricultural products

Ores and metals

Manufactured products

4. Add up the cost of imports in each category. What class of imports is most costly to Australia?

5. What can you deduce about the natural resources of Australia by studying the list of important exports in Table 1?

6. What can you suggest about manufacturing in Australia by studying the list of important imports in Table 1?

Australia's Exports and Imports

- Using Table 1, classify Australia's exports into the following three categories: agricultural products, ores and metals, and manufactured products.

Agricultural products

[wool, wheat, beef, sugar]

Ores and metals

[coal, gold, iron ore]

Manufactured products

[aluminum, alumina, petrol products]

- Add up the value of exports in each category. What class of commodities contributed most to export earnings by Australia in the year shown?

[Agricultural products: 10,269 million AU\$; Ores and metals: 8,909 million AU\$;

Manufactured products: 5,841 million AU\$]

- Classify the imports into the same classes that you used for the exports.

Agricultural products

[none]

Ores and metals

[crude oil]

Manufactured products

[passenger motor vehicles, computing equipment, aircraft, paper and paper products, motor vehicle goods transport, plastics, iron and steel, office machinery parts, motor vehicle parts]

- Add up the cost of imports in each category. What class of imports is most costly to Australia?

[Agricultural products: 0.0 million AU\$; Ores and metals: 995 million AU\$;

Manufactured products: 12,618 million AU\$]

- What can you deduce about the natural resources of Australia by studying the list of important exports in Table 1?

[Australia has many natural resources and exports them to pay for manufactured goods.]

- What can you suggest about manufacturing in Australia by studying the list of important imports in Table 1?

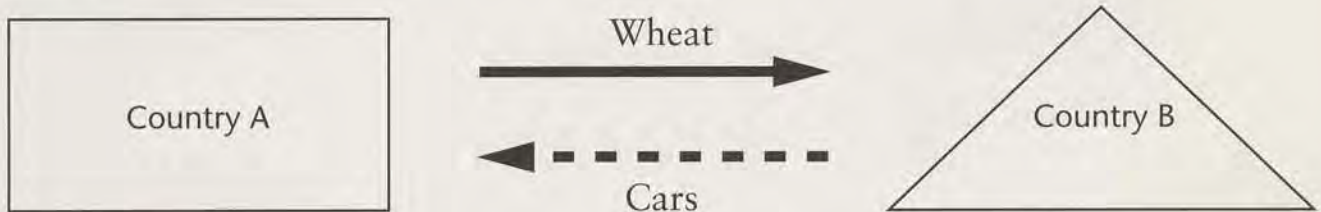
[Australia's imports are largely manufactured goods.]

Comparative Advantage and Trade

1. In Diagram 1, which country has the comparative advantage in cars? Which country has the comparative advantage in wheat?
[Country B has the comparative advantage in cars. Country A has the comparative advantage in wheat.]
2. What advantages might Country A have so that it can export wheat to Country B? Think of the examples of Australia and the United States as you answer this question.
[Answers may include environmental conditions favoring wheat production; agricultural technology; marketing know-how; surplus production.]
3. Similarly, what might be the advantages of Country B?
[Answers may include manufacturing technology, capital, management, and engineering skills favoring the manufacture of cars.]
4. If Country A put a tariff or quota on cars, what is likely to happen to the flow of cars from Country B?
[The flow would be reduced. Country A might impose a tariff or quota on imported cars to try to protect its own domestic car industry.]
5. What is likely to happen if Country A subsidized wheat?
[Wheat production would expand and perhaps new export markets would be found.]
6. In Diagram 2, which countries have the comparative advantage in cars? Which country has the comparative advantage in wheat?
[Countries B and C have the comparative advantage in cars. Country A has the comparative advantage in wheat.]
7. In Diagram 2, why do you think countries B and C import and export cars to and from each other? Give an example of this happening among real countries.
[Countries B and C make different kinds of cars, and there are customers in both countries for both kinds of cars. For example, Japan exports Toyotas to the United States, and the United States exports Cadillacs to Japan.]

Comparative Advantage and Trade

Diagram 1



Note: See the Glossary in the back of the Student DataBook if you need help with some terms.

1. In Diagram 1, which country has the comparative advantage in cars? Which country has the comparative advantage in wheat?

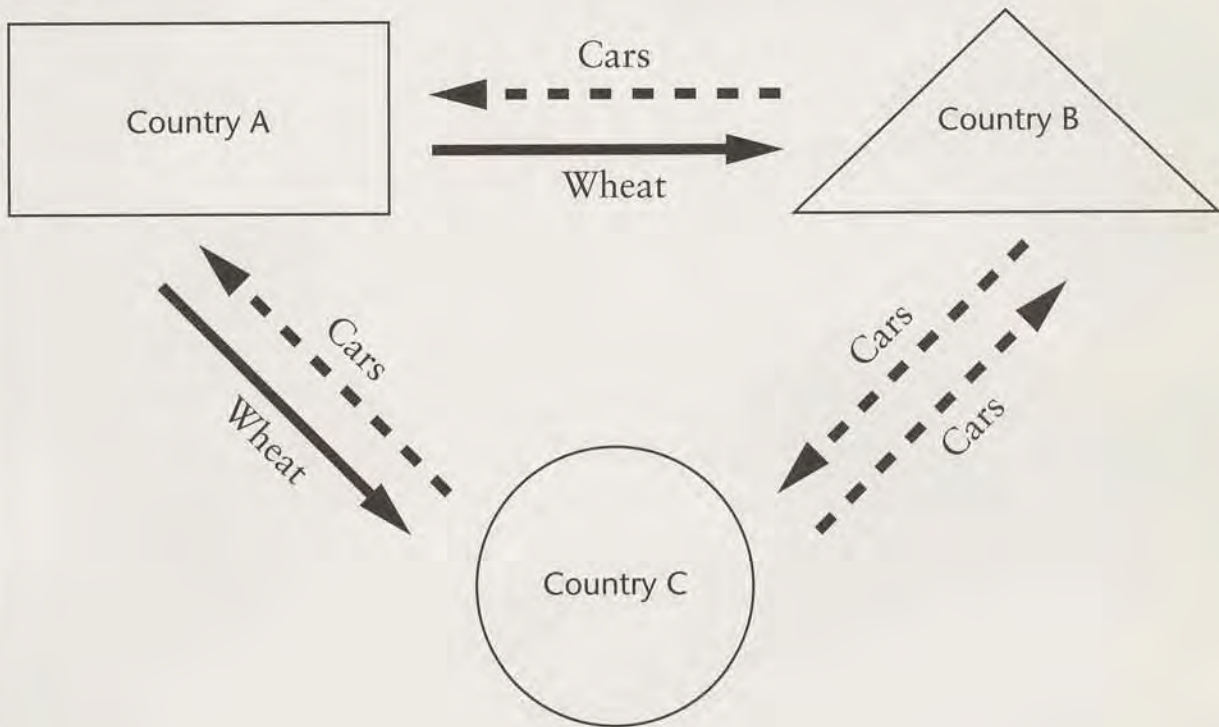
2. What advantages might Country A have so that it can export wheat to Country B? Think of the examples of Australia and the United States as you answer this question.

3. Similarly, what might be the advantages of Country B?

4. If Country A put a tariff or quota on cars, what is likely to happen to the flow of cars from Country B?

5. What is likely to happen if Country A subsidized wheat?

Diagram 2

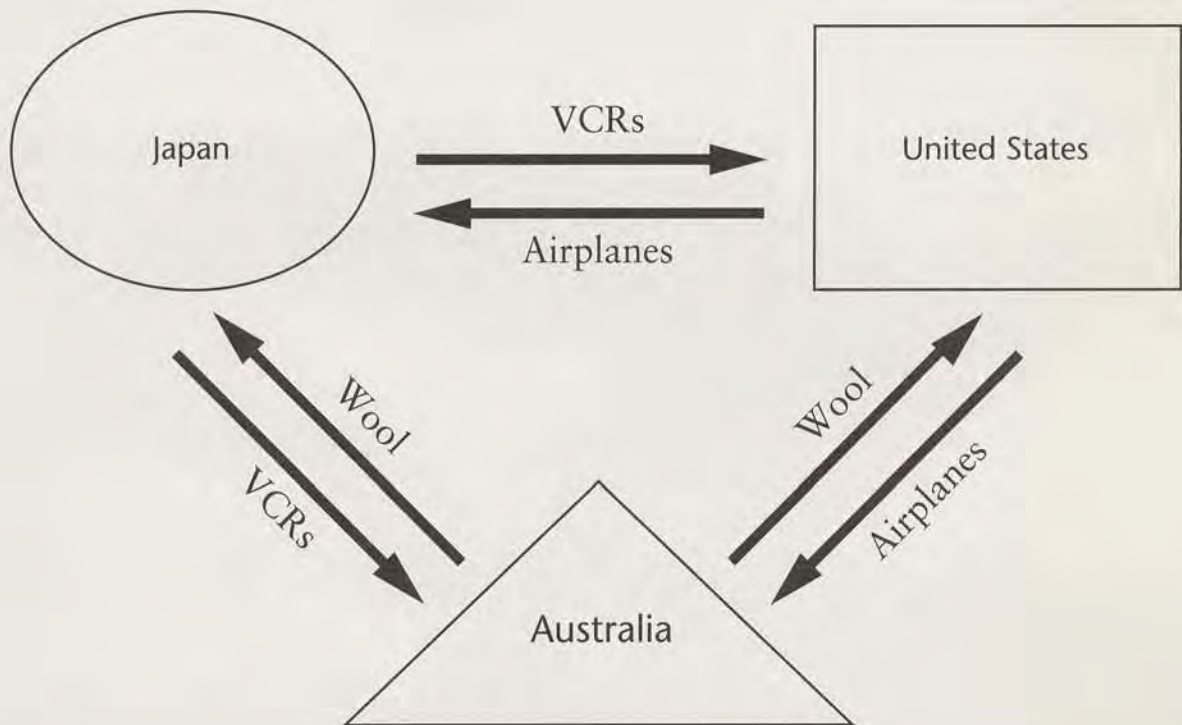


6. In Diagram 2, which countries have the comparative advantage in cars? Which country has the comparative advantage in wheat?

7. In Diagram 2, why do you think countries B and C import and export cars to and from each other? Give an example of this happening among real countries.

8. In the space below, draw a diagram showing trade in three products (of your choice) between Australia, Japan, and the United States, each of which has a comparative advantage in one of the three products.

8. In the space below, draw a diagram showing trade in three products (of your choice) between Australia, Japan, and the United States, each of which has a comparative advantage in one of the three products.



Participants in the Falklands War

1. Write the name of your country (or countries that are members of your organization) above the following world map. Then shade in or color the area of your country or organization on the map.

ACTIVITY 4



2. In what way was your country or organization involved in the Falklands War?

3. Why was your country or organization involved in the Falklands War?

Participants in the Falklands War

Argentina: Major participant in the war; invaded the Falklands and then was defeated in the fighting. Motives: to fulfill a historic claim and to direct attention away from internal social unrest.

Britain: Major participant in the war; counter-invaded the Falklands to eject Argentinian occupiers. Motives: to protect the British colony in the Falklands and to maintain national pride.

United States: Sent its secretary of state to seek a diplomatic solution. (Later provided some war materials for Britain.) Motives: to gain stability in Latin America. Also wanted to maintain substantial trade with Argentina while remaining a major ally of Britain.

Soviet Union: Provided diplomatic support for Argentina. Motives: as part of the Cold War, wanted to make problems for the United States in Latin America and gain the support of developing countries. Also wanted to assure Soviet-Argentine trade.

Organization of American States: Supported Argentina's historic claim, but not the use of force. Motive: to maintain peace in Latin America.

European Community: Agreed to Britain's request for economic sanctions against Argentina as a peaceful way of forcing Argentina out of the Falklands. Motive: to avoid war.

France: Member of the European Community, previously supplied significant amounts of war materials, especially missiles and aircraft, to Argentina. Motive: to provide testing of its weapons.

Brazil and Mexico: Cautiously supported Argentina's claims but not the use of force. Motives: to maintain peace in Latin America but not willing to alienate Argentina as an ally.

Belize: Supported Britain (it is a former British colony). Motive: to distance itself from Guatemala, which claimed that Belize should become part of Guatemala.


Peru, Ecuador, Bolivia, Venezuela: South American countries with vested interests in Latin American affairs, they supported Argentina. Motives: to eventually annex territory from their neighbors. All were interested in world reaction to Argentina's invasion of the Falklands as a test case.

Activity 5 ...

GIGI

Interdependence

Lesson 8

 Names _____

Effects of Interdependence

**Environmental
Influences**

**Cultural and
Sporting Exchanges**

**Economic and
Political Exchanges**

| | | |
|--|--|--|
| | | |
|--|--|--|

Directions: Choose three items, one from each category, and explain how each one has affected you.

Environmental Influences

Cultural and Sporting Exchanges


Economic and Political Exchanges

Activity 6 ...

GIGI

Interdependence

Lesson 8

 Names _____

World Map

ACTIVITY 6



The Principle of Comparative Advantage



The Doctor:

Better at medicine and better at gardening.



The Gardener:

Good at gardening, but not as good as the doctor.

Comparative advantage to the doctor:

Medical practice pays more than gardening, so the doctor practices medicine to earn money to hire the gardener.

Examples of Interdependence

- The International Red Cross sent relief to refugees of Sudan's civil war.
- European farmers demanded subsidies for their produce; some Australian farmers went broke after losing their international markets.
- A UN peacekeeping force is active in Bosnia-Herzegovina.
- The Moscow Ballet's visits to U.S. cities are always a great success.
- The Olympic Games enable athletes from all parts of the world to compete against one another.
- French is spoken in many parts of the world, including France itself, parts of North and West Africa, the Caribbean, Quebec, and Tahiti.
- Acid rain falls over lakes in Canada, killing fish. The acid in the rain comes from U.S. factories and is blown to Canada by the prevailing winds.
- The Gulf Stream, an ocean current, crosses the Atlantic from the warm waters of the Caribbean Sea and helps keep winters mild along the northwest coast of Europe.

**BRITANNICA GLOBAL
GEOGRAPHY SYSTEM**

GIGI

**Geographic Inquiry into
Global Issues**

Interdependence

Program Developers

A. David Hill, James M. Dunn, and Phil Klein

Regional Case Study

Australia/New Zealand/Pacific

Geographic Inquiry into Global Issues (GIGI)

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GIGI National Field Trial Locations

Anchorage, AK
Juneau, AK
Birmingham, AL
Grove Hill, AL
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Arvada, CO
Boulder, CO
Colorado Springs, CO
Lakewood, CO
Westminster, CO
Wilmington, DE
Nokomis, FL
Lithonia, GA
Marietta, GA
Beckemeyer, IL
Red Bud, IL
Lafayette, IN
La Porte, IN
Merrillville, IN
Mishawaka, IN
Eldorado, KS
Morgantown, KY
Lowell, MA
South Hamilton, MA
Westborough, MA
Annapolis, MD
Baltimore, MD
Pasadena, MD
Detroit, MI
Mt. Pleasant, MI
Rochester Hills, MI
South Haven, MI
St. Joseph, MI
Jefferson City, MO

Raymondville, MO
St. Louis, MO
McComb, MS
Boone, NC
Charlotte, NC
Oxford, NE
Franklin Lakes, NJ
Lakewood, NJ
Salem, OH
Pawnee, OK
Milwaukie, OR
Portland, OR
Armagh, PA
Mercersburg, PA
Spring Mills, PA
State College, PA
Swiftwater, PA
Easley, SC
Alamo, TN
Evansville, TN
Madison, TN
El Paso, TX
Gonzales, TX
Houston, TX
Kingwood, TX
San Antonio, TX
Tyler, TX
Centerville, UT
Pleasant Grove, UT
Salt Lake City, UT
Monroe, WI
Racine, WI
Cheyenne, WY
Worland, WY

Memo to the Student from the GIGI Staff

GIGI stands for *Geographic Inquiry into Global Issues*, which is the name of a series of modules. Each module inquires into a different world issue. We wrote this memo to explain that GIGI is different from most textbooks you have used.

With GIGI, you can have fun learning if you think like a scientist or detective. The main business of both scientists and detectives is puzzle-solving. They use information (“data” to the scientist and “evidence” to the detective) to test their solutions to puzzles. This is what you do with GIGI. GIGI poses many puzzles about important global issues: Each module centers around a major question, each lesson title is a question, and there are many other questions within each lesson. GIGI gives you real data about the world to use in solving these puzzles.

To enjoy and learn from GIGI, you have to take chances by posing questions and answers. Just as scientists and detectives cannot always be sure they have the right answers, you will sometimes be uncertain with GIGI. But that’s OK! What’s important is that you try hard to come up with answers, even when you’re not sure. Many of GIGI’s questions don’t have clear-cut, correct answers. Instead, they ask for your interpretations or opinions. (Scientists and detectives are expected to do this, too.) You also need to ask your own questions. If you ask a good question in class, that can sometimes be more helpful to you and your classmates than giving an answer.

The data you will examine come in many forms: maps, graphs, tables, photos, cartoons, and written text (including quotations). Many of these come from other sources. Unlike most textbooks, but typical of articles in scientific journals, GIGI gives its sources of data with in-text references and full reference lists. Where an idea or piece of information appears in GIGI, its author and year of publication are given in parentheses, for example: (Gregory 1990). If the material used is quoted directly, page numbers are also included, for example: (Gregory 1990, pages 3–5). At the end of the module you’ll find a list of references, alphabetized by authors’ last names, with complete publication information for the sources used.

To help you understand the problems, GIGI uses “case studies.” These are examples of the global issue that are found in real places. “Major case studies” detail the issue in a selected world region. You will also find one or two shorter case studies that show variations of the issue in other regions.

We hope your geographic inquiries are fun and worthwhile!



Interdependence

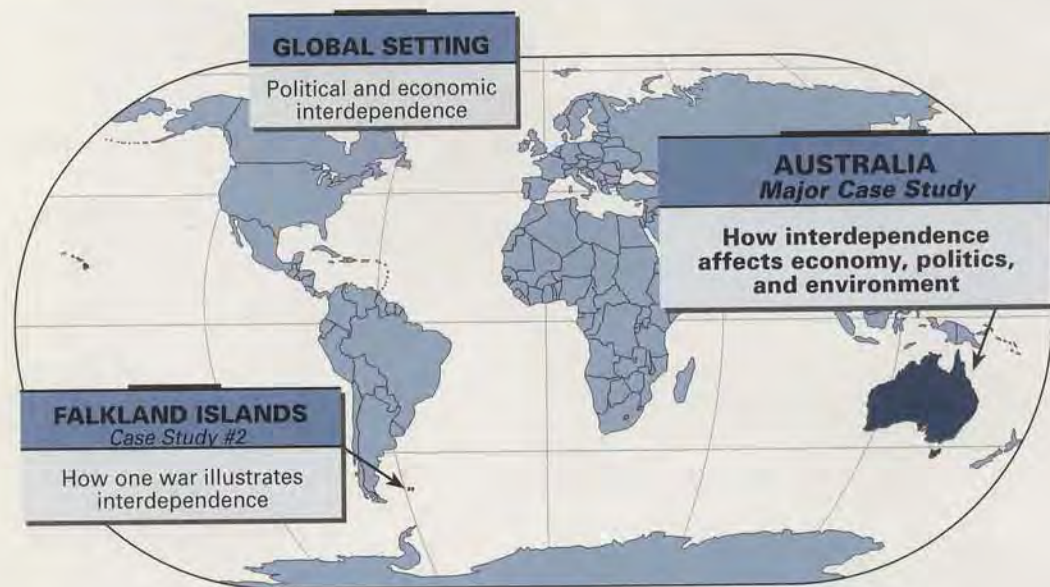
What are the causes and effects of global interdependence?

- How are the world's countries connected?
- How are you connected to what happens in different countries?
- How is your life changed by these connections?

People in the world's nations are becoming more and more interdependent. Advances in technology have allowed people to interact more easily. The writer Marshall McLuhan aptly captured this idea when he said that we live in a "global village." Radio, television, and satellites let us learn of world events in the same way as the day's news was once discussed around campfires or in village squares.

This module examines global interdependence by focusing on Australia's connections with other parts of the world. For Australians, as well as for all members of the global village, interde-

pendence is a fact of life. Interdependence has affected Australia's physical and human geography. Australia's trading relations with other countries have given its people a relatively high standard of living. By participating in the world economy, Australia has become less isolated from world events. European settlers developed Australia's natural resources, but in so doing created environmental problems. And immigrants to Australia from other countries enriched its cultural life but also produced social problems. All of these are examples of how global interdependence affects peoples and places.



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Questions You Will Consider in This Module

- Why are political, social, and economic connections among countries important?
- How have changes in technology increased global interdependence?
- How do perceptions of a country change as it increases its connections with other places?
- Why do countries form and change their political alliances?
- How are the economies and physical environments of countries changed by international trade?
- How is interdependence related to international migration?



What is global interdependence?

Objectives

In this lesson, you will

- Find examples of interdependence from personal experience.
- Extend the idea of *personal* interdependence to *global* interdependence.
- Realize the meaning of political interdependence.

Glossary Words

alliance
dependence
economic development
global interdependence
Pacific Rim
political interdependence
superpower

How are you interdependent with others?

Well over 5 billion people live on Earth. Although our ways of living vary greatly, each of us in some way depends on other people. We interact and cooperate with others in our daily routines. Some of these interactions are illustrated in Figure 1 on page 5. For example, when you buy things from stores, or when you travel on public transportation to get to school, you are dependent on others.

But now consider the broader picture—the interactions *not* shown directly in Figure 1. The merchants that you buy things from, the drivers of school buses, and the teachers at your school also depend on other people. Merchants need supplies; buses need fuel; and teachers need materials for class. Many of these things come

from outside your community—even outside your country. People are connected to each other in wider and wider networks of interdependence.



Figure 1 Sketch of a street scene. What does the street outside your school look like? What examples of interdependence can you find there?

What is meant by political interdependence?

Not only are individuals interdependent, but countries are interdependent also. For example, countries that trade with each other are basically relating to each other in the same way that individuals

do in a shopping scenario: buying and selling, arranging payment, bargaining, and comparing quality. Countries connect with each other in other ways besides trade. They may agree to exchange scientific information, to defend each other from attacks, or even to share some aspects of government. Perhaps the most familiar example of interdependency among countries is the United Nations.

The United Nations (UN) organization



A view of Earth from space.

Look at a globe. Seen from space, planet Earth appears as a single body. Physical geographers have informed us of the ways in which major natural systems link all parts of the world. These systems include the water cycle, ocean currents and tides, and mountain building and erosion. Looking at the world in this way encourages us to think of Earth as made up of interdependent environments.

The nations of the world (there were 192 as of 1993) relate to each other in many ways—by trading, by migration, and through the exchange of news and information. But can the nations organize themselves to exist in peace with each other? Recent history reflects little promise. Since World War II ended in 1945, there have been many small wars, most of them in Asia, Africa, and Latin America. The total duration of each of these small wars equals more than 500 years of warfare since 1945!

In June 1945, 50 nations signed the Charter of the United Nations after a conference in San Francisco. The charter makes it clear that the nations would act together to stop war.

Preamble of the United Nations Charter

We the peoples of the United Nations determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

To establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

To promote social progress and better standards of life in larger freedom, and for these ends

To practice tolerance and live together in peace with one another as good neighbors, and

To unite our strength to maintain international peace and security, and

To insure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

To employ international machinery for the promotion of the economic and social advancement of all peoples, have resolved to combine our efforts to accomplish these aims.

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

The United Nations was to stop war through the activities of the United Nations Security Council. The Security Council has five permanent members: the United States, United Kingdom, Russia, France, and China. The council did not succeed in keeping the peace after 1945, although it has helped to avoid a third world war.

The United Nations has established a number of specialized agencies through which its member nations cooperate. In this way, there have been advances in health care, help for children and refugees, peacekeeping forces in particular parts of the world, international aid, and relief after disasters.

1. What is the main message of the Preamble to the UN Charter?
2. The Preamble refers to fundamental human rights. What are these?
3. An Australian, H. V. Evatt, said at a UN Assembly meeting that "the primary function of the UN is to maintain peace, but paradoxically there is no world peace to maintain." What did he mean?

The Australia, New Zealand, and United States (ANZUS) alliance

Most countries of the world have made treaties with another country or with another group of countries. Treaties are formal political agreements about common interests. These interests may include defending the member countries or promoting economic development.

Because of its status as a world superpower, the United States has treaty arrangements with many other countries. Can you name some countries that the United States has made treaties with?

In 1952, the United States entered into an alliance with Australia and New Zealand (Figure 2 on page 9). Australia and New Zealand have long cooperated with each other in times of war and peace. They are near neighbors and share a British heritage. A military force, formed to serve with the Allies in World War I, was called the ANZACs—the Australian and New Zealand Army Corps. An ANZAC Pact was signed in 1944 promising a long-term bond between the two countries. But neither country was sufficiently powerful to defend either democracy in the southwest Pacific or itself against powerful aggressors. When the ANZUS alliance was formed in 1952, the three member countries promised to help each other if any one was threatened. ANZUS was modified in 1986 when New Zealand withdrew because the N.Z. government would not accept U.S. nuclear warships in N.Z. ports.

ANZUS and the UN are examples of mainly political forms of interdependence because they involve alliances among countries. There are also economic, cultural, humanitarian, and other forms of interdependence that will be considered later in this module.

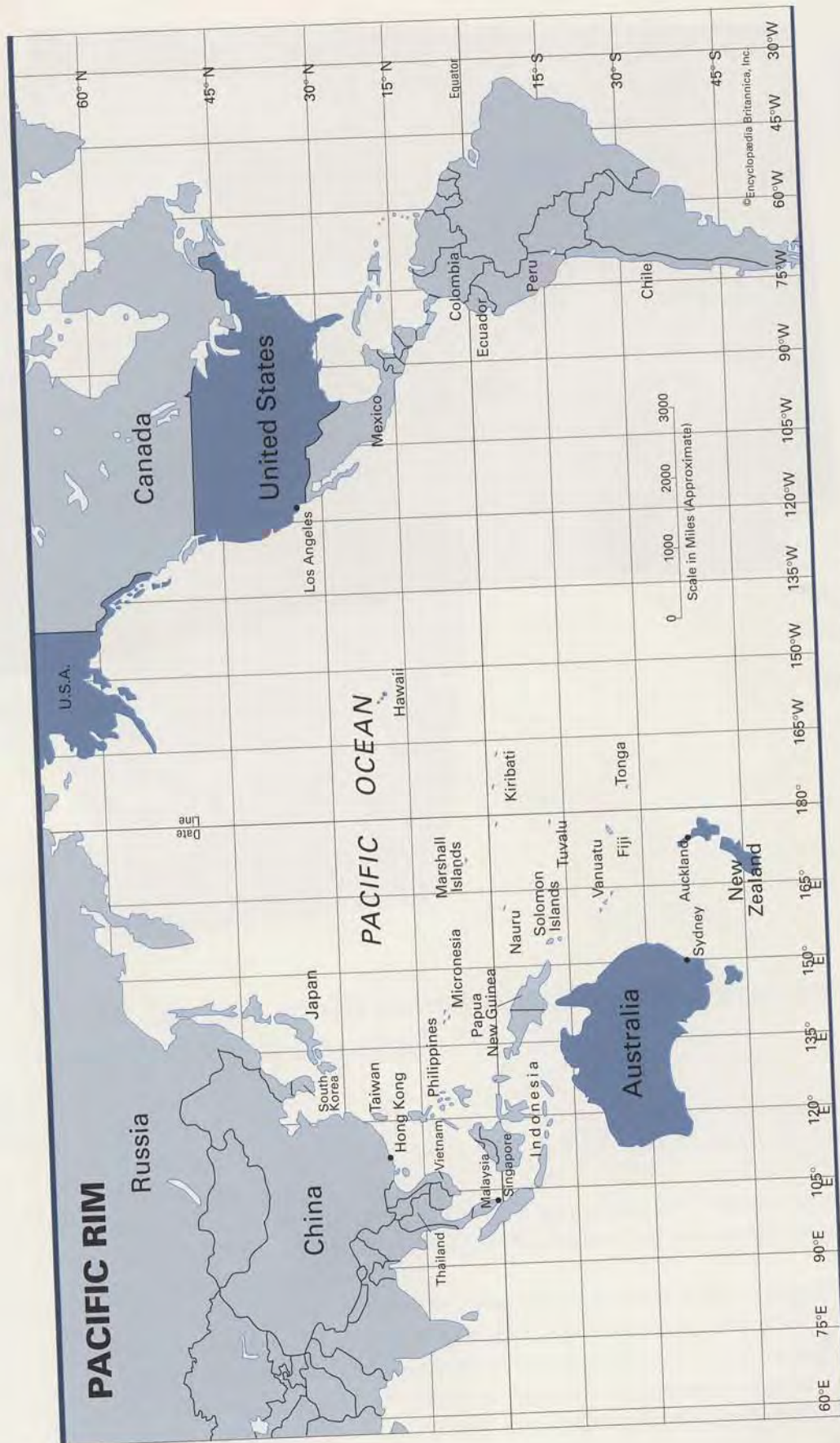


Figure 2 The Pacific Rim, showing the members of the ANZUS alliance.

4. What does Figure 2 tell you about the location of the ANZUS countries in relation to each other?
5. What is the approximate distance between: (a) Sydney and Los Angeles? (b) Auckland and Los Angeles? (c) Sydney and Auckland?
6. How does ANZUS illustrate global interdependence?
7. Why do countries have to depend on each other? List as many reasons as you can think of.
8. Would it be better for countries to be more interdependent with each other? Explain your answer.
9. Does the variety in human religion, language, and history make interdependence harder to achieve?



Why do nations trade with each other?

Objectives

In this lesson, you will

- Identify Australia's major imports and exports.
- Describe Australia's trading partners.
- Examine how a country's comparative advantage relates to its trade.

Glossary Words

comparative advantage

exports

imports

quota

subsidy

tariff

What are the main commodities imported and exported by Australia?

Australia is one of the largest countries in the world by area, but it had a population of only 17.8 million in 1993 (Population Reference Bureau 1993). This means that Australia has a population comparable with that of Texas. Many of Australia's agricultural and mineral commodities are produced in quantities far beyond local demand. This situation has helped Australia play an important role in international trade.

The beginnings of Australian trade took place while Australia was a colony of Britain in the nineteenth century. British policy then was to encourage the development of Australia as a supplier of food and of raw materials for industry. Australia's concentration on exporting products of agriculture and mining continues today,

although Britain is no longer the main customer. Australia relies heavily on export earnings to pay for its imports. About 16 percent of Australia's national income comes from exports. In contrast, in the United States, exports make up only 4 percent of the national income.

As can be seen in Table 1 below, primary products (those from agriculture and mining) dominate Australia's exports. Natural resources in Australia support extensive commercial agriculture and livestock raising, especially of sheep and cattle. Manufacturing in Australia is experiencing problems because of strong competition from rapidly growing industrial economies in Asia (such as South Korea, Taiwan, Singapore, and China).

Table 1 Australia's principal commodity exports and imports, 1989 (millions of Australian \$)

| Commodity | Value |
|-------------------------------|-------|
| Exports | |
| Wool | 5,535 |
| Coal | 4,646 |
| Aluminum | 2,720 |
| Gold | 2,487 |
| Alumina | 2,220 |
| Wheat | 2,109 |
| Iron ore | 1,776 |
| Beef | 1,770 |
| Petrol products | 901 |
| Sugar | 855 |
| Imports | |
| Passenger motor vehicles | 2,231 |
| Computing equipment | 1,961 |
| Aircraft | 1,653 |
| Paper and paper products | 1,297 |
| Motor vehicle goods transport | 1,260 |
| Plastics | 1,162 |
| Iron and steel | 1,078 |
| Office machinery parts | 1,017 |
| Crude oil | 995 |
| Motor vehicle parts | 959 |

Source: Australian Bureau of Statistics 1991.

Who are Australia's main trading partners?

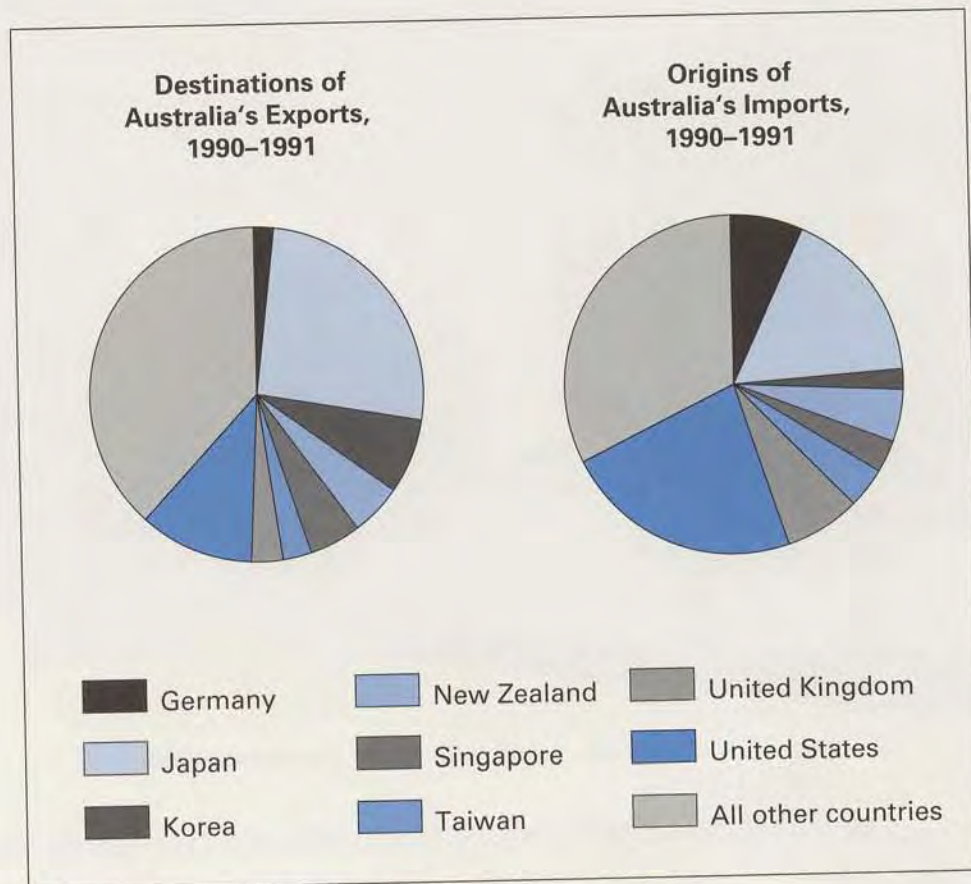


Figure 3 Australia's main trading partners, 1990-1991.

Source: Australian Bureau of Statistics 1994.

1. Using Figure 3, what are the top five countries to which Australia exports commodities? What are the top five countries from which Australia imports commodities?
2. In what large area of the world is much of Australia's trade concentrated? What possible reasons can you think of for this concentration of Australia's trade?

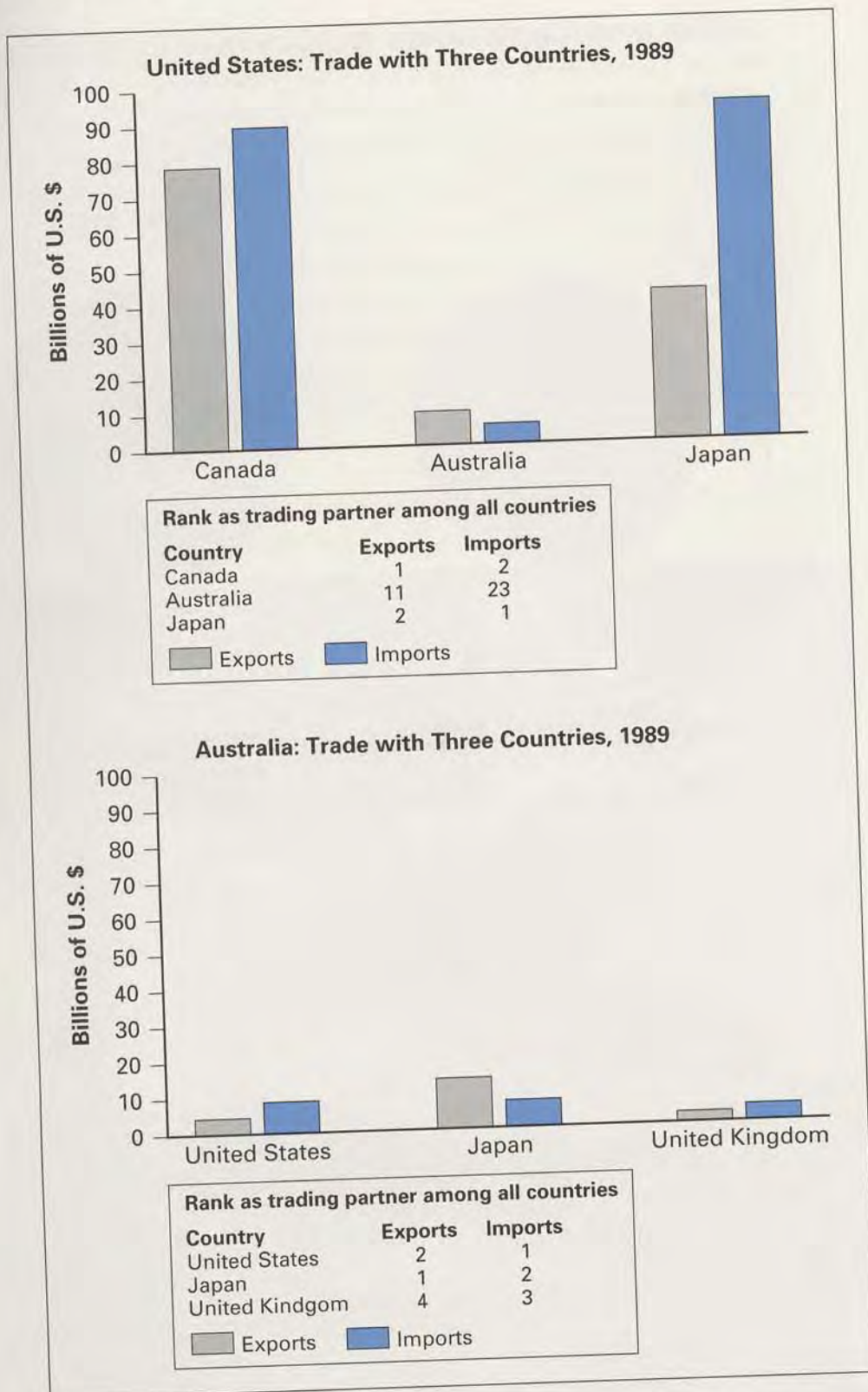


Figure 4 Comparison of principal trading partners of the United States and Australia.

3. What kinds of products do you think are traded among the United States, Canada, Japan, and Australia?
4. Using Figure 4, how do values of U.S.-Canada and U.S.-Japan trade compare with the value of U.S.-Australia trade? What reasons can you think of for this difference?
5. What is the approximate value of goods exported from the United States to Australia? What is the approximate value of goods exported from Australia to the United States?
6. What is Australia's rank as a trading partner to the United States (look at the ranks for both imports and exports)? What is the United States's rank as a trading partner to Australia (look at the ranks for both imports and exports)? Why do you think these ranks differ?

How does international trade reflect global interdependence?

The world's resources are not evenly distributed among countries. Some places have a surplus of certain resources; for example, Australia has a surplus of coal that it can export. Some places have a scarcity of certain resources. Japan, for example, has very little oil, and has to import it. Nations seek to overcome problems of surplus and scarcity by trading. They export what they have a surplus of or what they are good at producing and import goods and services that they lack.

A surplus is often the result of an advantage. Advantages may be plentiful supplies of a resource, unique environmental conditions, or the specialized knowledge and skills of people. A country has a *comparative advantage* when it exports those goods and/or services for which it has the most advantage in relation to other countries.

These ideal conditions of trade are often modified by decisions and actions of governments trying to encourage or discourage certain aspects of trade. They do this by such means as tariffs, quotas, and subsidies. Countries may try to protect their own industries from competition from foreign products by placing tariffs or quotas on imports. Countries may pay their own producers subsidies to allow them to compete with foreign producers.



What is Australia's place in the world?

Objectives

In this lesson, you will

- Describe Australia's absolute and relative location.
- Describe Australia's economic position in the world.
- Analyze how Australia's physical and economic positions affect its links with other countries.

Glossary Words

absolute location
cartography
friction of distance
gross national product (GNP)
map projection
relative location

In what ways do different maps show Australia's place in the world?

When map makers, or cartographers, try to show the spherical Earth on flat paper, they have problems because some aspects of the globe are stretched. This is why cartographers have devised map projections. Projections are frameworks of parallels and meridians that

you can see on maps. There are many different projections. Some represent the *areas* of the continents accurately; others show the *shape* of landmasses accurately; some give *distances* between places accurately; yet others show *directions* from place to place accurately. No *one* flat map can show all four features accurately. Only the globe can do this. So cartographers choose the projection that best suits the purpose of their map.

Maps can also be made to give different points of view and to emphasize different places. For example, Figure 5 on page 18 is a map of the world. From your experience, do you think this map gives a common point of view?



The Blue Mountains in southeast Australia.



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Figure 5 Map of the world. Which part of the world is emphasized by this map?

1. Between what lines of latitude and longitude does Australia lie? Between what lines of latitude and longitude do the 48 contiguous U.S. states lie?
2. Using Figure 5, how would you describe Australia's relative location in the world?
3. Using Figure 5, how would you describe Australia's relative location from these three places: California, China, and the United Kingdom?
4. Do you think that North American or European rock groups or sports teams might be reluctant to include Australia on their world tours? Why?

Figure 6 on page 20 presents a different view of Australia's place in the world. Here, Australia is shown as the land "up over," rather than the land "down under."



Australian sheepman with his trail bike and dogs.

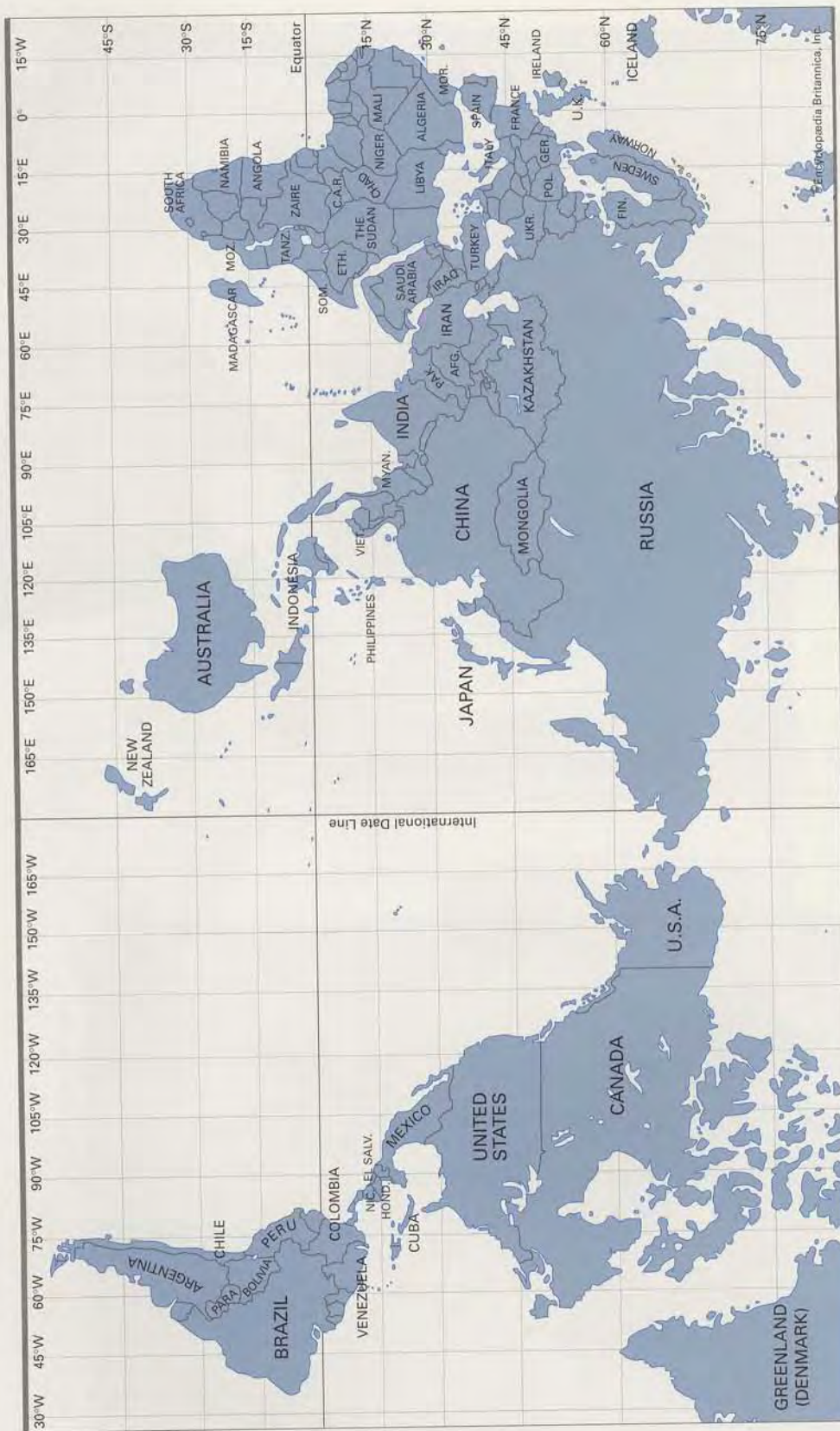


Figure 6 Map of the world. What makes this an unusual perspective?

5. How does Australia's relation to the rest of the world appear different in Figures 5 and 6?
6. Which map is correct, Figure 5 or Figure 6?
7. Why is Figure 6 an uncommon view? Could this view be seen from outer space?

Are Australia and New Zealand "North" or "South" countries?

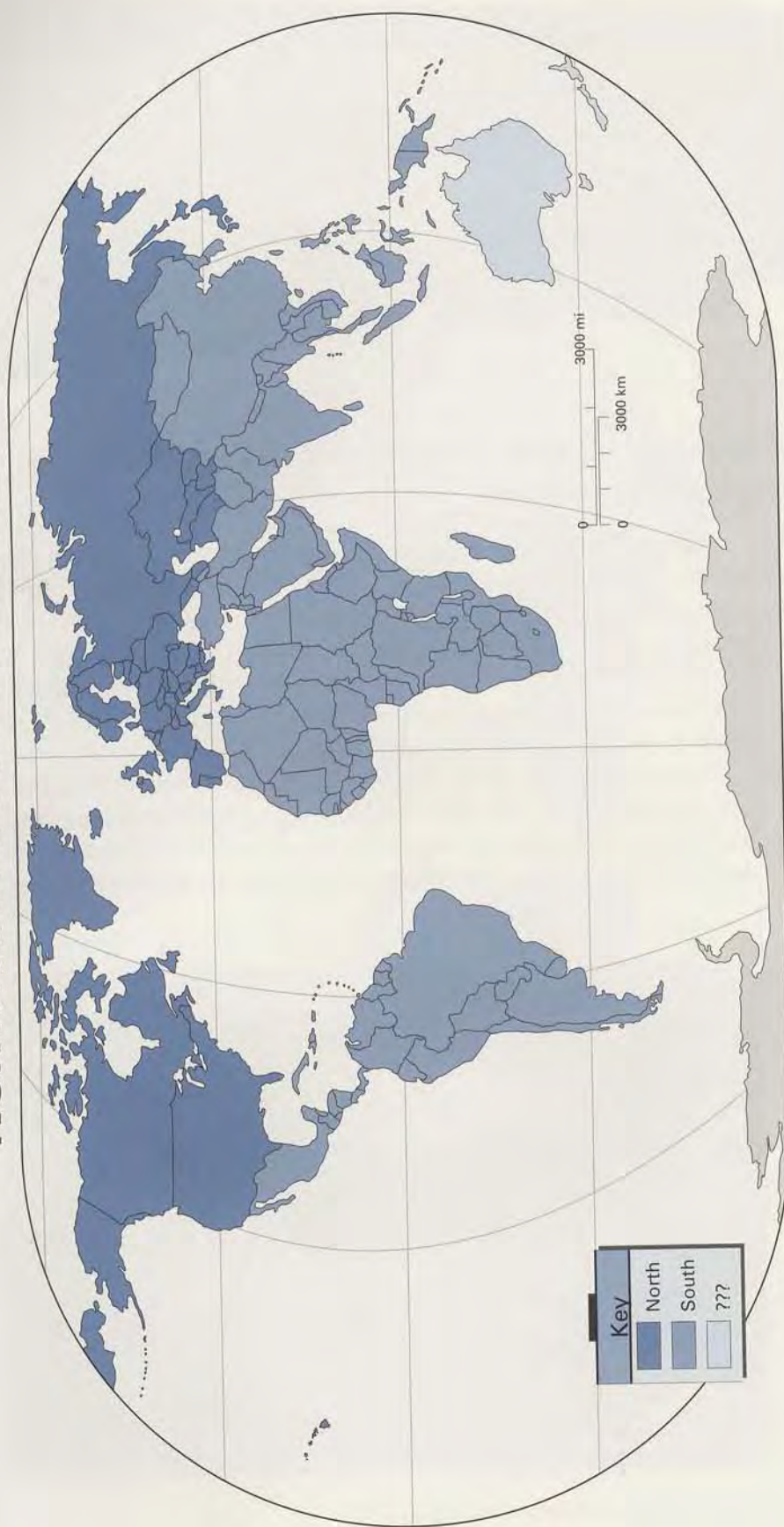
The terms *North countries* and *South countries* have become widely used in recent years. *North* and *South* refer to the different characteristics of the world's countries. The North countries, which are also called "developed," include those in Europe, North America, Japan, and the former Soviet Union. The South countries, which are also called "developing," include those in Africa, Latin America, and most of Asia (Figure 7 on page 22).

North countries make much use of modern technology, have had few wars on their soil since the 1950s, and most of their people enjoy high living standards. By contrast, the South countries have low standards of living. There have been many wars in the South since 1950.



Sugar plantation in Queensland.

NORTH AND SOUTH COUNTRIES



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Figure 7 The world can be divided into North and South countries. How should Australia and New Zealand be shaded?

Table 2 Population comparisons for selected countries, 1993

| Country | Population (millions) | Urban population (percentage) | Infant mortality rate * | Gross national product † |
|------------------------|-----------------------|-------------------------------|-------------------------|--------------------------|
| Australia | 17.8 | 85 | 7 | 16,590 |
| New Zealand | 3.4 | 84 | 8 | 12,140 |
| South Countries | | | | |
| Bangladesh | 113.9 | 14 | 116 | 220 |
| China | 1,178.5 | 26 | 53 | 370 |
| Indonesia | 187.6 | 31 | 68 | 610 |
| Papua New Guinea | 3.9 | 13 | 99 | 820 |
| Philippines | 64.6 | 43 | 43 | 740 |
| North Countries | | | | |
| Canada | 28.1 | 77 | 7 | 21,260 |
| Japan | 124.8 | 77 | 4 | 26,920 |
| Switzerland | 7.0 | 60 | 7 | 33,510 |
| United Kingdom | 58.0 | 90 | 7 | 16,750 |
| United States | 255.6 | 75 | 9 | 22,560 |

* Infant mortality rates are given as the number of infant deaths per 1,000 live births, rounded off to the nearest whole number.

† Gross national products are for 1991 and are given as per person averages, in U.S. dollars.

Source: Population Reference Bureau 1993.

8. Which columns in Table 2 are helpful for making a distinction between the characteristics of North and South countries?

9. Are Australia and New Zealand North or South countries? Explain your answer.

What has caused Australia's interdependence?

Although it is located in the Southern Hemisphere, Australia has many characteristics of North countries. Its seeming isolation from the developed and industrialized North countries has been bridged, as modern transportation and communications have reduced the *friction of distance*. Through its large overseas trade and its treaties with other countries, Australia has a great deal of interdependence with the rest of the world. The following points help explain why.

- *Australian history*: European settlement began in 1788 when the British established a colony. There is a legacy of the English language, a government modeled on the British system, and a large proportion of the population descended from British migrants. Formerly, trade and defense associations were with Britain.
- *The Australian economy*: Australia's economic development is strongly related to its exports of agricultural and mineral products. There are strong trading ties with many parts of the world, particularly other countries of the Pacific Rim, such as Japan and the United States.
- *Australia's migration program since World War II*: There has been a sustained drive for immigrants since 1945. At first, most came from Britain and other countries of Europe; more recently, there have been arrivals from Asian countries. (This subject will be discussed in greater depth in Lesson 6.)
- *Advances in the technology of transport and communications*: A century ago, it used to take people, goods, and news a long time to travel round the world. Geographers call this the *friction of distance*. Cargo ships have made it possible for Australia to export huge quantities of agricultural products (such as wheat) and of minerals. Satellite communications keep Australians instantly aware of events round the world. Is the world shrinking?

10. Do you think Australia's location has helped or hindered its interdependence with the rest of the world? Explain.
11. How have economic and historical ties contributed to Australia's interdependence with other countries?
12. How have improvements in transportation and communications contributed to Australia's interdependence in the world?



Underground zinc mine in Australia.



Should the United States and Australia continue to be allies?

Objectives

In this lesson, you will

- Identify and explain political, economic, and cultural links between Australia and the United States.
- Decide whether these links are becoming more or less important.

Glossary Words

allies

Cold War

multinational corporation

protectionism

What makes Australia and the United States allies?

Becoming an ally means becoming a friend. Countries as well as people can be allies. Allies usually have common interests. The United States and Australia became firm allies during World War II

while battles were being fought against the Japanese in many countries in Southeast Asia (Figure 8 on page 28). Some of the fighting took place very close to Australia—for example, in New Guinea and in the Coral Sea naval battle in 1942.

1. Why was the United States important to Australia in World War II?
2. Why was Australia important to the United States in World War II?



Sydney, Australia, looks out to the Pacific from its magnificent harbor.

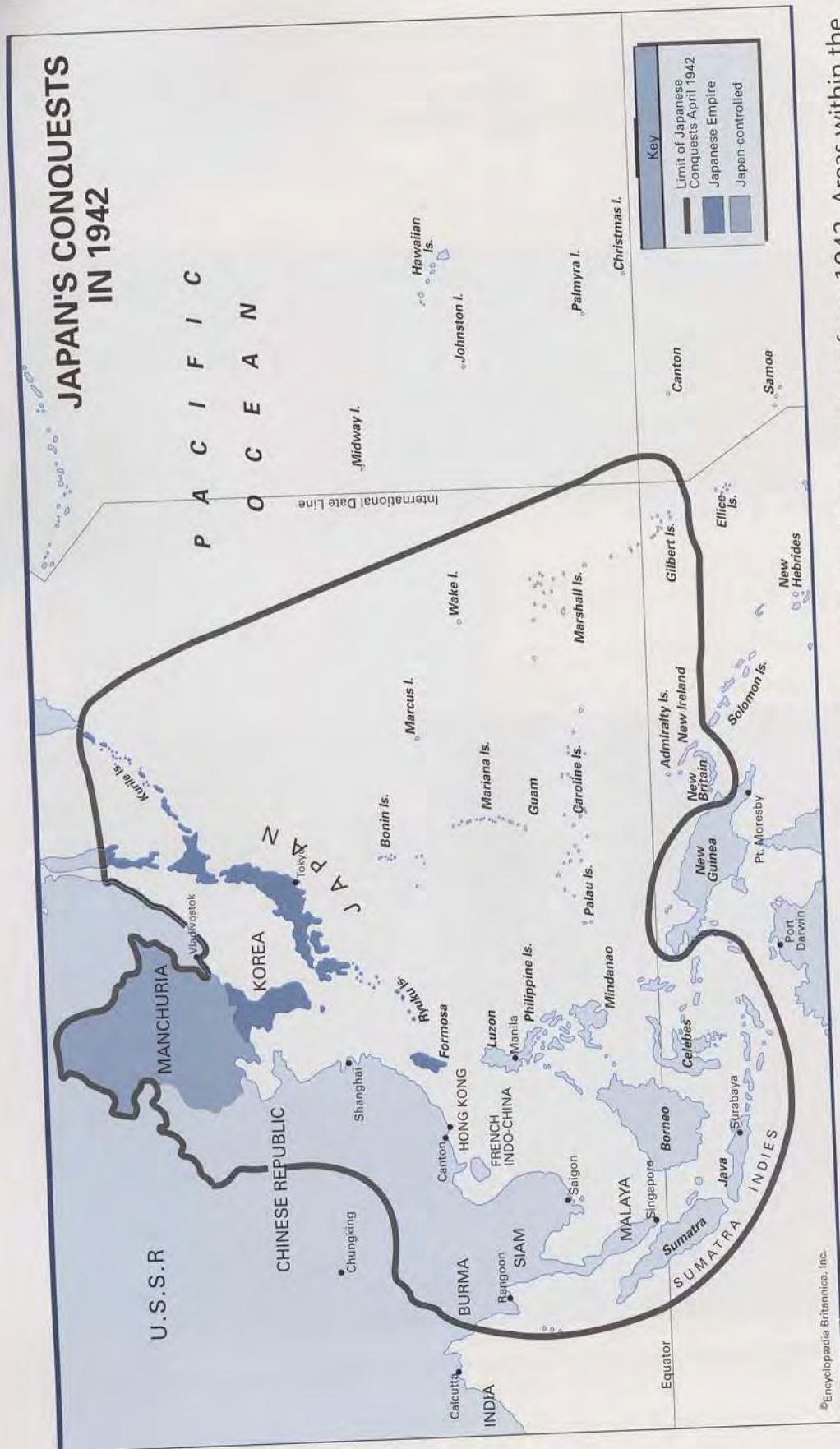


Figure 8 Extent of Japanese conquests during World War II, as of 1942. Place names are from 1942. Areas within the heavy line were battle zones.

How are U.S.-Australian relations changing?

Neither in government nor in the U.S. public arena do U.S.-Australian relations command the interest they do in Australia. . . . It is useful to ask how the U.S. establishment perceives Australia on the international stage. . . . How and why is Australia relevant? How compatible with and how useful has Australia been to the United States in recent years? How has the United States treated Australia—carefully and sympathetically? Carelessly? Callously? What has impelled, and will impel, both the style and substance of U.S. responses to Australian positions and policy movements? (Albinski 1988, page 4).

The following four sections describe changing U.S.-Australian relations. Do you think the political, economic, and cultural ties between the United States and Australia are becoming more important or less important?



The Gold Coast near Brisbane, Australia, attracts international tourists.

The changing commonwealth

Table 3 Australia's and New Zealand's changing relationship to Great Britain

| Period | Development in Britain | Australia's and New Zealand's relation to Britain |
|-----------------------------------|---|--|
| Mid-19th century–mid-20th century | Britain at the peak of its power and greatest extent of its empire. Worldwide network of telegraphs, steamships, and railways linked Britain and its colonies. | Australia and New Zealand held status of colonies and protectorates. They sent resources to Britain and helped to defend and strengthen Britain. |
| Early 20th century | Settler colonies (e.g., Australia, New Zealand, Canada) became independent and were called dominions. | Dominions recognized the British monarch and joined Britain in colonial activity (e.g., in Pacific islands and in seeking control of Antarctica). Former colonies helped defend Britain. Members made trade with each other easier. |
| 1931 | Statute of Westminster ended British Parliament's control over many of the dominions' affairs. The number of countries in the commonwealth grew quickly after 1947. | Members of the commonwealth considered equals and had free association with Britain. Former colonies adopted various forms of government. |
| 1970–present | Britain gradually "turns to Europe" (joins NATO for defense and signs trade agreements with the European Community). Members of the commonwealth arrange their own defense and trade. | Pacific members of the commonwealth look to the United States for defense agreements. Japan and other countries of Asia and the Pacific become more important trading partners. Commonwealth members share historical ties, the English language, and a belief in freedom. |

Source: Conolly and Cox 1991.

3. How have developments in Britain changed the way it relates to its former colonies?
4. How have developments in Australia and New Zealand changed the way they relate to Britain?

The formation of ANZUS in 1952

Australia encouraged the formation of ANZUS, and the United States was happy to join. Australia and New Zealand did not have much military or economic power in 1952. This is still true. They are English-speaking countries on the fringe of Asia. Their histories were closely tied to Britain, half a world away. Their main ally in the Pacific during World War II was the United States, which was thousands of miles away on the other side of that vast ocean. Great changes were happening in many parts of Asia in the early 1950s. For example, there were several former colonies that had won their independence (the Dutch East Indies became Indonesia, for example), and mainland China was controlled by a communist government.

By the 1950s, the Cold War had developed between the United States and its mainly democratic allies on one side and the USSR and its communist allies on the other. In many ways the Cold War was a war of distrust. The United States and the USSR had very different ideas about what was a fair society and a fair economy. This led to a war of words and to a stockpiling of arms. The U.S. foreign policy was to build a ring of allies to stop communist expansion in Europe and Asia. Because of its strategic location, Australia was invited to be part of the U.S. global network of radio and satellite communications. The United States maintains communications bases in Australia at Pine Gap (Northern Territory), Nurrungar (South Australia), and North West Cape (Western Australia).

An Australian viewpoint about ANZUS was evident in a speech made in June 1987 by a senior member of the Australian Department of Foreign Affairs. The speech was made to high-ranking officers of the armed forces at a strategic studies course. An edited extract from the speech follows.

The changes of history and the facts of geography leave us [Australia] with few natural allies. . . . We have been talking about interdependence for over 50 years and [it is] here to stay, so long

as the world, squeezed by modern communications technology, growth of population, and the need to develop resources, continues to shrink. . . . We have historical ties with western Europe. Our outlook, our traditions, our people could not make it otherwise. We have more than that. We are an ally of the United States, that nation of contrasts, young like Australia, yet so inventive, so consistent a contributor to civilized human values around the world. . . . I stress that Australia is an ally of the United States, not a client. In strategic terms, in the Indian Ocean as well as in the Pacific Ocean, Australia is important to the United States. Quite apart from the access we extend to U.S. warships and military aircraft, we are host to joint communications facilities which are important defenses against nuclear war (Sadlier 1987, pages 436-437).

5. Why did Australia, New Zealand, and the United States decide to form ANZUS?
6. Why did the Australian speaker suggest that the world is continuing to shrink?
7. Do you think the need for military bases will continue?

U.S.-Australian trade relations

In January 1992, then-President George Bush visited Australia on his way to Japan for trade talks. The United States wanted Japan to lower its barriers to U.S. imports. At the same time, Australia had been losing some international markets for farm products, such as wheat and beef, because the U.S. government was subsidizing U.S. farmers. The effect of the subsidy was that it made U.S. products cheaper than Australian products. The U.S. subsidy, then, was one of the causes of poverty in the farming areas of Australia. Farmers in Australia have protested U.S. policy for several years. The following letter to the editor of an Australian newspaper illustrates this:

The future of the wheat industry in Australia is in danger. The effects of the Americans' wheat war broadside to Australia have been very serious. Wheat has provided much of the impetus for

development in Australia. It has provided tens of thousands of jobs, directly and indirectly; it is the mainstay of numerous rural communities; it provides millions of dollars of export earnings.

The United States has increased its share of world trade by 46 percent since 1985; Australia's share has declined by half. Australia should be rising up in anger at the American policy. We have two courses open—deny the use of Australian soil for military installations and communications bases, and block imports from the United States (*The Weekend Australian* 1988, page 20).

The protests continued during President Bush's visit to Australia in January 1992. Newspapers in the United States and Australia published reports on Mr. Bush's visit. The president spoke of the importance of maintaining strong economic and defense ties with the Pacific nations, and he tried to allay Australian fears of U.S. subsidies on wheat, sugar, and beef. Bush said any differences between the United States and Pacific Rim allies "are so overwhelmed by the common purpose, they're not even registering on the radar screen" (*USA Today* 1992, page 1). Below are several excerpts from Australian newspapers, showing how Australians saw President Bush's visit.

Australian coverage of President Bush's visit to Australia

President Bush left Australia yesterday vowing he would not yield to growing domestic pressure for greater protection—the prelude to his demands in Tokyo for more access to Japan's markets.

"Protectionism closes markets, it ensures poverty, and it costs jobs," Mr. Bush told a lunch hosted by the Premier of Victoria [a state in Australia] (Alford 1992, page 1).

One thing became very clear during the visit of President Bush this week. This is that the feelings of the Australian population towards the United States are still overwhelmingly positive (McGuinness 1992, page 6).

Australian farmers were confused and angry last night after the United States President, Mr. Bush, made it clear he had given no trade concessions (Brown 1992, page 1).

It was not the end that President Bush had wanted for his goodwill trip to Australia.

It was not the image, sent back to the United States in time for the breakfast news, that Americans were used to seeing of Australia. . . .

Clearly, the violence of the 1,000-strong demonstration outside the World Congress Centre in Melbourne had not been anticipated by the Victorian police, who last night described it as the most violent in memory (Boswell and Cant 1992, page 1).

8. Why were the Australians concerned about U.S. trade policies?
9. Do you think President Bush succeeded in addressing Australia's concerns?
10. Why did Australian farmers protest against President Bush's visit?
11. Was President Bush for or against protectionism? Why?

Cultural links between the United States and Australia

Much modern business is dominated by multinational corporations such as Coca-Cola, General Motors, Exxon, IBM, Caltex, Upjohn, and others. These are very big firms that have factories and offices in many countries. When they open or close factories they affect the level of employment and even the prosperity of whole countries. Many U.S. firms have operations in Australia. They include Ford, Caltex, and IBM, and their products are widely advertised and purchased in Australia. Aspects of U.S. life are thus "imported" to Australia.

There are other ways in which the Australian way of life is affected by U.S. influences. Hollywood films and television programs are shown in Australia. The result is that Australians hear and see a lot about the United States, and some of this becomes part of the Australian way of life. It even includes expressions used in conversations, such as "Have a nice day." Some of the influences from the United States are thought to be good because they stimulate new ideas, and some are thought to be bad because they displace local culture. Australians often eat at Kentucky Fried Chicken, McDonald's, or Taco Den [Bell]. Basketball and baseball are gaining popularity; much of the pop music heard on Australian radio has been recorded by American groups; and sometimes firms advertise their goods as the "latest from America."

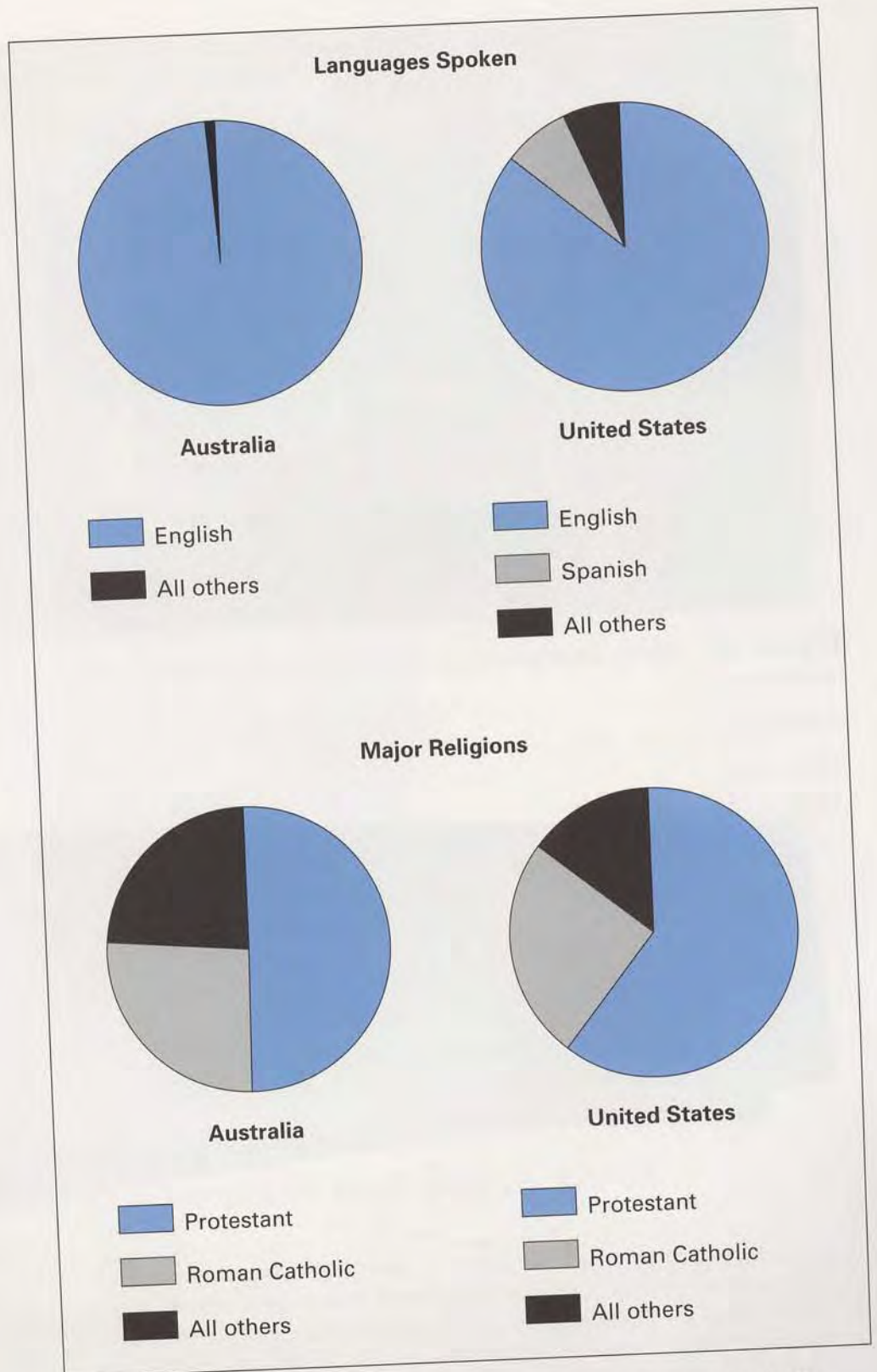


Figure 9 Comparisons of religion and language between Australia and the United States.

Sources: *Information Please Almanac* 1994; *Worldmark Encyclopedia* 1988.



Figure 10 Many Australians are employed by U.S. firms.

12. How has U.S. culture influenced Australia's daily life?
13. How do the data in Figure 9 help explain the links between the United States and Australia?
14. What influences from other countries do you see in your life?



How has interdependence affected the Australian environment?

Objectives

In this lesson, you will

- Discover changes in Australian environments as a result of settlement by Europeans.
- Identify environmental problems that have resulted from the new forms of land use.

Glossary Words

Australian aborigines
degradation
ecosystem
landscape
marsupials
sclerophylls

What did Australia look like in 1770?

To an imaginary observer in a satellite stationed over the continent, the first impression would probably have been one of a calm unchanging land, apparently empty of animal life—a great compact mass, red-brown at the core and fringed by a mantle of dull green vegetation. The surface of the continent appeared remarkably even. Only at the extremities of the southeast and northwest did the land appear to stand in any marked highlands. Even here, although cut deeply by narrow river valleys and clothed in an endless sea of woods, the summits had an evenness which suggested

not earth-shattering . . . change, but slow . . . movements broken only rarely by sudden fractures and sharp folds (Heathcote 1975, page 8).

A distinctive feature of the plant and animal life “at least to the Europeans who first experienced it, was its uniqueness in comparison with anything else they had seen. . . . A second impressive feature is the number of plant and animal species which can tolerate extremely dry conditions for long periods” (Heathcote 1975, page 33). The ecosystems in 1770 were quite varied.

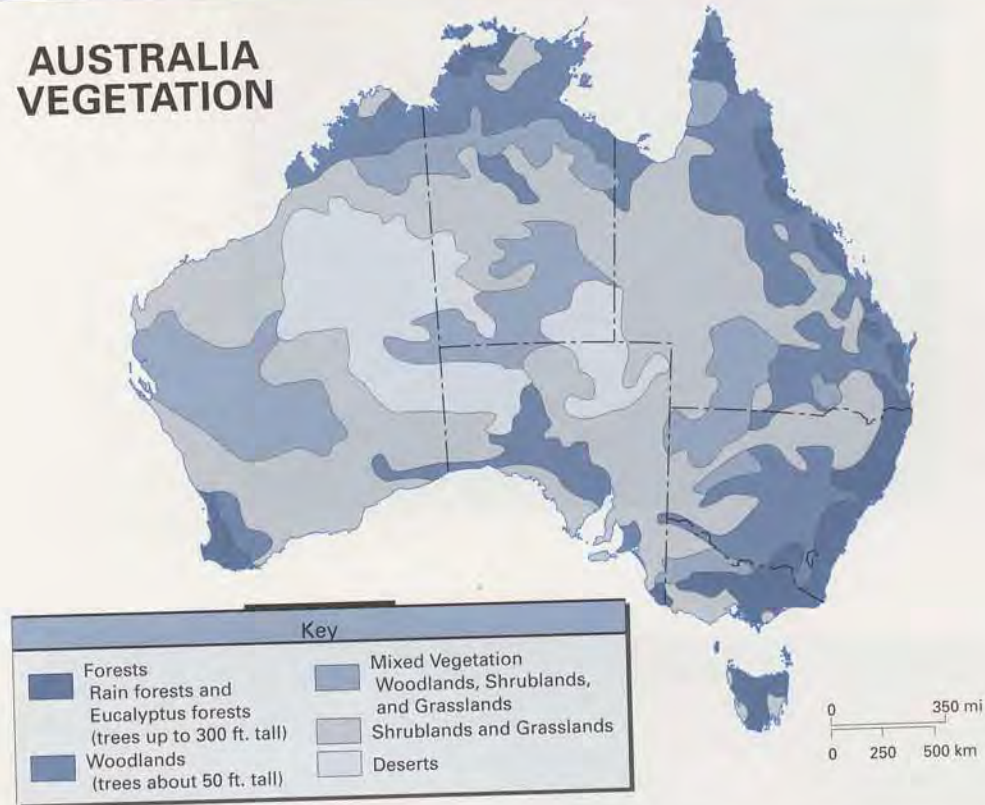
From the coastal reefs, marshes, and rain forests where life in all forms was prolific and ever active . . . [the ecosystems] ranged to the alpine meadows where life-cycles were generally dormant in the freezing temperatures and snowfalls of winter, to the bare stony plains of the arid interiors where excessive heat and insufficient moisture limited many life-forms to nocturnal or highly irregular periods of activity (Heathcote 1975, page 33).

Within this range of ecosystems, the types of natural vegetation were closely related to the amounts of rainfall received. In areas with moderate rainfall, there were sclerophyll forests—drought-resistant trees with scaly leaves. In semiarid areas of southern Australia were shrublands, where the trees were lower and bushier with multiple trunks. The seasonally dry northern half of Australia was mainly covered by grasslands. Living in these areas of different vegetation were numerous animals unique to Australia. Among these were marsupials (such as kangaroos, wallabies, wombats, and koalas) and many insects and birds. To early European explorers, it seemed that the woodlands and shrublands extended endlessly in waves of greenish gray.



The kangaroo is closely identified with Australia.

AUSTRALIA VEGETATION



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Figure 11 Australia's vegetation cover in 1770.

As recently as the late eighteenth century, Australia was inhabited only by groups of aboriginal people. They had migrated to Australia from Asia many thousands of years previously. Even after all that time, their use of the land had not caused drastic changes in the natural landscape.

Of human occupation on the continent there was scant evidence. [Had there been] a satellite, plumes of occasional large bush fires might suggest a human presence, but only a closer inspection would notice the thin spirals of pungent smoke from any campfires breaking the canopy of the woods, or the larger blazes on the grasslands which, tended by the [aborigines], drove game into the arms of waiting hunters. In the interior, small family groups wandered from waterhole to waterhole, purposefully, searching, hunting, fishing, collecting, digging up roots. . . . There were, however, no great villages or cities; no centers where [people] had made an indelible mark on the land (Heathcote 1975, page 10).



Australian aborigine children.

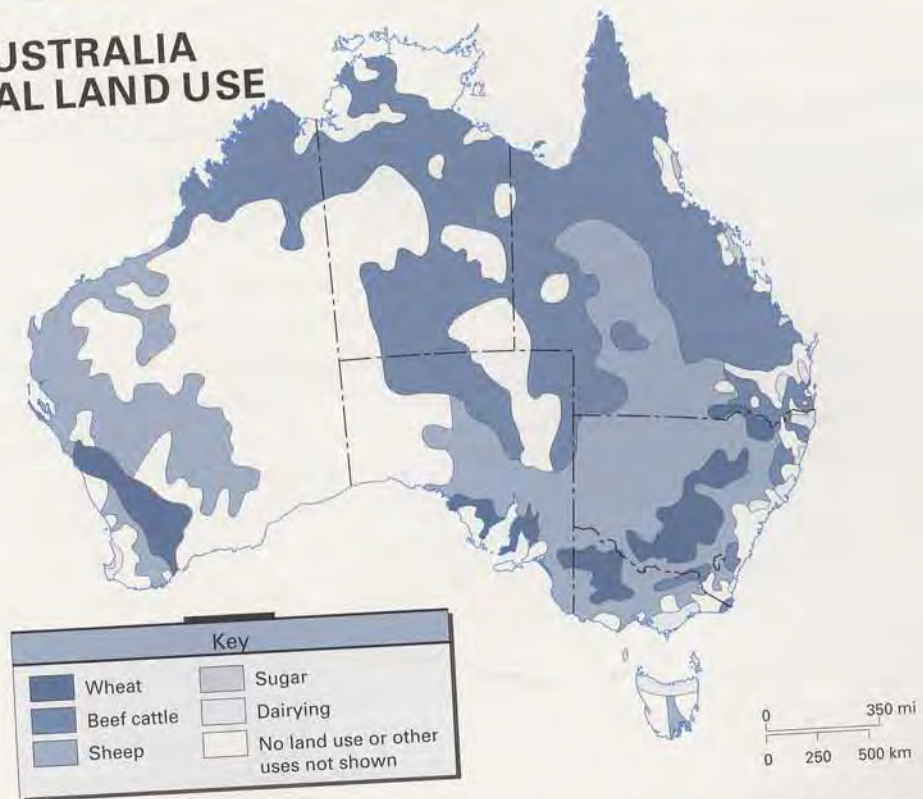
1. What does the term *landscape* mean?
2. How do Australia's major landforms differ from those in the United States?
3. What was Australia's natural vegetation in 1770? How was the pattern of vegetation related to precipitation?
4. What was the impact of aboriginal people of Australia on the landscape?

What is the pattern of land use in Australia in the late twentieth century?

Captain James Cook's explorations of the southern Pacific Ocean led to the first European settlement in Australia in 1788. It has recently been estimated (CSIRO 1991–1992) that about half of the forests in Australia have been cleared or changed a great deal since the Europeans arrived. If past trends were to continue, there will be no forests left by the year 2200. By comparing Figure 11 on page 39 to Figure 12 on page 41, you can see that the arrival of people from the rest of the world produced dramatic changes in the vegetation geography of Australia.

Australia was settled by Europeans quite recently in world history. They brought advanced technology that was applied to many activities. Modern technologies were used in agriculture, mining, forestry, transport, urban development, and government. Commercial forms of agriculture were introduced to vast areas of Australia. Plowing fields for crops and grazing domesticated livestock drastically changed the existing natural vegetation. And because these were commercial forms of land use, people also needed to build transportation systems to bring farm products to markets. Towns and cities, roads and railways, storage silos and port facilities, processing factories and power lines all gradually appeared as new elements of Australia's landscape. The way of life of the aboriginal inhabitants would never be the same again. Interdependence with the rest of the world, through the coming of the Europeans, changed the geography of Australia.

AUSTRALIA RURAL LAND USE



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Figure 12 Australia's agricultural land uses in the twentieth century.

5. According to Figures 11 and 12, in what ways were the plant life of Australia changed by European settlers? Why did these changes occur?
6. How do the commercial agricultural products of Australia relate to the precipitation pattern of the continent?
7. Why were transportation systems and other facilities needed for commercial agricultural products?
8. How do these changes in Australia's landscape compare to changes in North America's landscape since the arrival of European settlers?
9. In what way do these landscape changes illustrate interdependence?

What are some environmental problems in Australia caused by changes in land use in the last 200 years?

Early British settlers found the soils, climate, and vegetation in the Australian colonies very different from those they knew in their homeland. Many Australian soils were thin and easily eroded after the protecting plant cover was removed. Australia had prolonged dry spells, droughts, and flash floods of a kind unknown in Britain. The settlers attempted to transplant many British traditions to the new colony. These included building styles, forms of government, methods of farming, and social customs. Not all were well adapted to the Australian landscape. Farming methods in particular have left a legacy of environmental problems that Australians now have to cope with.

Farmers in the nineteenth and twentieth centuries cleared Australia's original vegetation so that crops could be grown and animals could be grazed. Pasture plants introduced to the country replaced the native grasses in many areas. Some plants that were introduced (in some cases accidentally), including blackberry and thistle, became weed problems.

Soil erosion is another unwelcome result of farming. Erosion occurred where wind blew soil away after grazing animals ate the grass cover and cut up the ground with their hooves. It also occurred where water, running across bare, plowed land after heavy rains, carried away the topsoil. In some areas, water used in irrigation had the undesired effect of dissolving salts in the subsoil and bringing them to the surface. Excessive salts can poison the soil for years. An Australian journal described some of these environmental problems as follows:

Soil and land degradation

The Year of Land Care—1990—ushered in the decade of the same name. They mark a matter of urgent importance for Australia. Currently, about 55 percent of our arid area requires treatment for some form of land degradation, and 45 percent of the non-arid part of the country is similarly affected.

The widespread damage to the land on which we ultimately depend has all occurred in the last 200 years since the first European settlement. It is hurting us economically and even threatens our future food supply.

Major causes of land degradation have included clearing for crops and pastures, overgrazing, and the introduction of animals and plants that have become pests. Results, apart from massive soil damage, include the extinction or placing at risk of many species of our unique plants and animals.

It's no use blaming previous generations for this bad news. They didn't know that most of Australia's soils developed on very ancient landscapes and did not benefit from the "rejuvenating" effects of glaciation as did those of Europe and North America. Consequently, our soils are inherently less fertile than those in the countries where our agricultural practices originated. The rate of formation of soil in most parts of Australia is very slow, and cannot keep pace with the loss caused by erosion on cleared or overstocked land.

And the early settlers had no inkling that the introduced animals like rabbits, and plants like prickly pear, would thrive so destructively.

The soil is our most important natural resource. But it is old, infertile and fragile. We depend on it, but our use damages it. There is no easy solution to this dilemma. Stricter control of land use and better management practices will help; clearly we must find ways to ensure that the land retains its capacity to sustain us in the future (CSIRO 1990, page 10).

Many unique plants and animals evolved in the isolation of the Australian island continent. When non-native species were brought to Australia by Europeans, many native species could not compete.

Introduced species have brought many unexpected environmental problems. The geographer Andrew Goudie described problems associated with two animals introduced to Australia.

Problems of introduced animals

Some animals arrive accidentally with other beasts that are imported deliberately. In northern Australia, for instance, water buffalo were introduced and brought their own bloodsucking fly, a species which bred in cattle dung and transmitted an organism sometimes fatal to cattle. Australia's native dung beetles, accustomed only to the small sheep-like pellets of the grazing marsupials, could not tackle the large dung pats of the buffalo. Thus untouched pats abounded and the flies were able to breed undisturbed. Eventually, African dung beetles were introduced to compete with the flies. . . .

One of the most remarkable examples of the consequences of creating new environments is provided by the European rabbit. . . . [In England], agricultural improvements, especially to grassland, together with the increasing decline of predators such as hawks and foxes, . . . enabled the rabbit to become one of the most numerous mammals in the British countryside. . . . [Rabbits] grazed the land so close that in areas of light soils . . . wind erosion became a severe problem. The rabbit flourished in Australia, especially after the introduction of the merino sheep, which created favorable pasture-lands. Erosion in susceptible lands was severe. Both in England and Australia an effective strategy developed to control the rabbit was the introduction of a South American virus, *Myxoma* (Goudie 1994, pages 91–93, 120–121).

10. Why did European farming methods introduced to Australia lead to environmental problems?
11. What problems can you think of with the solutions developed to deal with introduced bloodsucking flies and rabbits in Australia?
12. Do you think that, overall, the effects of interdependence have been positive or negative in Australia? Explain your position.



How has migration changed the Australian population?

Objectives

In this lesson, you will

- Describe how migration has changed the Australian population.
- Relate Australia's immigration policy to interdependence.
- Formulate a policy on Asian immigrants to Australia.

Glossary Words

ghetto
immigration
migration

Why have people migrated to Australia?

Throughout history people have migrated from one country to another. For example, millions have left Europe for North America since the eighteenth century, seeking freedom and opportunity. In general, people have two reasons for migrating. The first is the attraction of the destination—the chance of a new life, prosperity, freedom, peace, or family reunion. Think of this as the “pull” factor, attracting people to new places. The second reason is problems in the place of origin—war, violence, famine, lack of basic human rights, religious persecution, or lack of economic opportunity. This is the “push” factor, driving people away from their original countries.

Immigration has added to Australia's population in most years since 1788, the year when Europeans first settled the continent. After World War II, the Australian government strongly encouraged immigration. This program continues today in modified form. The reasons for this immigration program included the need for more workers and resource development, and a humanitarian concern for Europeans displaced from their homes by the war.

When Australia began to encourage immigrants after World War II, most came from Britain and Ireland. They were English-speaking and there were plenty of jobs available. Many made good lives for themselves in Australia, and they contributed to its economic growth. There was one problem—many chose not to become citizens even though they had the benefits of living in Australia.

Australia sought to develop its resources on a large scale during the 1950s and 1960s. More labor was needed. Southern Europeans (e.g., Italians and Greeks) and persons displaced from eastern Europe (fleeing communism) went to Australia. Many worked on big development projects, building dams and power stations. But many of these new immigrants were less educated than other Australians, and they did not speak English.

Table 4 below shows how the origin of Australia's population has changed since World War II.

Table 4 Birthplaces of Australia's population, 1947–1989

| Birthplace | Percentage of total population | | | |
|--|--------------------------------|------|------|------|
| | 1947 | 1961 | 1976 | 1989 |
| Australia | 90.2 | 83.1 | 79.9 | 77.6 |
| New Zealand | 0.6 | 0.4 | 0.7 | 1.6 |
| Total Europe | 8.6 | 15.2 | 16.3 | 14.1 |
| Britain | 7.1 | 7.2 | 8.3 | 7.2 |
| Italy | 0.4 | 2.2 | 2.1 | 1.6 |
| Greece | 0.2 | 0.7 | 1.1 | 0.8 |
| Asia | 0.3 | 0.8 | 1.8 | 4.3 |
| North America | 0.1 | 0.2 | 0.3 | 0.2 |
| Total population of Australia (millions) | | | | |
| | 7.6 | 10.5 | 13.5 | 16.8 |

Sources: Australian Bureau of Statistics 1951; 1962; 1977–1978; 1990.

1. What percentage of the population was born in Australia in 1947? What was the percentage in 1989?
2. What birthplace region has increased the most, as a percentage of Australia's population, since 1947?
3. What push and pull factors can you think of to account for these changes?
4. Why do you think that few people from North America migrate to Australia?

The result of these changes is that Australia now has a very cosmopolitan population. Other than Israel, no country rivals Australia in the proportion of population born overseas or in the number of countries from which immigrants have come. More than 4 million people have settled in Australia from overseas since the end of World War II. Presently, about 40 percent of Australians are linked by marriage, family, or birth to the way of life and traditions of another country. Sydney and Melbourne are home to many of these new arrivals and are now two of the world's most multilingual cities. For example, Melbourne has the largest Greek population outside of Greece.

With the arrival of the new immigrant groups, the existing way of life in Australia gradually changed. Minority languages have spread, and there are also more varied food tastes, family structures, and religious groups in Australia. Immigrants figure prominently in the workforce of Australian factories. Soccer (European football) has increased in popularity in Australia, and several of the clubs have ethnic names.

How does Australia's immigration policy relate to interdependence?

In 1901, Australia passed the Immigration Restriction Act, which was more commonly called the "White Australia" policy. This policy effectively excluded non-European immigrants. It is reflected in the following statement made by Sir Henry Parkes in a speech to Australia's Parliament very early in the twentieth century:

I state that if this young nation is to maintain its liberties, it cannot admit into its population any element that of necessity

must be of an inferior nature and character . . . we should not encourage or admit amongst us any class of persons whatever whom we are not prepared to advance to all our privileges as citizens, and all our social rights, including the right of marriage (Jayasuriya and Sang 1990, page 5).

The White Australia policy was in force for the first half of the century (although the act itself wasn't ended officially until 1973). After the White Australia policy, Australia introduced a nondiscriminatory policy toward immigration. Since World War II, the immigration policy of the Australian government has gone through several changes.

At first, the policy was to assimilate new immigrants. This meant that the "new Australians," as they were called, were encouraged to become the same as "old" Australians. This policy ran into difficulty, because most new immigrants were unable to abandon their cultural heritage.

The policy was then changed to "multiculturalism." This meant that the cultures and traditions of the new immigrants were respected. There was less emphasis on making them into "new Australians." Ethnic groups of new immigrants tended to settle near each other in the suburbs of Australia's big cities. Many spoke languages other than English; some spoke no English at all. The Australian government recognized that the development of ethnic ghettos might be an unwanted outcome of multiculturalism.

The present policy emphasizes "cosmopolitanism," in which new immigrants are encouraged to become committed to Australia without renouncing their own cultural background. The changes to Australia's population as a result of its postwar immigration policies are summarized in the following excerpt:

World War II and postwar developments dramatically changed Australia. At the same time, economic considerations were influential in Australia's embarking on a large-scale immigration program and, as a result of this, Australia ceased to be primarily a British settlement and a country with a distinct preference from British settlers. The Australian/British-born component of the population was reduced from just over 97 percent in 1947 to 86 percent in 1986. Within barely three decades, new immigrants, mostly non-British and almost wholly European, transformed Australia from a parochial monocultural society to a cosmopolitan, polyethnic, multicultural society, characterized by a marked degree of diversity and pluralism in all areas of social life (Jayasuriya and Sang 1990, page 5).

There has been much debate in Australia in recent years about desirable levels of migration. Is a diverse population good for Australia? Have government policies brought too many immigrants? Some people want the inflow of immigrants to continue; others want

big cuts in the numbers; some want fewer Asian immigrants. Immigration policy has again become an issue in Australia.

5. How does Australia's immigration policy affect its interdependence with other places?

Should more Asian immigrants be accepted in Australia?

This question has caused a lot of debate in Australia in recent years, but in fact, the debate goes back to the nineteenth century. In the 1850s, many Chinese were brought to Australia as laborers, because gold rushes had attracted many Australian-born workers to the goldfields. White settlers were antagonistic to the Chinese, and there were race riots in 1857. By 1881, about 2 percent of Australia's population was Chinese. When the gold rushes slowed, Australian laborers campaigned to restrict immigration of Chinese workers, who worked at lower wages than Australian-born workers. This contributed to the adoption of the White Australia policy soon after the commonwealth government was formed in 1901. Since the changes in immigration policy after World War II, the percentage of arrivals from Asia has increased (Figure 13 below and Table 5 on page 50).

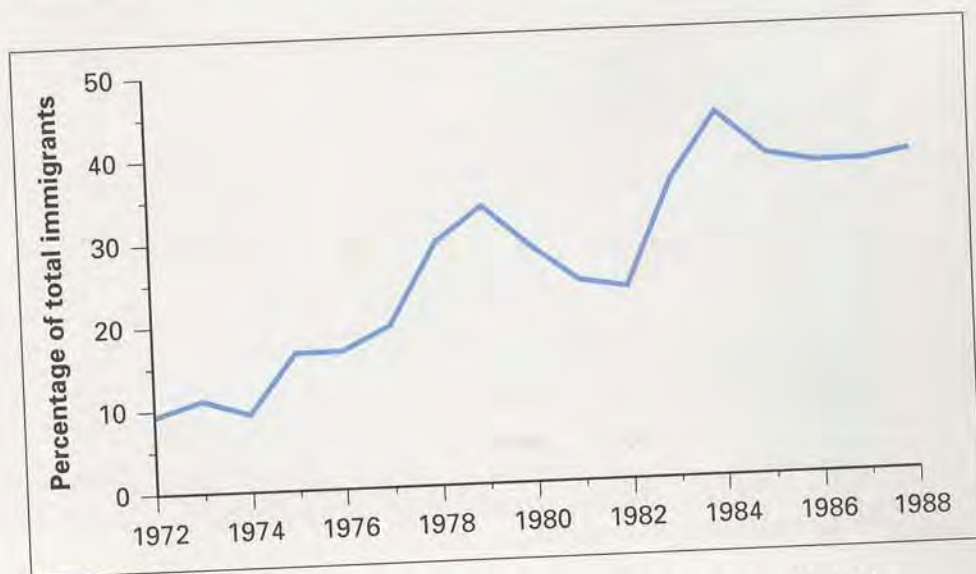


Figure 13 Asian immigrants to Australia as a percentage of total immigrants, 1972–1988.

Source: Australian Bureau of Statistics 1989.

Table 5 Settlers arriving in Australia, 1966–1967 and 1988–1989:
Top 10 source countries

| Country of birth | 1966–1967 | |
|------------------|-----------|------------|
| | Number | Percentage |
| U.K. and Ireland | 75,510 | 54.4 |
| Italy | 12,890 | 9.3 |
| Greece | 9,830 | 7.1 |
| Yugoslavia | 7,550 | 5.4 |
| Germany | 3,410 | 2.5 |
| New Zealand | 2,750 | 2.0 |
| United States | 2,340 | 1.7 |
| Netherlands | 1,870 | 1.3 |
| Lebanon | 1,720 | 1.2 |
| India | 1,650 | 1.2 |
| Subtotal | 119,520 | 86.1 |
| All others | 19,160 | 13.9 |
| Total | 138,680 | 100.0 |

| Country of birth | 1988–1989 | |
|------------------|-----------|------------|
| | Number | Percentage |
| U.K. and Ireland | 27,980 | 19.3 |
| New Zealand | 24,230 | 16.7 |
| Philippines | 9,330 | 6.4 |
| Malaysia | 7,880 | 5.4 |
| Vietnam | 7,430 | 5.1 |
| Hong Kong | 7,400 | 5.1 |
| China | 3,760 | 2.6 |
| India | 3,100 | 2.1 |
| South Africa | 3,080 | 2.1 |
| Sri Lanka | 3,020 | 2.0 |
| Subtotal | 97,210 | 66.8 |
| All others | 48,090 | 33.2 |
| Total | 145,300 | 100.0 |

Source: Jayasuriya and Sang 1990.

6. Which countries were the source of the most immigrants in both years? How would you explain this? (Think back through this and earlier lessons.)
7. Which countries dropped out of the top 10 from 1966–1967 to 1988–1989? Which countries joined the top 10?
8. What are the consequences of these changes for the ethnic composition (mix of races) of the Australian population?
9. Why do you think Asians would be attracted to living in Australia?

Figure 13 on page 49 shows a sharp increase in the arrival of Asians in Australia since about 1983. Since then, Asians have been migrating to Australia for several reasons, including:

- the abolition of anti-Asian immigration laws in the 1960s and 1970s made it easier for Asians to come to Australia;
- Australians were being educated and encouraged to be less racist;
- fewer Europeans wished to leave their home countries, but Australia still sought immigrants;
- changing political and economic circumstances in several Asian countries made people wish to migrate (for example, civil war in Sri Lanka and the planned return of Hong Kong to Chinese control in 1997);
- refugees from wars and economic collapse in Vietnam and Cambodia sought asylum in Australia; and
- the growth of Australia's economic relations with Asian countries.

How well have the Asian immigrants adapted to Australia? In many cases, they have succeeded. Most of the immigrants (except

the Vietnamese) are English-speaking and Christian. Many Asian children have done well at school. Asian immigrants have much lower crime rates than immigrants from Britain, Canada, and New Zealand. Finally, skilled Asian immigrants can get work in white-collar jobs. In this way, Asians have helped fill Australia's need for skilled workers.

But in the early 1990s, Australia experienced an economic recession. The value of its imports became much higher than the value of its exports. Unemployment was at a high rate—just over 10 percent of the workforce. Some people complained that the Asian immigrants were taking jobs from Australians, but others argued that the new immigrants created jobs.

Below are stories about six Europeans and Asians who have migrated to Australia since World War II (Lowenstein and Loh 1977; Rubenstein 1992). Imagine you were in charge of Australia's immigration policy. Which of the following people would you have allowed into Australia, and which would you have excluded?

Stories about individual immigrants

- Lin Zhu was an art student in southern China when much of his family was killed during the Cultural Revolution, a time of great political unrest in China during the late 1960s. He was injured badly but managed to escape to Taiwan. He was allowed to migrate to Australia for medical reasons and to be with his elderly aunt, who had lived there for many years. Because of his injuries, he has not been able to do full-time work. He makes money by selling a few paintings, and he also gets some assistance from the government.
- Luigi Calabrese was born in southern Italy in the 1920s and served in the Italian army in North Africa during World War II. He became a prisoner of war and was held by Australian captors. Luigi returned to his hometown in Italy after the war and became a stonemason. But there was little work and times were hard. Other people from his town had migrated to Australia and reported good opportunities there. He migrated alone, sending for his wife and family after finding work in Australia on a hydroelectricity project. When he retired, he returned to Italy.
- Rose Ting lived in Hong Kong with her daughters and husband, with whom she ran a trading business. Although they were prospering, they feared the changes that might happen in 1997 when Hong Kong will revert from British to Chinese

rule. They sold their business and home and moved to Australia in the late 1980s, after having considered going to Vancouver, Canada.

- Francis Lynch was born in Ireland in the 1960s and raised in a large Catholic family on a small farm that could not support the family as the children grew up. He got occasional farm work, but wages were low. A friend told him about assisted passages to Australia, so he emigrated and has never returned to Ireland. He now works on a sheep station (ranch) in South Australia.
- Elizabeth Dorset was a secondary school teacher in inner London in the 1950s, a time of rapid change in English education. Working conditions were deteriorating and she was interested in accounts of teacher shortages in Australia. She had no close family in England, but she had some cousins living in Australia. She decided to go to teach in Australia for a couple of years. Later, Elizabeth got married and remained in Australia.
- Tran Huong ran a small business in the southern part of Vietnam in the 1970s, when the communist government was installed. Along with thousands of other Vietnamese, he and his family sought refuge in other Asian countries. First, he went to Malaysia, but in the 1980s the Malaysian government began restricting the number of Vietnamese immigrants. Tran Huong and his family emigrated to Australia, where they opened a Vietnamese restaurant.

Has the influx of immigrants from Asia and Europe been positive or negative for Australia? Should more Asian immigrants be accepted in Australia? If so, what kinds of immigrants should be allowed in? The Australian government recognizes several classes of immigrants, including the following three:

- *Skilled labor and business immigration:* These people are able to contribute to the Australian economy. Many have come from Hong Kong, fearing what will happen to the economy when the Chinese take control of it.
- *Family reunion:* Some immigrants are allowed if they already have relatives in Australia. Some of these people, however, are aged or have few skills and are not economically productive.
- *Refugees:* These immigrants are escaping civil wars or other hardships. Few of these people have had any time to prepare for living in a new country. Many do not speak English.



Why did so many countries become involved in the Falklands War?

Objectives

In this lesson, you will

- Discover the causes of participation by various countries in the Falklands War of 1982.
- Recognize that participation in the Falklands War and the concern of various countries were related to global interdependence.

Glossary Words

European Community (EC)

Organization of
American States (OAS)

What was the Falklands War of 1982?

The Falklands are an archipelago of small islands in the south Atlantic Ocean. They are close to southern Argentina, but possession of the Falklands has been disputed between Britain and Argentina for over 150 years.

The islands were discovered by the British in 1592, but taken over by the Spanish in 1770. This is the basis of Argentina's claim

(Argentines call the Falklands the *Islas Malvinas*). The British navy occupied the Falklands in 1833 and made the islands a British colony. An island called South Georgia, which is about 800 miles southeast of the Falklands, was also made a British colony despite Argentine claims. Since Argentina became independent from Spain in 1816, it has claimed these islands. However, the 1,700 people who live on the Falklands today are nearly all English-speaking subjects of Great Britain (*Time* 1982a). Most of the islands' residents are sheep farmers.

The military generals governing Argentina enforced their claims by occupying the Falklands and South Georgia on April 2, 1982. At that time, Britain's naval force in the South Atlantic had been reduced. The Argentine government probably believed that a national military victory would help unite the country and reduce the social unrest then troubling Argentina.

The British assembled a naval task force and recaptured the Falklands in a 10-week period, from April to June, 1982. "The disputed islands, some 200 rocky outcroppings barely suitable for the chief local industry, sheep raising, hardly seemed worth the effort" (*Time* 1982a, page 21)—but national pride was at stake for both Britain and Argentina. This undeclared war was notable for how Britain overcame the problem of great distance from the Falklands. Much of the equipment used in Britain's retaking of the islands was shipped from Ascension Island, another British possession in the Atlantic (*Time* 1982d). Also, the war was notable for the demonstration of how effective airborne missiles could be against shipping.

How were various places affected by the Falklands War?

Argentina

Some 2,500 Argentine troops backed by an aircraft carrier, three missile destroyers, and other warships, swooped down on a scattering of chilly South Atlantic Islands. Waiting helplessly near the settlement at Port Stanley was a defense force consisting of mere 40 British Royal Marines. After three hours of sporadic gunfire, in which one invader was killed and two others were wounded, the battle was over. Argentine forces also invaded the island of South Georgia. . . . The Argentine government speedily appointed a military governor for the captured territory and declared its sovereignty over the Falklands [and] South Georgia Islands . . . (*Time* 1982a, page 21).

Britain

The lightning attack humiliated and outraged Britain, which instantly broke relations with Argentina. At an emergency session, the United Nations Security Council voted 10 to 1 in favor of a British draft resolution demanding Argentine withdrawal from the Falklands. . . . Irate [Parliament] members were virtually unanimous in directing the government of Prime Minister Margaret Thatcher to recover the islands by force if diplomatic efforts should fail (*Time* 1982a, page 21).

United States

The white Boeing 707 taxied to a stop at Buenos Aires' Ezeiza Airport, and [U.S. Secretary of State] Alexander Haig stepped wearily out into the glow of television lights. The Secretary of State was nearing the end of an arduous diplomatic shuttle that had taken him some 30,000 miles and was in serious danger of stalling. . . . What was in play was nothing less than the threat of war (*Time* 1982b, page 18).

After weeks of intense negotiation, Haig had admitted failure in the U.S. effort to bring about a diplomatic settlement in the Falklands crisis. He left no doubt that the blame lay with the aggressor, Argentina, and announced that the United States was finally abandoning its formal stance of neutrality in the dispute. Effective immediately, the United States was joining 14 other Western nations in imposing some form of economic sanctions on Argentina (*Time* 1982c, page 12).

The former Soviet Union

In supporting Argentina, the Soviets seem simply to be advancing their interests. The crisis offers an opportunity to drive a wedge between Argentina and the United States, and that in turn could affect the course of events in Central America. Moreover, supporting Argentina may help Moscow mend fences with nations in the Third World, many of whom resented the Soviet invasion of Afghanistan. Most important of all, the Soviets need Argentina's meat and grain exports to make up for a serious food shortage (*Time* 1982b, page 21).

Two days before Argentina invaded the Falkland Islands on April 2, the Soviet Union launched Cosmos 1345 and Cosmos 1346, two satellites programmed to monitor military activity in the area. The Soviets had apparently detected preparations for the attack through their regular intelligence network. Since then, the Soviets have launched at least six other reconnaissance satellites . . . over the South Atlantic (*Time* 1982e, page 21).

The Organization of American States

Most Latin American countries are sympathetic to Argentina's claim, but not to its use of force. In the end the OAS, by a 17-to-0 vote with the U.S. and three other countries abstaining, passed a resolution supporting Argentine sovereignty in the Falklands. But the resolution also demanded adherence to the U.N. Security Council resolution (*Time* 1982c, page 17).

The European Community

European Community foreign ministers reaffirmed their backing of economic sanctions against Argentina during a meeting in Luxembourg. Clearly, the British were succeeding in consolidating their support (*Time* 1982c, page 17).

France

The radar on at least one [French-built] Super Etendard fighter-bomber locked in to the *Sheffield* [a modern, computerized British warship]. About 20 miles from the ship, two of the [Argentine] pilots fired one [French] Exocet missile each and then



A British frigate sinks in Falkland Sound after an Argentine air attack.

wheeled away without waiting to see the results. One missile went wide of the mark. The other hit the *Sheffield* square amidships, penetrating all the way into the destroyer's highly electronic fire-control room before its 360-pound warhead exploded . . . (*Time* 1982d, page 16).

Brazil and Mexico

The most powerful Latin [American] countries in the hemisphere, Brazil and Mexico, have carefully maintained support for the principle of Argentine sovereignty over the Falklands but without endorsing the invasion that precipitated the South Atlantic war (*Time* 1982f, page 29).

Belize

Some of the smaller Latin countries have been positively relieved by Argentina's defeat. One example is Belize, which is claimed by neighboring Guatemala. Protected by an 1,800-man British garrison, Belizeans saw the Falklands War as a dry run of their ability to survive as an independent nation (*Time* 1982f, page 29).

Peru, Ecuador, Bolivia, and Venezuela

In fact, support for Argentina's invasion of the Falklands has come from only a handful of Latin American countries. Chief among them are Peru, a traditional Argentine ally on the South American continent; Ecuador, which smarts from the loss of more than 70,000 square miles of territory to Peru in various wars; Bolivia, which lost a Pacific coastline to Chile a century ago; and above all, democratic Venezuela, which claims about half of neighboring Guyana's territory (*Time* 1982f, page 30).



How does global interdependence affect us all?

Objectives

In this lesson, you will

- Find out how overseas news items illustrate global interdependence.
- Investigate how changes in technology affect global interdependence.

Glossary Word

technology

How do overseas news items illustrate global interdependence?

The word *edit* means to prepare for publication. Editors of newspapers and magazines are responsible for choosing items for publication that they regard as important. Editors also design the layout of a newspaper or magazine and decide the way headlines or titles are worded.

Most of our daily newspapers carry reports of events that happened overseas. Figure 14 on page 60 shows an interesting way of summarizing how much news from overseas countries appeared in one particular issue of one newspaper on January 2, 1992.

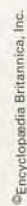


Figure 14 News of the world, as reported in *USA Today*, January 2, 1992.

1. Which countries were most often in the news on January 2, 1992?
2. What parts of the world got little news coverage that day?
3. How do you think a world map showing the location of overseas news stories from a newspaper this week would look?

How do changes in technology affect global interdependence?

Compare the following two paragraphs. After reading these, would you consider that interdependence is increasing or decreasing in today's world? Why?

- During the U.S. War of Independence, 1775–1783, Benjamin Franklin was in service as a diplomat in France. George Washington, commander in chief of the army, is reported to have said to one of his officers, “We have had no word from Franklin this year. We should send a letter to him.”
- Today we sit in front of our TV sets at home and see the Olympic Games as they take place in another country, or we see riots, as they actually happen, beamed to us by media helicopters. We hear speeches made by politicians all over the country. Music recorded in one part of the world is available everywhere. We can talk with friends in Australia on the telephone, fax a message, or exchange electronic mail with them.

Two reasons for the dramatic changes in global interdependence are shown in Tables 6 and 7 on pages 62 and 63. These tables summarize some important historical developments in communications and transport technology. *Technology* refers to the ways in which people apply their knowledge to solve practical problems. Over the course of history, the world's peoples have become increasingly interconnected thanks to improvements in communications and transportation technologies.

Table 6 Developments in communications technology

| Date | Communications technology |
|------------------|--|
| 30,000 years ago | Early people use cave paintings to communicate. |
| 4,000 years ago | Picture writing, e.g., Egyptian hieroglyphs, is developed. |
| 1600 B.C. | An alphabet is developed very slowly and writing becomes possible. Our alphabet is about 3,500 years old. It has been used to make about 600,000 words in the English language. Methods of carrying messages are developed slowly, e.g., smoke signals, message sticks, word of mouth, and relays of horsemen. |
| About A.D. 150 | Printing is invented in China. |
| 1041–1048 | Movable type is invented in China. |
| 1440 | The printing press is invented, allowing written material to be mass produced. |
| 1700s and 1800s | Mail is delivered by railway. |
| 1839 | Photography is invented. |
| 1844 | Samuel Morse invents the electric telegraph and a code. Messages can travel at 16,000 kilometers per second along a wire. |
| 1865 | A submarine cable is set down, linking communication between England and the United States. |
| 1867 | The typewriter is invented. |
| 1876 | The telephone is invented. |
| 1896 | The wireless telegraph is invented. |
| 1940 | Radar is developed. |
| 1950–present | Computers for gathering, storing, retrieving, and transmitting information are invented. FAX, electronic mail, satellite communications, and fiber optics are developed. Some effects of the new communications technology include speeding the delivery of messages; the ability to send messages anywhere; faster production of messages and books; and the ability to send messages in writing, by speaking, and by live image. |

Source: Cox and Bartlett 1988.

Table 7 Developments in transportation technology

| How people moved | Transport technology | How goods were moved |
|---|---|---|
| Walking Sitting on a log in a river Dugout canoes with oars | Little technology at first Wheels; spokes added about 2000 B.C. | Carrying |
| Sailing boats and ships Horseback | Sails Navigation (compass, sextant, chronometer) Roads built by Chinese and Romans | Horses and oxen pull carts Sailing boats and ships |
| World's first steamship passenger service, 1807 (Hudson River) | Steel hulls for steamships Canals shorten trade routes; locks overcome rapids on rivers | Heavy bulk cargo moved in ocean-going ships |
| World's first regular steam railway service in 1830 opened the U.S. West Railway across the U.S., 1869 | Steel rails and steam engines | Exports of primary products from new farms and ranches moved in steam engines |
| Daimler and Benz produced motor cars, 1886 Cars available to all people—more mobility | Gasoline-powered engines Assembly line—mass production of cars (Henry Ford's Model T) | Motor trucks on roads and superhighways |
| Airplane—Wright brothers, first flight, 1903 Submarine | Containerized shipping; faster overland cargo transport Diesel engines for trucks and railroads Nuclear power Versatility of transport | Airplanes Supertankers move oil |
| High-speed movement (Concorde supersonic jet: 2,000 km/hr) Space travel begins | Rocket propulsion | Spacecraft |

Source: Conolly and Cox 1987.

4. At what time in history were most of these communications and transportation inventions made?
5. In your opinion, which of these communications technologies has had the biggest effect on spreading ideas throughout the world? Why?
6. What do you think was the most important development in transport technology? Why?
7. How have developments in communications and transport technology increased global interdependence?
8. Which of these means of communication are most useful to you? Why?
9. How has modern transport technology made your way of life possible?



Satellite communications antennas.

Glossary

Absolute location The position of a place on Earth's surface based on a mathematical reference system, such as latitude and longitude.

Alliance The joining together of nations for some common purpose, such as defense.

Allies Friendly nations that work together and help each other.

Australian aborigines The name given to people who inhabited Australia before European settlement.

Cartography The art and science of making maps.

Cold War The period of unfriendly relationships, including the threat of nuclear war, between the United States and its allies and the Soviet Union and its allies, from the end of World War II to 1990, when the Soviet Union was dissolved.

Comparative advantage An absolute advantage is held by persons, firms, or nations producing things better than others. Comparative advantage is held when they produce those things for which they have *most* advantage (or least disadvantage) in relation to others.

Degradation The breakdown or reduction in quality. Land degradation may be caused by human activity, for example, lowering the usefulness of the land for specific purposes such as agriculture.

Dependence A reliance on other people or places for some things.

Economic development The improvement of a nation's or a region's standard of living through economic growth.

Ecosystem Consists of one or more living organisms linked to one another and to their environments. Soils, microorganisms, plants, animals, and the flows of energy among them are parts of any ecosystem.

European Community (EC) The 12 nations in Western Europe that have joined together in an economic and a political union or alliance.

Exports Those goods and services that a country sells to other countries.

Friction of distance A measure of the retarding effect of distance on human interaction.

Ghetto A neighborhood that is almost wholly occupied by one ethnic group.

Global interdependence Relations of mutual dependence among all countries.

Gross national product (GNP) The total monetary value of all goods and services that a country produces.

Immigration The movement of people into a country for purposes of establishing permanent residency.

Imports Those goods and services that a country buys from other countries.

Landscape The totality of physical and human features of an area of Earth's surface.

Map projection A representation of Earth's parallels and meridians as a network on a plane surface.

Marsupials Mammals, such as kangaroos and opossums, that have a pouch in which to carry their young.

- Migration** The movement of people, either within a country or between countries.
- Multinational corporation** A company that does business in two or more countries.
- Organization of American States (OAS)** A political alliance of all the countries in the Western Hemisphere for purposes of mutual support and development and the maintenance of peaceful relations.
- Pacific Rim** The enclosed islands of and the land area surrounding the Pacific Ocean; this term is commonly used to refer to the countries in this area.
- Political interdependence** Governmental relations of mutual dependence among countries.
- Protectionism** A policy that restricts imported goods and services so they cannot compete with similar domestically produced goods and services.
- Quota** A limit imposed on the quantity of something that is produced or imported.
- Relative location** The position of a place on Earth's surface based on reference to its relationship to other known places.
- Sclerophylls** A group of plants having hard, leathery leaves that are able to resist loss of water by transpiration. Sclerophylls thrive in climates with prolonged dry seasons.
- Subsidy** A payment, often made by governments, to help a producer or exporter.
- Superpower** A nation that is many times more powerful, either economically or militarily, than other nations. The term is most often applied to the United States, but during the Cold War it was also applied to the Soviet Union.
- Tariff** A charge put on imports to a country by its government. The usual reason for tariffs is to help local producers of the same product compete against the imports.
- Technology** The application of human knowledge, especially scientific knowledge, to solving practical problems.

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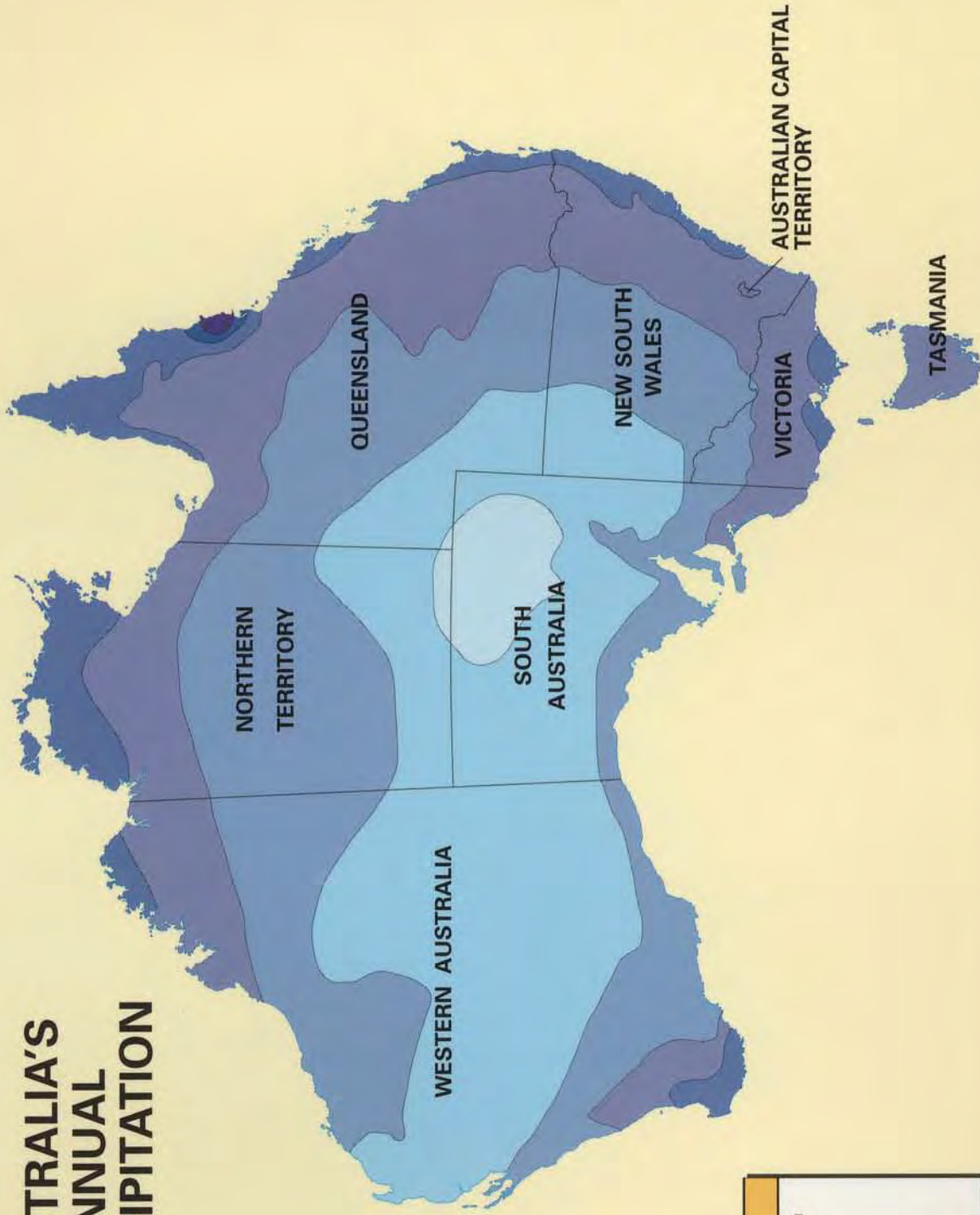
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MAJOR COUNTRIES OF THE WORLD



Map 2

AUSTRALIA'S ANNUAL PRECIPITATION



Map 3



Map 4

