

## 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.

## BRITANNICA GLOBAL GEOGRAPHY SYSTEM

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



## BRITANNICA GLOBAL GEOGRAPHY SYSTEM

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.

## BRITANNICA GLOBAL GEOGRAPHY SYSTEM

### Britannica Global Geography System Developers

#### GIGI Staff and Associates

Professor A. David Hill, Director and Developer  
Dr. James M. Dunn, Developer  
Dr. Phil Klein, Developer  
Professor Robert W. Richburg, Consultant and Evaluator  
Dr. Alan L. Backler, Consultant  
Professor Joseph P. Stoltman, Consultant  
Dr. H. Michael Hartoonian, Consultant  
Lynn M. Jackson, Secretary  
Sheila B. Tyrrell, Secretary  
Jeffrey Jon Miller, Assistant  
Aaron Howell, Assistant  
Mathilde Snel, Assistant  
Bryan Dorsey, Assistant

See individual modules for additional contributors.

#### EBEC Staff and Associates

Emily Clott, Project Manager  
Martha Hopkins, Director, Educational Program Development  
Proof Positive/Farrowlyne Assoc., Editorial, Design, and Production  
Hazel Janke, Manufacturing Manager  
Carol Smith, Senior Buyer  
Richard Laurent, Logo and Package Design  
Alison Witt-Janssen, Electronic Production Manager  
Jeffrey Osier, Videodisc Editor  
Dynacom, Inc. Software Development  
Sharon Johnson, Videodisc Development and Photo Research  
Laurie Kennard, Videodisc Development and Photo Research  
Jean Araujo, Editorial Coordinator  
Patrick Hogan, CD-ROM User's Manual Editor  
Kim Bradshaw, Data Preparation  
Carmen Schwarting, Data Preparation  
Yolanda Vargas, Data Preparation  
Alejandra Tcachuk, Translator  
Dave Alexovich, Video Animation and Graphics  
Dave Wood, Video Animation and Graphics  
Scott Shearer, Video Animation and Graphics  
Barbra A. Vogel, Manager EB Cartography  
Dione E. Fortin, Cartography  
Steven Bogdan, Cartography  
Amelia R. Gintautas, Cartography  
Michael D. Nutter, Cartography



**BRITANNICA GLOBAL  
GEOGRAPHY SYSTEM**

**GIGI**

**Geographic Inquiry into  
Global Issues**

# **Regional Integration**

**Program Developers**

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

## **TEACHER'S GUIDE**

**Regional Case Study**

**Europe**

 **Britannica**  
ENCYCLOPAEDIA BRITANNICA  
EDUCATIONAL CORPORATION  
310 South Michigan Avenue Chicago, Illinois 60604

**Geographic Inquiry into Global Issues (GIGI)**

The Center for Geography Education  
Department of Geography, Box 260  
University of Colorado at Boulder  
Boulder, CO 80309-0260

**GIGI Project Staff**

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

**Project Consultants**

Alan Backler  
Michael Hartoonian  
Robert Richburg  
Joseph P. Stoltman

***Regional Integration***

First draft written by Milbrey Zelle, Jeffrey Jon Miller, A. David Hill, James M. Dunn,  
and Phil Klein

**EBEC Production Staff and Associates**

Project Manager: Emily Clott  
Executive Director, Curriculum Development: Martha Hopkins  
Design, Editorial, Production: Proof Positive/Farrowlyne Associates, Inc.  
Manufacturing Supervisor: Carol Smith  
Logo and Package Design: Richard Laurent

ISBN 0-7826-0991-0

Copyright © 1995

The Regents of the University of Colorado, a Body Corporate

Copyright © 1995

Encyclopædia Britannica Educational Corporation

This material is based upon work supported by the National Science Foundation under Grant No. ESI 9050204. The Government has certain rights in this material. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors, and do not necessarily reflect the views of the National Science Foundation.

The contents of this book may not be reproduced by any means, electronic or mechanical, including photocopying, except for classroom sets of Activities.



# Contents

---

Memo to the Teacher from the GIGI Staff iv

Preparing to Teach This Module:

*Regional Integration* xvii

## Introduction

**Lesson 1** What is regional integration? 1

## Major Case Study: Europe

**Lesson 2** Why is regional integration happening in Europe? 6

**Lesson 3** What are the roadblocks to European regional integration? 11

**Lesson 4** How does immigration affect Europe? 15

**Lesson 5** Should the European Union have common environmental regulations? 21

**Lesson 6** How can transportation and communication aid European integration? 27

## Comparison Case: North America

**Lesson 7** Will NAFTA be successful? 32

**Extension Activities and Resources** 37

# 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

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

*What could happen if global warming occurs?*  
Australia and New Zealand  
(Developing Countries,  
U.S. Gulf Coast)

**Interdependence**

*What are the causes and effects of global interdependence?*  
Australia  
(Falkland Islands, United States)

---

**North Africa/  
Southwest Asia**
**Oil and Society**

*How have oil riches changed nations?*  
Saudi Arabia  
(Venezuela, Alaska)

**Hunger**

*Why are people hungry?*  
Sudan  
(India, Canada)

---

**Africa—south  
of the Sahara**
**Building New Nations**

*How are nation-states built?*  
Nigeria  
(South Africa, the Kurdish nation)

**Infant and Child Mortality**

*Why do so many children suffer from poor health?*  
Central Africa  
(United States)

---

**Latin America**
**Urban Growth**

*What are the causes and effects of rapid urbanization and urban growth?*  
Mexico  
(United States)

**Development**

*How does development affect peoples and places?*  
Amazonia  
(Eastern Europe, U.S. Tennessee Valley)

---

**Europe**
**Regional Integration**

*What are the advantages of and barriers to regional integration?*  
Europe  
(United States, Mexico, Canada)

**Waste Management**

*Why is waste management both a local and global concern?*  
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.

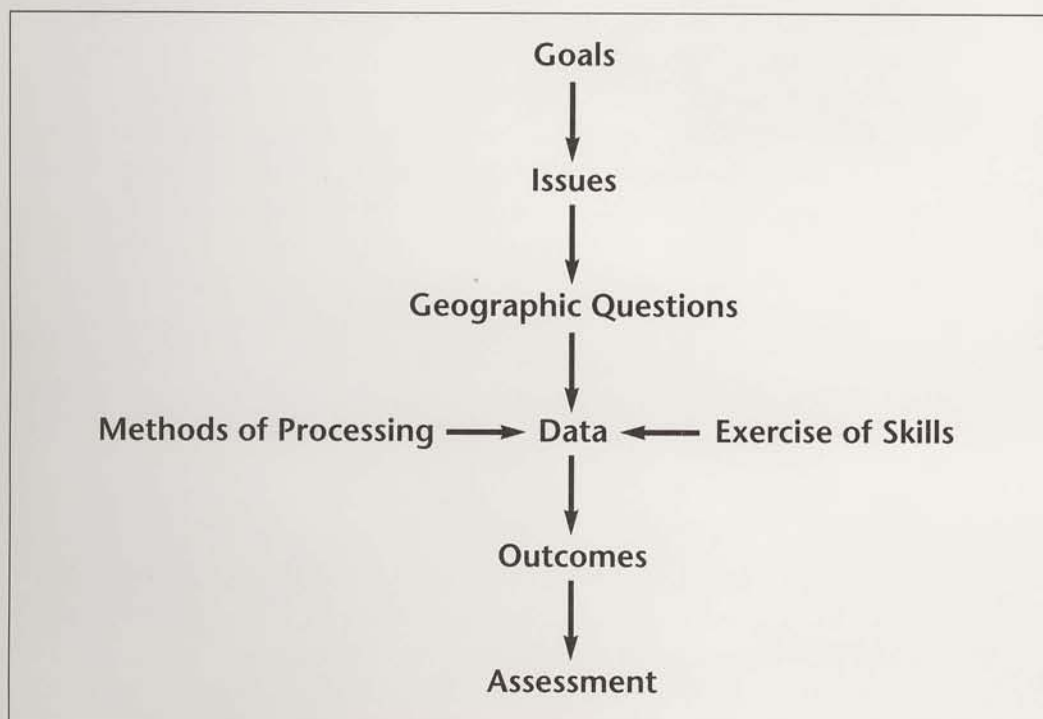
## Issues-Based Geographic Inquiry

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 BGGs 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 BGS 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 BGGGS 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*. BGGGS 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

### Regional Integration

What are the advantages of and barriers to regional integration?

After World War II, Europe had to rebuild its bombed-out cities and ruined economies. Europe eventually returned to a prominent place in the world. Since the end of the Cold War, Europe has moved closer to becoming an integrated political and economic system. An integrated Europe faces challenges and opportunities within the region and changes the way other world regions interact with Europe. Whether the integration of Europe will succeed is not clear. The curriculum needs to examine regional integration from economic, political, and environmental perspectives.

By the end of the twentieth century, the importance of cooperating with other countries may eclipse domestic agendas. To grow economically, to be secure, and to manage the environment responsibly, countries struggle to work with former competitors and political adversaries. This module is about the challenges that countries face as they integrate political and economic systems.

Geography's fundamental theme of *Region* is highlighted in this module. More and more, European countries are agreeing to common economic strategies, environmental rules, labor laws, and security issues. *Movement* is also central to this module because ideas, goods, services, capital, and even waste flow around regions more easily than ever before. The theme of *Place* is explored as characteristics of places change in response to regional integration.

In Lesson 1 students learn the concept of regional integration and the activities associated with economics and politics. The module's major case study begins with Lesson 2 as students identify the rationale for European regional integration. In Lesson 3 students create a poster that displays the political and economic objections to a unified Europe. In Lesson 4 students draw vectors to see how people have moved into the European Union to improve their chances for a higher

quality of life. Lesson 5 engages students in a skit about Europe's shared environment. They also debate the pros and cons of integration from the environmentalist perspective. In Lesson 6, students end the case study by exploring the role of communications and transportation in the integration of Europe. The North American Free Trade Agreement (NAFTA) is introduced in Lesson 7 as an example of economic integration of the United States, Mexico, and Canada. Students debate the potential of this agreement from economic, political, and environmental perspectives.

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

- Recognize how countries cooperate to integrate a region.
- Identify the key problems that slow the integration process.
- Understand immigration and environmental care as examples of issues that cross national borders.
- See that transportation and communication systems are crucial functions in a successfully integrated region.
- Understand the role of trade agreements in integrating a region.



## Number of Days Required to Teach *Regional Integration*

Eleven to twelve 50-minute class periods

### Suggestions for Teacher Reading

- Calder, Nigel. 1991. *Spaceship Earth*. London: Viking.
- Dawson, Andrew H. 1993. *A Geography of European Integration*. London: Belhaven Press.
- DeBlij, H. J., and Muller, Peter O. 1991. *Geography: Regions and Concepts*, 6th edition. New York: John Wiley.
- Hardwick, Susan, 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.
- Range, Peter Ross. 1993. Europe faces an immigrant tide. *National Geographic*, vol. 183, no. 5 (May), pages 94–125.



## What is regional integration?



### Time Required

One 50-minute class period



### Materials Needed

None



### Glossary Words

communism

export

free trade

region

regional integration

states' rights

tariff

### Getting Started

- Have students read the Memo to the Student on page 1 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.
- Prior to beginning the module, ask one-fourth of the students to be ambassadors of their school and one-fourth of the students to be ambassadors of a neighboring school. Have the first group persuade the group from the nearby school to join with them to create a bigger school. Ask the first group to argue for

the advantages of such a union. The representatives of the neighboring school can argue the disadvantages.

The remaining students, divided equally between each school, will hear the debate and decide, at the conclusion of the debate, whether or not to agree to the unification of the two schools. Ask representatives of each side why they voted the way they did.

Possible advantages of unification would include more money for more programs, especially if small programs like soccer or orchestra do not have enough interested students from one school to make the program cost-effective. A larger school may also be able to invest in new facilities such as a football stadium, swimming pool, or ecology lab. Disadvantages would be a loss of school identity or possibly larger class sizes.

- Alternatively, divide the class into teams of four. Have each team surround a table. Ask one student on each team to move the table a few feet in any direction. Then have all four team members return the table to its original position. Discuss with the class the concept of cooperation and the kinds of benefits countries enjoy by cooperating.

### Procedures

#### Where has regional integration occurred before? (pages 4–8)

- A. The first paragraph provides a definition of regional integration with which students should be comfortable. Ask students to rephrase this definition in their own words, as the term *regional integration* will be unfamiliar to them.

The next three subsections provide examples of places where regional integration has occurred. The examples are given in order of how long integration has been occurring in each region. From thousands of years for China, to hundreds of years for the United Kingdom, to 200 years for the United States, the rapidity of integration has been increasing.

4

Geographic Inquiry into Global Issues



## What is regional integration?

### Objectives

In this lesson, you will

- Understand the concept of regional integration.
- Identify where regional integration has occurred in the past.
- Investigate the reasons for the regional integration of the United States.

### Glossary Words

communism  
export  
free trade  
region  
regional integration  
states' rights  
tariff

### Where has regional integration occurred before?

Common needs and desires, such as for economic growth or protection against a common enemy, can lead neighboring peoples to join forces to create a larger or more powerful territory. This is called regional integration, and it is happening in Europe and North America today. Regional integration is not a new idea, as you will note in the following examples.

5

Regional Integration 5

### The People's Republic of China

China represents what may be one of the oldest examples of regional integration. Over China's 4,000-year history, a succession of emperors and ruling families conquered or persuaded one small region after another to unite. China's long history has helped create a very stable society that has survived many internal changes, such as the establishment of a communist government in 1949 and its new identity as the People's Republic of China.

### The United Kingdom

When people are asked to identify in which country London is located many will answer, "England." Are they right? While London lies in a geographic region called England, London is the capital of a larger politically integrated region called the United Kingdom. England conquered Wales in the Middle Ages, added Scotland to its kingdom in the seventeenth century, and claimed formal rule over Northern Ireland in 1921, completing the map of the United Kingdom.

### The United States of America

Regional integration happened faster and more dramatically in the United States than in the United Kingdom and China. The time between the first European settlement and the establishment of the United States of America was just under 200 years!

Figure 1 on page 6 shows the political boundaries of Eastern North America prior to the American Revolution. Figure 2 on page 7 shows the same area after the revolution. Although the political boundaries of the former 13 colonies remained as state boundaries, a new political region, the United States of America, had been created. Regional integration had occurred. Thirteen separate entities became one country.

6

Geographic Inquiry into Global Issues

### EASTERN NORTH AMERICA, 1763



Figure 1 Eastern North America, circa 1763.



Also, note that the political integration of small regions can make naming that region confusing, as has been the case for the United Kingdom. Ask if students have heard of the United Kingdom. This will probably be a familiar name for few students, so point out that the name is self-descriptive of historical integration. In much the same way that the 13 original colonies united to form the United States, the kingdoms of the island of Great Britain united to form the United Kingdom. Students can find the United Kingdom on a map and examine its political regions.

The U.S. Constitution provides a rationale for integration of the British colonies. Review the extract from the Preamble to the

Constitution on page 8 with students and discuss what the terms *domestic tranquility*, *common defense*, *justice*, *general welfare*, and *liberty* mean to them. Though this dramatic statement emphasized unity, the United States nearly came apart during the Civil War. As regional disintegration has recently become a media staple, it may appear that integration is not occurring today. Emphasize that no union is necessarily eternal; the disintegration of Yugoslavia can be seen as a reintegration *within*, creating smaller states out of something that was too large and diverse to hold together. In other words, regional disintegration is not necessarily something to avoid, if the long-term result is regional stability.

7



Figure 2 Eastern North America, circa 1783.

8

#### Geographic Inquiry into Global Issues

The preamble to the U.S. Constitution provides some clues as to why the colonies wanted to integrate:

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity do ordain and establish this Constitution for the United States of America (Constitution of the United States of America 1787).

The mere adoption of the Constitution by the 13 individual states did not immediately bring about regional integration. There were obstacles to overcome. People's loyalties to their own state lingered in the form of arguments over "states' rights" that would eventually contribute to the Civil War.

Civil wars and rapid social change can bring about regional disintegration. You can see recent examples of both peaceful and violent division in Eastern Europe. Czechoslovakia in 1993 peacefully disintegrated into the Czech Republic and the Republic of Slovakia. But Yugoslavia throughout the first half of the 1990s was involved in a violent, disintegrating civil war. The United States survived its Civil War as a single country to continue its regional integration with the addition of the western states and, most recently, with the addition of Alaska and Hawaii in 1959.



Delegates to the Constitutional Convention

## What factors led the United States to regional integration? (pages 9–10)

### Is a United States of Europe possible? (page 10)

- B. Although the Constitution and the Declaration of Independence provided the specific philo-

sophical and moral arguments for separation from England, there were other, more general, forces at work that could apply to regional integration anywhere in the world. Encourage students to think of other reasons for integration.

## Questions and Answers for page 10

1. In which countries can you think of is more than one language spoken?
  - A single language is not a prerequisite for integration, simply an aid. Student responses may include Canada (English and French), Switzerland (French, German, and Italian), or even the United States, where many languages are spoken, although English predominates. You may want to point out, however, that even in countries such as Canada and Switzerland the citizens are usually bilingual or trilingual and can communicate with each other easily.

*continued*

9

Regional Integration 9

### What factors led the United States to regional integration?

- **Shared purpose.** In the latter half of the eighteenth century, North American colonists spoke out in defiance of British rule. These men and women from many European countries felt that King George III and the British Parliament were out of touch with their needs, and the colonists wanted to govern their own affairs. Among their many complaints, the colonists wanted a say in the amount of taxes collected from them. They also wanted the money used to improve the quality of life in the colonies, not dispersed throughout the empire.
- **Military.** Once the colonists had conceived their own integration, free from British rule, they needed to create a military for defense against England and others. This need for a common defense helped to unify further the young United States.
- **Transportation linkages.** Trade among the colonies was made possible by a transportation system that took advantage of the long, common coastline. Since nearly all the colonies had direct access to the Atlantic, or rivers that flowed from one colony to another, water transport was relatively easy.
- **Common language.** An important factor that allowed the United States to integrate into an independent nation was that people could communicate easily and identify common needs and concerns. Language historically has been a very strong bond between people, and it often forms the basis for creating geographic boundaries.
- **Interstate trade.** Integration among the states was made easier by a strong central government, which eliminated needlessly expensive and cumbersome barriers to trade.
- **International trade relations.** The United States was able to act as an integrated unit in dealing with international trade. One responsibility of its government, as with all other countries, was to tax outsiders trying to sell goods or services within the country. These taxes, or tariffs, on foreign products may be raised or lowered depending on the state of relations between any two or more trading countries. Tariff increases often signal poor relations between countries. These increases make foreign goods more expensive and mean less profit for the exporting country. A tariff increase can be thought of as an economic weapon that one country will use to gain an advantage over another. A condition of free trade exists when no tariffs are placed on imported goods.

10

Geographic Inquiry into Global Issues 10

1. In which countries can you think of more than one language spoken?
2. Why would different states want to have free trade with each other?
3. Why didn't colonial citizens feel they were free?
4. What did the colonists have to do to gain more rights and the American way of life?

### Is a United States of Europe possible?

Over 200 years have passed since the United States gained its independence. In 1946, Winston Churchill, Prime Minister of the United Kingdom, remarked that "We need to build a kind of United States of Europe" (Commission of the European Communities 1975). Today, many European countries are moving toward regional integration. Churchill's advice appears to have been taken. However, regional integration does not always result in a new country. Modern Europe is different from the American colonies in many ways. You will investigate this trend in modern Europe over the next three lessons and decide whether a "United States of Europe" can become a reality.

What are some of the ways a United States of Europe is different from the United States of 1776?



2. Why would different states want to have free trade with each other?
  - Because some states grow or produce products that others do not, for example, and their common desire for a good economy does not lead to taxing each other's products.
3. Why didn't colonial citizens feel they were free?
  - They did not have the right to vote on important economic decisions that affected them, such as taxes and the ways tax money would be spent. Identify this situation as what is meant by the famous phrase "taxation without representation."
4. What did the colonies have to do to guarantee the rights and freedoms they wanted?
  - They had to form an army and navy to fight a war because England did not want to let go of the American colonies. Explain that military defense against a shared threat is a very old and very common reason different groups of people unite. Unless there are other reasons for integration, however, the union will not last.

### Question and Answer for page 10

5. What are some of the ways modern Europe is different than the United States of 1776?
  - Prior to independence, the United States was a collection of British colonies, not independent sovereign states like modern Europe. The culture of the colonies was more homogeneous and faced many common threats from tyranny.

C. Tell the class that the United States, Mexico, and Canada have recently committed themselves to a form of regional integration called the North American Free Trade Agreement (NAFTA). Lesson 7 in this module will focus on NAFTA. To prepare for that lesson, have the class write letters to their congresspersons asking for information about the kinds of changes, whether positive or negative, that

may have already occurred because of NAFTA. Any answers received can then be considered with Lesson 7. You might also invite local businesspersons to talk to the class about NAFTA when you teach that lesson. Ask these speakers to discuss how NAFTA may affect the local community or the futures of students in the class.

## Why is regional integration happening in Europe?



### Time Required

One to two 50-minute class periods



### Materials Needed

Activities 1–3 for all students  
Blue and green colored pencils  
Transparencies of Overheads 1–3



### Glossary Words

Bastille Day  
capitalism  
Cold War  
communism  
economy  
European Community (EC)  
European Economic Community (EEC)  
region  
tariff

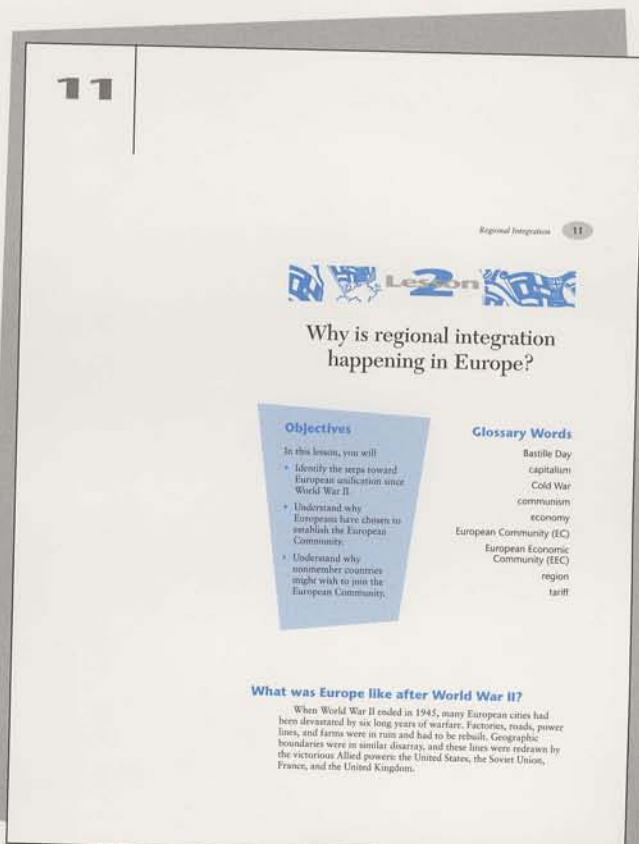
### Getting Started

Have the class generate a list of reasons why countries would want to work together. You can start the list with a few items such as environmental protection, economic benefits, or security from potential enemies. Leave this list posted so the class can review it periodically during the lesson.

### Procedures

#### What was Europe like after World War II? (pages 11–12)

- A. Have students read this brief segment out loud and discuss the kinds of devastation countries face after a war ends. They can compare the descriptions presented in this section to what happened to the United States after the Civil War or to other countries after war.





## What was the political impact of new European boundaries? (page 12)

- B. Have students study the map on Activity 1 and shade in the countries of Eastern and Western Europe, green and blue, respectively. This map will reflect the regional situation of about the same time as the EC came into existence. Have students compare the size of the two regions and note the proximity of Eastern Europe to the former Soviet Union. Have students color-indicate each region in the legend. (See

Overhead 1, the *Key for Activity 1*.) Have students respond to Question 1.

## How did economic cooperation help Western Europe rebuild? (pages 13–14)

- C. Have students read Article 2 of the Treaty of Rome and the remainder of this section. They can either write their answer to Question 2 or you can review it orally in a class discussion.

### Question and Answer for page 12

1. How would the guarantee of stable, secure borders help economic growth?
  - A country without secure borders might encounter conflict with a neighbor that wants to take advantage of an ambiguous situation. Not only would potential conflict make economic growth difficult, you may want to explain that the prospect of such would also inhibit investment both from within the country and from outside investors.

12

#### 12 Geographic Inquiry into Global Issues

The Europeans had to accomplish two tasks in rebuilding their regions:

- Restart their economies so people could work and make a living.
- Create stable, secure borders that would help guarantee the first task.

#### What was the political impact of new European boundaries?

European political boundaries after World War II were similar to those before the Nazi occupation with one critical difference. The Soviet Union, fearful of future aggression by Western Europe, claimed political and economic control over Eastern Europe (including the eastern one-third of Germany). Furthermore, because the Soviet communist system was in direct conflict with Western notions of democracy and capitalism, a new "Cold War" began in Europe. The Cold War never heated up to actual warfare, but was instead fought on the economic and political battlefields.

Over the next 15 years, Western Europe created two regional organizations dedicated to countering the Soviet/Russian European threat. The first was a military alliance called the North Atlantic Treaty Organization (NATO). NATO forces were made up of soldiers and weapons from the United States, Canada, and many Western European countries. The second organization was an economic alliance called the European Economic Community (EEC), or the Common Market. The EEC was one of three organizations, including the European Coal and Steel Community and the European Atomic Energy Community, that merged in 1967 to become the European Community (EC).

In three words, the guarantee of stable, secure borders helps economic growth.

13

#### Regional Integration 13



European Community Headquarters, Brussels, Belgium.

#### How did economic cooperation help Western Europe rebuild?

The goals of the EEC can be found in Article 2 of the Treaty of Rome (signed in 1957):

The Community shall have as its task, by establishing a common market and progressively approximating the economic policies of member states, to promote throughout the Community a harmonious development of economic activities, a continuous and balanced expansion, an increase in stability, an accelerated raising of the standard of living and closer relations between the States belonging to it (Leonard 1988, page 23).

The Europeans realized that cooperation would be the key to rapid economic growth and with it, the ability to counter Soviet power to the east. They reasoned that the usual tariffs companies paid on shipping goods across borders might enrich one country but make a company in another country poorer, slowing further trade and economic growth. One country might also raise tariffs to penalize another for its high tariffs. Before long, there could be trade wars all over Europe, leaving everyone poorer.

## Question and Answer for page 14

2. Compare Article 2 of the Treaty of Rome with the Preamble to the U.S. Constitution. What similarities and differences do you see between the two documents?
  - Similarities might include a desire to improve living conditions: "the general welfare," in the Constitution, and "harmonious development of economic activities . . . raising the standard of living" in the treaty; "insure domestic tranquility," and "increase in stability"; "more perfect union," and "closer relations." Differences might include nothing similar to "common defense" or "blessings of liberty" in the treaty. In general, the treaty is more concerned with economic matters and the Constitution includes those along with matters pertaining to military defense and total regional integration resulting in one new country.

### Has the European Community been a success? (pages 14-15)

- D. Have students read the quote from Maurice Picault. Ask them how they might feel as a concentration camp survivor about the prospect of becoming friends with former ene-

mies. Then have them list some countries with whom the United States was once at war that are now its allies. This list may include the United Kingdom, Spain, Mexico, Germany in both World Wars, Japan, and the countries of the former Soviet Union.

14

14 Geographic Inquiry into Global Issues

The EEC avoided trade wars by allowing member countries to agree that tariffs would be eliminated altogether and other barriers to international trade would be dropped or diminished. This situation is somewhat similar to interstate trade in the United States. New Yorkers, for example, do not have to pay special taxes to Californians or other states when they ship products across the country. While transport trucks do have to pay taxes based on the weight of their load, these are for road repair. The actual products are not taxed until they are sold to consumers in California. In this way, the 50 United States trade as one large state.

2. Compare Article 2 of the Treaty of Rome with the Preamble to the U.S. Constitution. What similarities and differences do you see between the two documents?

#### Has the European Community been a success?

To help France celebrate Bastille Day 1994, German troops marched in the traditional parade down the famous French boulevard the *Champs-Élysées*. This was a distressing sight for many French citizens, because the last time the German army marched in France was during the Nazi occupation in World War II (Mallard 1994). However, for many French, like 91-year-old Maurice Picault, the parade symbolized a new Europe.

I was in a German prison camp. I lost two friends there, but it doesn't stop me from being for the Germans in the parade. With the Germans, it's better to be friends than enemies (Newsweek 1994, page 15).

The lesson of friendship bringing about economic growth is one that many Eastern European countries are learning. Former communist states have watched the European Community (EC) grow and countries prosper, and many would like a share of the great economic pie by joining the EC.

15

Regional Integration 15

Another measure of EC success can be found in Table 1 below, which contains information that was gathered in an opinion poll. A representative sample of Europeans from all EC member countries responded to the following question: Taking everything into consideration, would you say that (your country) has, on balance, benefited or not from being a member of the European Community?

Table 1 Survey results on the benefit of EC membership (percentage)

	Benefited	Not benefited	Don't know
Belgium	48	28	23
Denmark	65	20	10
Germany	41	39	19
Greece	79	9	12
Spain	40	54	22
France	40	39	21
Ireland	80	13	7
Italy	52	23	25
Luxembourg	69	23	10
Netherlands	68	17	15
Portugal	69	22	9
United Kingdom	33	48	18
EC average	46	35	20

Source: Survey Research Unit 1993.

3. Based on Table 1, how would you describe European attitudes toward EC membership?  
4. Which regions of Europe show the greatest agreement? Which show the least?



- E. Distribute copies of **Activity 2** to students. Tell them that this kind of map is called a choropleth map, in which different shades or colors symbolize a range of values of a particular variable. In this case, Table 1 on page 15 shows a range of responses from 33% to 80% of countries that say they benefit from EC membership. Students will use a different color to symbolize each percentage range according to the key on the map. Have them color each

country to correspond to its percentage range. For example, if yellow represents the range 40%–49%, and the percentage for Germany is 41%, then students will color Germany yellow on the map. Make students aware that the keys will explain the color symbols. See **Overhead 2**, the *Key for Activity 2*. When mapping is completed, have students answer Questions 3 and 4 on page 15.

### Questions and Answers for page 15

3. Based on Table 1, how would you describe European attitudes toward EC membership?
- Seven out of the twelve countries show simple majorities in agreement, indicating solid support. Even those with less than a simple majority (except the United Kingdom) still show a majority in agreement.
4. Which regions of Europe show the greatest agreement? Which show the least?
- Agreement appears highest in southern Europe, Ireland, Denmark, Luxembourg, and the Netherlands. Lowest in agreement appears in the west central countries of France and Germany, plus the United Kingdom and Spain.

### Why would EC membership benefit some countries more than others? (pages 16–17)

- E. Distribute copies of **Activity 3**. For this choropleth mapping activity, students will need to employ the data in Table 2 on page 16, which shows a range of aid per person received by EC member states. Have students use a different color for each aid range according to the key provided on the map, then color each country to correspond to its aid range. For example, if yellow represents the range 20–49 ECUs, and the aid for Luxembourg is 26.4 ECUs per person, then color Luxembourg yellow. Make students aware that the key will explain the color symbols. See **Overhead 3**, the *Key for Activity 3*. When students are finished mapping, lead a discussion of Questions 5 and 6 on page 17.

### For Further Inquiry

Students may wonder why the United Kingdom is alone among its EC partners in having minority support for the benefit of EC membership. There is no simple answer, but you may guide them in a brief history of British conflict with “the continent.” Their island location has historically isolated them from European involvement, and it may be that the majority prefers to maintain that isolationism or feels that they pay too much for their membership.

## Questions and Answers for page 17

5. Is there a relationship between high agreement with EC benefits (Table 1) and high amounts of per person aid (Table 2)? Why or why not?
  - The countries of Southern Europe and Ireland generally show a relationship between aid and agreement with the benefit of EC membership. It makes sense for residents of a country that receives aid to say that the EC system has been good for them.
6. Why would richer countries be willing to assist the poorer ones? What objections might wealthy countries have to providing assistance?
  - Because one of the major goals of the EC is for regional stability (see Article 2 of the Treaty of Rome on page 13), the wealthier countries of the EC are under a legal obligation to assist with stability, even if it requires expensive aid. Richer countries might object, especially during periods of economic recession when even the rich countries suffer from unemployment. Also, integration requires that the countries not be extremely rich and poor. This issue will be taken up again in Lesson 3.

16

16 Geographic Inquiry into Global Issues

### Why would EC membership benefit some countries more than others?

The disparities of wealth among the union's present members are already making trouble, for incomes in Germany and France are three times as high as in Portugal and Greece. Incomes in Portugal and Greece are, in turn, two or three times as high as in Hungary or Poland, the two Eastern European countries closest to applying for membership (Washington Post 1994, page C6).

Why would there be trouble in the EC if poorer countries join? EC membership confers upon a country the possibility of financial aid. This aid is meant to stimulate economic development through investment. The financial aid must come from the richer countries and flow to the poorer ones. Table 2 below shows how much aid, in ECU's, is given to EC members. An ECU (European Currency Unit) is a unit of money proposed to be the common European currency to replace the currencies of the member countries. Presently, the ECU is a unit of accounting used to determine exchange rates between the national currencies.

Table 2 Levels of economic assistance received by EC member states

	Amount of aid (millions of ECU)	Aid per person (ECU)
Belgium	100	10.0
Denmark	30	10.1
Germany	400	8.6
Greece	1,200	125.0
Spain	2,100	52.5
France	800	14.2
Ireland	900	257.1
Italy	1,500	26.0
Luxembourg	10	26.4
Netherlands	100	6.7
Portugal	1,200	115.4
United Kingdom	1,300	21.0

Source: Commission of the European Communities 1991; World Bank 1992.

17

Regional Integration 17

5. Is there a relationship between high agreement with EC benefits (Table 1) and high amounts of per person aid (Table 2)? Why or why not?

6. Why would richer countries be willing to assist the poorer ones? What objections might wealthy countries have to providing assistance?

The flow of financial resources from rich countries to poor ones within the European region is often cited as one of the roadblocks to full regional integration, a true "United States of Europe." You will investigate this and other roadblocks to European regional integration in the next lesson.



Low-income neighborhood, Estremoz, Portugal



## What are the roadblocks to European regional integration?



### Time Required

Two 50-minute class periods



### Materials Needed

Poster-making material and colored pens and pencils



### Glossary Words

economic nationalism

economy

European Community (EC)

European Union (EU)

free trade

sovereignty

18

18 Geographic Inquiry into Global Issues



### What are the roadblocks to European regional integration?

#### Objectives

In this lesson, you will

- Recognize the political obstacles to European integration.
- Identify the economic obstacles to the unification of Europe.
- Define the goals of the Treaty on European Union.

#### Glossary Words

economic nationalism  
economy  
European Community (EC)  
European Union (EU)  
free trade  
sovereignty

#### What is the Maastricht Treaty?

After years of solid economic growth, EC member countries met in the Dutch city of Maastricht in 1991, to work out plans that would lead to further integration. Formally known as the Treaty on European Union, the Maastricht talks resulted in the following agreements signed on February 7, 1992 (Riding 1993b):

The adoption of a common currency, called the European Currency Unit (ECU) by 1999. The ECU will replace the many currencies used in Europe, such as the British pound, French

19

Regional Integration 19

franc, and Italian lira. A common currency will speed trade and eliminate the cost of converting one currency into another. This also means that North American tourists visiting many European countries will only have to exchange dollars once for ECUs, good all over the EC.

- Member countries will increasingly speak with one voice on matters of foreign policy and security through a legislative body called the European Parliament.
- The EC will become more involved in social concerns. Environmental protection, public health, education, and justice are all areas wherein member states will set up common goals and expectations.
- Citizens of individual countries will also become citizens of the EC. This provision is intended to strengthen the rights of all citizens (Commission of the European Countries, 1992).

#### How does the Maastricht Treaty threaten sovereignty?

In 1993, the European Community started to use its new name, the European Union (EU) (Foreign Policy Bulletin 1994). Even though all 12 of the EU countries (figure 3 on page 20) had approved the Maastricht Treaty to create a single Europe, several members negotiated special terms in return for their approval. Denmark, for example, after having first voted it down, approved the Maastricht Treaty in May 1993, but with the following exceptions: Denmark can keep its own currency in addition to using the new European Currency Unit; it does not have to agree to defense decisions within the EU; and it can also use its own police force and not take part in a single citizenship of Europe (Fisher 1993).



The adoption of a common currency will replace the many currencies now used in Europe. Illustration by Art.

## Getting Started

Have students list national groups they know about or that have local chapters in your community. Follow this by asking if they think that an organization whose leaders are far away can make decisions that work for everyone. The point is that any large organization runs the risk of making decisions that some members will oppose. The European Union is no exception, and it faces opposition to its legitimacy in political and economic arenas.

## 20

20 *Geographic Inquiry into Global Issues*

**Figure 3** The European Union, with expected membership

The United Kingdom approved the Maastricht Treaty in August 1993 (Schmidt 1993). There remains, however, strong popular opposition to a single European superstate. Currently, former British Prime Minister Margaret Thatcher is asking that the British citizens be given a chance to vote on a referendum on European integration. Believing that citizens would vote against the treaty, she said, "No elector in this country has been able to vote against Maastricht. . . . It is disgraceful if we deny [citizens] that opportunity" (*Christian Science Monitor* 1993, page 2). Thatcher's objection to European integration was that it would create one political state which would result in the loss of British sovereignty (*Christian Science Monitor* 1993). This objection was echoed by Tony Benn, a member of Great

## 21

## Reciprocal Interaction 21

Britain's Parliament, who declared that the Maastricht Treaty "is clumsy, secretive, centralized, bureaucratic, and divisive," and that the European Parliament of the EU can make decisions without being accountable to any one government (Benn 1993, page 93).

What are some of the fears that threaten the future of the European Union?

The operation of the EU depends on votes from its members. The number of votes needed to approve and veto issues was last set in 1994, when this book was published. Like the electoral college in the United States, each EU member is given a certain number of votes relative to its population. With only 12 EU members, the total number of votes comes to 76. A populous member country could therefore have a significant percentage of those 76 votes and more voting power than a smaller member. To veto a measure, a total of 23 votes is needed. When the EU expands to 16 members, the number of votes to gain a veto will probably increase with more total votes. However, Spain and Great Britain, with their larger populations, would like the number of votes they retain at 23 to maintain their veto power even when the EU expands.

Spain's reason for holding onto power is different from Great Britain's.

Spain's position on the voting issue seems to come from the fear that the addition of four northern countries will overwhelm the interests of southern countries on things like agricultural subsidies for Mediterranean products (Darron 1994, page A8).

There are other worries about the future of the EU. In addition to the expansion to include Austria, Sweden, Norway, and Finland, the EU must eventually consider membership with its neighbors to the east. Poland, the Czech Republic, Slovakia, Hungary, Romania, Bulgaria, and Albania are all in line for membership (Bourne 1993). Peter Ludlow, director of the Center for European Policy Studies in Belgium, expressed worries about the future of the EU:

The choice facing Western Europeans over the coming years is not between integration or disintegration but between a well-managed Union and a bungled Community, subject to popular protests against remote bureaucracy . . . (Lafranchi 1993b, para. 2)

## 22

## 22 Geographic Inquiry into Global Issues

Members of the EU may have another agenda when they consider countries that want to join the Union: They may want the Eastern European countries to join to help those countries succeed as democracies, even though the cost to each EU member country is high (Schubert and Rodrik 1994).

The political fears about the EU are heard throughout Europe, as expressed in the following statements:

Luxembourg is a small country with only two votes in the Council of Europe. Our voice will be drowned in the shouts coming from France and Germany.—College student, Luxembourg

Insofar as the Maastricht Treaty was touted as the European equivalent of the American Constitution, there was one crucial element missing: "We, the people." This was not a spontaneous creation by the people or by their representatives. This was written by bureaucrats for bureaucrats.—Michel Gurfinkiel, editor of  *Valeurs Actuelles*, a French political weekly (Washington Post 1992).

We don't want to be part of some new United States of Europe. It's all very undemocratic. I want to be a good neighbor to Germany but not part of some European Union. I don't want to be like some state in the United States, like California—Torben Groot, Denmark (*Boston Globe* 1992).

**What are the economic problems of European unity?**

The basic reason for European economic integration is given in the following statement, which was made several years ago when Europeans were negotiating a treaty concerning coal and steel production:

[Treaty signers have] resolved to substitute for historic rivalry a fusion of their essential interests; to establish, by the creating of an economic community, the foundation of a wider and deeper community, among peoples long divided by bloody conflicts, and to lay the bases of institutions capable of giving direction to their future common destiny (The Commission of the European Communities 1975).

Nevertheless, some member states of the EU have recently expressed fear that they would lose some power in making economic decisions if regional integration goes further. Thus, there are economic as well as political reasons that work against unity in Europe.



## Procedures

**What is the Maastricht Treaty?**  
(pages 18-19)

**How does the Maastricht Treaty threaten sovereignty?** (pages 19-21)

**What are some of the fears that threaten the future of the European Union?**  
(pages 21-23)

**What are the economic problems of European unity?** (pages 23-24)

- A. Divide the class into small groups. Have the groups work through the text of the four sections and answer Questions 1 and 2 on page 24. The groups can then share these answers in class discussion. Students can take notes during this discussion to use in the poster activity in Procedure B.

23

Regional Integration 23

As Europe moves toward one large market, companies can merge into larger businesses that can compete better in a world market. Companies that are strongly tied to one country may be more loyal to their home country when the European economy suffers. One example is the French car company Renault, which is owned by the French government. Other European countries believe that when unemployment is high in France, the French government will make decisions for Renault that are first in the interests of the French. This concept is known as economic nationalism, and it is seen with companies that are strongly tied to one country (Stevenson 1993).

In a related issue, leaders of the Labor party in Great Britain want the treaty to include rules about working conditions, so that companies cannot set up shop in places that may take advantage of workers. The issue also includes equal pay for women and men, the right to form unions and to strike, and standard hiring practices to ensure a level playing field for job seekers in Europe (Darnston 1993a; Robinson 1993).

One ideal goal of a unified European economy is that fewer people would be out of work, and that the wealth of Europe would be spread more evenly in the region. But since the signing of Maastricht, Britain, Germany, France, and Italy have made drastic cuts in unemployment benefits and companies have eliminated thousands of jobs and threatened to cut wages to increase productivity (Whitney 1993, page A4).



Frankfurt Stock Exchange.

24

Geographic Inquiry into Global Issues

Several Europeans have expressed their feelings on the unification of Europe:

The Maastricht Treaty will mean the beginning of the end of France.—Jean-Marie Le Pen, leader of the National Front Party in France (Washington Post 1992).

Free trade and traveling without paying customs is OK. But if you extend that to poorer countries, they'll all come and work here and take our jobs and goods.—Berlin woman (Boston Globe 1992).

1. Why do you think countries in Europe hesitated to join a single currency system like the European Union?
2. Why has it been so difficult to achieve their economic and political goals between European countries?

## Questions and Answers for page 24

1. Why do you think countries in Europe hesitated to join a single super government like the European Union?
  - Underlying all of the objections is the theme that a central government would not make decisions that work fairly for all members. Countries fear losing control over their own affairs.
2. Why has it been so difficult to achieve close economic and political ties between European countries?
  - Loyalty to one's country does not disappear quickly, nor does mistrust of former enemies. Students can point out that economic nationalism may last as long as economic hard times exist. Leaders also fear that strong economic power in the EU will expand into political power over the member countries. Long-standing differences, wars, and conflicts stand in the way of integration. Differences between rich and poor countries create problems for integration. At least one comment suggests that people fear losing their cultural identities.

- B. Give each group poster paper and some pens and pencils. Ask them to create a poster that shows the goals of the Maastricht Treaty and the obstacles from political and economic arenas. Their poster can show students' ideas on ways to address those obstacles, and can show any connections that exist between obstacles and solutions. Students may choose to take a stand either for or against integration and include a political cartoon that displays their opinion. You may wish to display and discuss the posters.

For older students, this exercise may be trimmed to include only the creation of the political cartoon, followed by a class discussion of some sample cartoons. Show younger students some simple opinion cartoons and discuss their value as a form of political expression.

### For Further Inquiry

- Have students search newspaper indexes for information on additional countries joining the European Union. Students can prepare a report on the roadblocks these countries face as they attempt to join the EU.
- Invite a local business leader who has connections in the European market to talk with the class about the strategies used to deal with the emerging single market. In advance of the speaker, have the class prepare questions about the actions taken by U.S. or Canadian businesses to succeed in dealing with an integrated Europe.



# Lesson 4

## How does immigration affect Europe?



### Time Required

Two 50-minute class periods



### Materials Needed

Copies of Activity 4 for each pair of students



### Glossary Words

communism

European Union (EU)

gross national product (GNP)

immigration

political asylum

regional integration

### Getting Started

Ask students to imagine that people in the United States have to go through a border checkpoint and show passports every time they cross a state line. What effect would this have on businesses that use trucks, airplanes, boats, and trains to carry their goods? What about vacationers or people who live near state lines and work in a neighboring state?

### Procedures

#### How does regional integration affect migration within the EU? (pages 25–26)

- A. This section presents the idea of a “borderless Europe” (within the EU borders) and explains why this is advantageous economically. Use Questions 1 and 2 on page 26 to discuss why the free movement of goods, services, ideas, and people is central to regional economic integration.

25

Regional Integration 25



### How does immigration affect Europe?

#### Objectives

In this lesson, you will

- Describe the economic advantages of a “borderless Europe.”
- Explain the patterns and causes of immigration into Western Europe.
- Understand how immigration poses problems for Europe.

#### Glossary Words

communism  
European Union (EU)  
gross national product (GNP)  
immigration  
political asylum  
regional integration

#### How does regional integration affect migration within the EU?

A key agreement among the 12 members of the European Union was to eliminate passport checkpoints at borders between member countries. According to the original plan, migration controls within the EU would be removed by 1993. The idea was that travelers coming into EU countries from New York or Tokyo, for example, would still be checked. But once inside Europe, travelers could fly from London to Berlin or drive from Paris to Madrid without ever having to show a passport.

## Questions and Answers for page 26

1. In business, there is a saying: "Time is money." Keeping this in mind, explain why international businesses would be eager to see a "borderless Europe."
  - Without border crossings, travel would be easier and cheaper, not only for people but also for goods, services, and capital. This would lower the cost of doing international business and make business more profitable.
2. What did the German police official mean when he said that, without internal immigration borders, the EU would "be only as secure as its weakest point on its external border"? How might the lack of internal borders affect people trying to enter the EU from other countries?
  - This question leads into the lesson's following sections. Removal of migration barriers within the EU in effect creates two Europes: the EU members, with no internal travel restrictions, and all other countries outside the EU. The EU's migration controls would then focus on these external borders, making it more difficult for non-EU citizens to enter the Union.

26

26 Geographic Inquiry into Global Issues

The goal of the European Union was to have total freedom of movement within the borders of the union, and a protective barrier to restrict the movement of people, services, and goods into the union. Tourists and businesspeople alike rejoiced. Long delays at border checkpoints would be a thing of the past.

This idea of a completely "borderless Europe" hasn't occurred as fast as hoped. Goods, services, and finances can move freely among the 12 countries because these are essential for regional economic integration. But it has been harder to drop barriers to the free movement of people. Plans to end immigration restrictions stalled because border checks are critical for law enforcement. European police feared losing an effective way of controlling crime. It has taken time to develop new computerized name-checking systems to ensure that criminals and suspects can't move freely within the EU (Riding 1993a). Creating uniform police procedures for the EU has been difficult, because member countries are reluctant to lose their control over police matters. A German federal police official explained his concerns:

Until now our borders have had great importance for police. The borders are the main places that we make seizures of drugs, . . . They are where we intercept stolen goods and capture wanted persons. The united borderless Europe will be only as secure as its weakest point on its external border, from the Greek island of Rhodes to the coast of northern Ireland (quoted in *Forrest* 1992, page B10).

1. In business, there is a saying: "Time is money." Keeping this in mind, explain why international businesses would be eager to see a "borderless Europe."

2. What did the German police official mean when he said that, without internal immigration borders, the EU would "be only as secure as its weakest point on its external border"? How might the lack of internal borders affect people trying to enter the EU from other countries?

27

Regional Integration 27

### Why do people from other countries want to migrate to the EU?

Why do people migrate from one country to another? Geographers look at the characteristics of the immigrant's original country to see if there are factors that are "pushing" the individual out of that place. They also look at the immigrant's destination to find the factors "pulling" the person toward that country.

Examine the quotes below for push and pull factors. What reasons for leaving their countries do the immigrants give? What reasons did they give for going to Europe?

I risked my life to get here [to the German border]. We didn't come to steal, only to work respectfully. The difference between Germany and Romania is the difference between heaven and earth.

—Anton Iagiu, age 33, a Romanian applying for asylum in Germany (Hoban 1993, page 89).

The police ask for our papers every day—on the street, on the [sidewalk], right here in the [park]. . . . My family is very poor. I wanted to get money to help them buy food—that's the only reason I came here. I never stole, I never sold drugs, but they ask for papers every day, and now I want to leave France.

—Chehene Coullaly, age 22, an immigrant to Paris, France, from Mali (Glaser 1993, page 27).

I don't know what to do. I can't go back [to the civil war in Liberia]. I walk the street and I'm a dead man.

—Ali Ibrahim Jackson, age 19, a Liberian detained outside Cologne, Germany (Dantmon 1993b, page A1).

### Economic refugees

The United Nations estimates that over 15 million people migrated to Western Europe between 1980 and 1992 (Dantmon 1993b). These numbers have been steadily increasing, and Western Europe now has about three times more immigrants each year than the United States has (Rang 1993). Many immigrants came to the EU because it had more economic opportunity than their home country (Figure 4 on page 28).



## Why do people from other countries want to migrate to the EU? (pages 27–32)

- B. Have the class pair off and read the three quotes describing the reasons people gave for wanting to migrate to the EU. Have the pairs brainstorm lists of the “pushes” and “pulls” that trigger the desire to migrate from one country to another.

Distribute copies of **Activity 4** to each pair of students. In this exercise, students will draw arrows that represent the size and destination of the immigration flows into Western Europe. Have the student pairs retain their completed Activity for use later in this lesson. See *Key for Activity 4*.

Younger students may need further assistance with this Activity. You may want to enlist the help of a math teacher.

- C. Have pairs answer Questions 3–6 on page 32, using Figures 4 and 5 and Tables 3 and 4 (pages 28–31). Clarify the problem of distinguishing between economic and political refugees, using examples from current events. (Prominent recent cases involved refugees from Cuba and Haiti to the United States.)

28

28 Geographic Inquiry into Global Issues

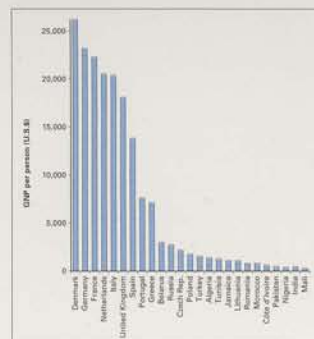


Figure 4 Gross national product (GNP) per person for selected countries, 1992.

Source: Population Reference Bureau 1994.

During the 1960s and 1970s, many Western European countries encouraged “guest-workers” from other countries to immigrate. Workers were needed for the rapidly growing European economies. For example, thousands of Turks came to Germany, North Africans to France, and South Asians to Britain. European governments expected the guest-workers to come only during times of economic growth and to leave when growth ended and fewer jobs were available (Salt 1993).

29

Regional Integration 29

Two conditions upset this expectation. First, many low-paid, dirty, or dangerous jobs always seemed to have shortages of workers. Native Germans, French, and British tended to avoid these jobs, but immigrants were willing to take them. Second, even when jobs were scarce in Europe, living conditions there were better than in many guest-workers’ home countries. So they stayed and encouraged their families to join them (Salt 1993). Immigrants became a significant, permanent part of the EU countries’ populations and workforce (Table 3 below). In the 1980s, the number of guest-workers increased in most EU countries (Figure 5 on page 30).

Table 3 Foreign guest-workers in Germany, France, and the United Kingdom (from top three non-EU countries)

<b>Germany (1991)</b>	
Turkey	1,779,600
Former Yugoslavia	275,100
Poland	271,200
Total foreign population	2,325,900
(7.2 percent of total population)	
Total non-EU population	4,393,900
<b>France (1990)</b>	
Algeria	614,200
Morocco	372,700
Tunisia	286,500
Total foreign population	1,273,400
(6.2 percent of total population)	
Total non-EU population	2,284,700
<b>United Kingdom (1991)</b>	
India	136,000
Pakistan	84,000
Caribbean countries (all)	68,000
Total foreign population	288,000
(3.0 percent of total population)	
Total non-EU population	1,010,900

Source: OECD 1994.

30

30 Geographic Inquiry into Global Issues

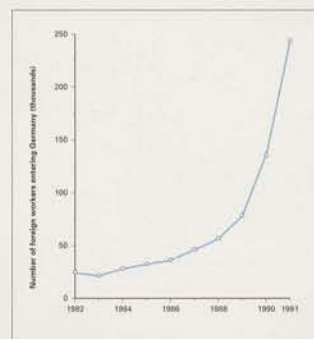


Figure 5 Foreign workers entering Germany, 1982–1991.

Source: OECD 1994.

### Political refugees

Another important reason that people sought to immigrate to the EU countries was that they were trying to escape political persecution in their home countries. For example, over 600,000 people fled civil wars in the former Yugoslav republics of Croatia and Bosnia-Herzegovina (Rango 1993). The total number of refugees applying for political asylum in Western Europe jumped from about 30,000 per year in the 1970s to over 700,000 in 1992—and to over 1 mil-

## Questions and Answers for page 32

3. How do the differences in GNP per person (Figure 4) help explain the countries of origin of Europe's guest-workers (Table 3)?

- GNP is an indicator of economic productivity. Comparing Figure 4 to the countries listed in Table 3 reveals that the Western European countries have far higher GNP per person than the countries of Africa, Asia, and the Caribbean.

Students may also note that Southern European countries (e.g., Italy, Spain, Portugal, and Greece) have lower GNPs relative to some Western European countries. You may wish to point out that in the 1970s, the Southern European countries were also major sources of guest-workers for other European countries. Since the 1980s, the improving economies of Southern Europe have opened more jobs for Italians, Spanish, Portuguese, and Greeks in their home countries.

*continued*

31

Regional Immigration 31

lion in 1993 (U.S. News and World Report 1993). It is believed that as many as 10 million more people want to leave the former communist countries of Eastern Europe and the former Soviet Union because those countries face uncertain futures (Nolan 1993). Since Germany historically has had an "open-door" policy toward political refugees, most people have applied for asylum there (Table 4 below).

Table 4 Total applications for political asylum in selected European countries, 1983-1992

Germany	1,397,200
France	327,200
Sweden	251,300
Switzerland	191,300
Austria	143,900
United Kingdom	126,500*
Netherlands	111,100
Belgium	84,600
Italy	72,900
Denmark	39,000
Spain	45,300
Greece	31,800
Portugal	3,500

\* Total for United Kingdom is for the period 1983-1991 only.

Sources: ILO 1993; OECD 1994.

Immigration officials in most countries (including the United States) attempt to distinguish between people fleeing political persecution (political refugees) and people trying to find better economic opportunities (economic refugees). EU countries have rejected most applications for political asylum because officials have decided that immigrants were really trying to escape poor economies, not political persecution. As a result, in 1993, Greece expelled about 23,000 Albanian applicants and Germany deported over 20,000 Romanians (Glazer 1993; Nolan 1993). Still, applicants can usually stay in EU countries for about two years while they appeal their case. Processing these applications cost EU countries a total of over \$8 billion in 1992 (Darrmon 1993b).

32

Geographic Inquiry into Global Issues 32

1. How do the differences in GNP per person (Figure 4) help explain the countries of origin of Europe's guest-workers (Table 3)?
2. What is a factor that often explains the differences in the number of political-asylum applicants by country (Table 4)?
3. Why would the growing number of economic and political refugees present problems for EU countries?
4. Why might the increasing number of economic and political refugees present problems for EU countries?

### What is the EU's reaction to increasing immigration?

In the early 1990s, EU countries had an economic slump. Unemployment rates soared to new highs, and some Europeans blamed the growing immigrant population for the economic troubles. Violence toward immigrants increased alarmingly. In Germany, over 6,000 people joined violent political organizations. In 1992, these groups committed over 2,500 acts of violence toward foreigners; seven people died and dozens were hurt (Darrmon 1993b). In Britain, the number of violent racial incidents doubled between 1989 and 1992. The neo-Nazi British National Party had just 1,500 members, but it won a local election in a neighborhood with high unemployment and a large immigrant population that could not vote (Phillips 1993).

The violence has been caused by a tiny number of extremists, but negative feelings against immigrants are common within EU countries. In an opinion poll in Germany, about 75 percent of the public agreed that more controls were needed to limit immigration (U.S. News and World Report 1993). In France, many people saw a link between the fact that the foreign population was 3.6 million and that 3 million French were unemployed. Polls showed agreement with government minister Charles Pasqua, who suggested that France aim for "zero immigration." Although he admitted that this goal was unlikely, Pasqua nevertheless persisted with his ideal. "France has



4. What reasons can you offer to explain the differences in the number of political-asylum applicants by country (Table 4)?
  - The text mentions that Germany had a liberal immigration policy toward political refugees, but encourage students to brainstorm other reasons. The range of possible answers includes: Some countries are closer to political and economic troublespots (e.g., Austria is near the former Yugoslavia and other ex-Communist countries) and some countries have stronger economies than others and so are more attractive (e.g., Sweden and Switzerland versus Greece and Portugal).
5. Why would distinguishing between political refugees and economic refugees sometimes be difficult?
  - Where there is political instability there is typically economic uncertainty. Economic opportunities are usually better in countries with stable governments, and so it is likely that someone escaping a country with political problems would also be escaping economic or job difficulties.
6. Why might the increasing number of economic and political refugees present problems for EU countries?
  - This speculative question leads into the next section. Students may guess that European countries could become concerned that they could not provide jobs, housing, health care, and other services for the new immigrants.

### What is the EU's reaction to increasing immigration? (pages 32–34)

- D. This section describes some political reactions in Europe to the increasing numbers of immigrants. Have each student pair read the text, and assign members of each pair to argue for opposite sides of the immigration issue. The task of each student is to persuade the other that immigration should/should not be limited. *[Students taking the "should not" position may note that immigrants have been an important part of Europe's workforce.]*
- E. Close the lesson by having students, in effect, "shut down" the doors to Europe and deflect the arrows drawn in Activity 4 back to their origin. Discuss what the impacts would be if the EU shut out immigrants from other countries. What would happen in their countries of origin, or in other possible destination countries (e.g., the United States or Canada)? Use Questions 7 and 8 to facilitate discussion.

## Questions and Answers for page 34

7. Do you think that new laws restricting immigration will work? Why or why not?

- Students need to support their arguments with data mentioned in the lesson. The economic “pull” of the EU will remain strong for people in impoverished countries in Africa, Asia, and the Caribbean. Similarly, the “push” of wars or civil strife in Eastern Europe and other places may remain. Unless these disparities are addressed, it is unlikely that people will cease moving (or attempting to move) to Europe. In this light, you may wish to add that the numbers of illegal immigrants in Western Europe in 1993 was thought to be close to 3 million, and rising (Darnton 1993b).

8. How would economic growth in Europe reduce the immigration problems described in this lesson?

- Continued economic growth in the EU would provide jobs for both native Europeans and immigrants. This could mitigate the violent backlash against immigrants. Also, economic growth could generate funds that EU countries could use to assist development projects in poorer countries. This could reduce the economic disparities that drive immigration toward Europe.

33

Regional Integration 33

born an immigrant country, but it wants to be no longer. It no longer has the means" (*Facts on File* 1993, page 491).

Governments throughout the EU responded to these anti-immigration feelings by toughening their immigration policies. The following is a summary of some of these policy changes:

**Germany:** The government voted to end its open-door policy toward political refugees. The right of foreigners to seek political asylum in Germany is no longer guaranteed by its constitution (Glazer 1993).

**France:** New laws denied a guarantee of French citizenship for children born in France to foreign parents. Also, foreigners now have to show evidence of housing and adequate finances. Legal immigrants can be expelled if they are considered a "threat to public order" (*Facts on File* 1993).

**United Kingdom:** A proposal to tighten Britain's tough immigration laws would take away the right of students and tourists to appeal if their requests for political asylum were denied (Darnton 1993b).

Many Western Europeans opposed these new policies. Some groups called the new French laws racist. In Britain, Germany, and France, hundreds of thousands of people protested against violence aimed at immigrants. And some complained that the tougher laws did not tackle the root cause of immigration.

"The police already stop foreigners—they do it all the time now," said Zoubida Oulali, an Algerian doctor who works in France. "They just go by the color of the face." Over the last two or three years, she said, she has witnessed a quiet crackdown on foreigners in areas [such as] access to health care, the speed of rejection of asylum applications, and interpretation of nationality requirements. . . .

"They believe they'll be richer if they lose us out," Dr. Oulali said. "They think there will be less unemployment. It's a fiction. Look at the work the foreigners do—maids, busboys, hauling wheelbarrows on construction sites. Underpaid or dangerous. The French won't take those kinds of jobs" (Darnton 1993b, page A8).

"The mind-set of these laws is one of suspicion," says Catherine Whitot de Wenden (an immigration expert in France). "I fear they will aggravate tensions and encourage the emergence of violence as a new form of political expression." And, she adds, because the laws fail to target employers who provide jobs for illegal immigrants in the garment-making, building, and cleaning trades, they probably won't stem the tide of newcomers (Glazer 1993, page 27).

34

Geographic Inquiry into Global Issues

Do you think that new laws restricting immigration will work? Why or why not?

How would economic growth in Europe reduce the immigration problems described in this lesson?

In this lesson, you saw that inside the EU, people can move freely, but restrictions apply to those who try to enter EU countries from outside the region. The next lesson considers why European countries must cooperate in order to control damage to the environment. This damage moves freely across political borders.



## Should the European Union have common environmental regulations?



### Time Required

One 50-minute class period



### Materials Needed

Six copies of Activity 5  
Mini-Atlas map 1



### Glossary Words

desertification

economy

environmental degradation

European Community (EC)

European Union (EU)

pollution

regional integration

### Getting Started

**Note:** The day before conducting this lesson, choose six students from class and separate them into two groups to represent Country A and Country B. Give each of them a copy of Activity 5 and have them prepare to perform the skit the next day.

- Have the two student groups represent two countries in Europe and perform the skit in Activity 5 about the dilemma between environment and economics. The skit ends by posing two questions to the class. Hold a brief discussion about these questions.

- Have the class brainstorm a list of the kinds of pollution that can move freely across international borders. Water and air pollution are common. Radioactive fallout is easily transported by the atmosphere. Noise pollution from jets or factories can move across borders. Have the class comment on how countries can work together to reduce damage to the environment.

35

Regional Integration 35



### Should the European Union have common environmental regulations?

#### Objectives

In this lesson, you will

- Identify examples of environmental degradation in Europe.
- Assess the value of regional integration for environmental protection.
- Consider the economic and political costs of adopting or not adopting uniform environmental standards.

#### Glossary Words

desertification  
economy  
environmental degradation  
European Community (EC)  
European Union (EU)  
pollution  
regional integration

#### Where is environmental degradation in Europe?

When people use a place, it can be damaged. The loss of environmental quality may be from poisoning, pollution to the air and water, loss of soil for growing food, or loss of forest trees that provide shelter for wildlife. Such damage is called environmental degradation. When places are damaged, people avoid them, and the economic

## Procedures

### Where is environmental degradation in Europe? (pages 35–39)

- Divide the class into small groups and distribute Mini-Atlas map 1 to each group. Begin by having students read the text and review Table 5 on page 38. Groups then can refer to the Mini-Atlas map as they prepare a list of countries affected by each type of damage reported in Table 5. Have groups then speculate on what could be done to repair damage already done or to prevent additional damage. Prompt them with two common types of strategies: (1) tariffs to penalize offending countries, and (2) incentives for environmentally friendly technologies.
- Hold a brief class discussion on Questions 1–3 on page 38 to reinforce the points that Europe needs data to deal better with environmental challenges and that it is a highly interdependent region.

36

36 Geographic Inquiry into Global Issues

value of these places declines. European countries have a special problem because they are so close together that the activities of one country can quickly affect the quality of the environment in neighboring countries (Dawson 1993).

One question geographers ask is whether an integrated Europe can cope better with environmental degradation than individual countries can on their own. In 1990, the European Community established the European Environment Agency, Europe's first regional institution to collect data on the environment. A similar organization is the U.S. Environmental Protection Agency (EPA), except that the EPA has the authority to enforce its law. Goals for the European Environment Agency were established to guide the care of the environment for future generations:

... The European Council acknowledged the Community's special responsibility for the environment both to its own citizens and to the wider world. It urged the Community to use its moral, economic, and political authority to advance international efforts to solve global environmental problems. ... Depletion of the ozone layer was [a] major cause for concern. ... The European leaders called for joint efforts to tackle the continuing destruction of the rain forests, soil erosion, desertification, and other environmental problems with the countries concerned. ... (Commission of the European Communities 1991, page 17).

The European Environment Agency does not have power to force countries to stop polluting Europe, but it is a step toward understanding the damage that has already been done. Before this agency was formed, governments hired independent agencies to study environmental problems.



Sunrise seen through heavily polluted air in the Ruhr industrial region.

37

37 Regional Integration

Environmental degradation in Europe rarely affects only one country. It is much more common that damage travels across borders into neighboring countries. The pollution of the Rhine River is a good case in point:

[In 1990] a pharmaceutical company in Basel [Switzerland] released by accident 33 tons of toxic materials into the Rhine River. One half of a million fish died, and the water could not be used for drinking in many places until a month later. ... [Many miles downstream in the Netherlands] Dutch authorities asked [a private scientific company for a] map [of] the total outflow of toxic material to the Rhine [Hagerstrand 1992, page 157].



Soil erosion in Siberia.

The Dutch learned that the Rhine was being polluted with tons of toxic waste every day, but it was not being dumped in one large accident. The study found that many small factories were polluting streams that subsequently emptied into the Rhine. Furthermore, pollution that enters the Rhine near its starting point in Switzerland affects people downstream as it travels to France, Germany, and the Netherlands. European countries harmed from this study that careful collection of information is a good starting point, but their cooperation is needed to prevent further destruction of natural resources.

Examples like the pollution of the Rhine River are found throughout Europe. These problems challenge European countries to work together because they all lose when the environment is damaged. Pollution of the Rhine has cost jobs and posed health threats to people who use the river. Table 5 on page 38 reports a small selection of other examples of environmental degradation already on record in Europe.

38

38 Geographic Inquiry into Global Issues

Table 5 Selected examples of environmental degradation in Europe, 1993

Damage	Location
Soil loss, flooding	Southern Italy, the Balkans, and steep land in southern Spain
Soil loss from wind and water erosion	The Volga River, virgin lands in Siberia, the British Isles
Soil poisoning from Chernobyl nuclear accident	One fourth of Belarus, northwest Ukraine
Radioactive contamination	The Ural Mountains
Acid rain, dust, smog	The Swiss, French, and Italian Alps; the Carpathian Mountains
Air pollution from burning coal	Danubius, Ural Mountains, Siberia, Saxony
Water pollution from farming	Volga River, Adriatic Sea, Black Sea
Water poisoning from chemicals	Rhine River
Toxic waste buildup, fish death	Baltic Sea
Forest lost from fires	Ural Mountains, western Siberia
Chemical pollution	Krakow, Poland

Source: Dawson 1993; Gerdtski 1993; Hagerstrand 1993.

- Why does the EU attempt to support the European Environment Agency, and the agency has no power to enforce laws?
- Why would people in some parts of Europe worry about environmental degradation that does not directly affect their territories?
- Should the European Environment Agency be given the same power to enforce environmental law as the EPA in the United States has? Explain your answer.



## Questions and Answers for page 38

1. Why does the EU continue to support the European Environment Agency, since the agency has no power to enforce laws?
  - The agency collects data on the environment. That role is vital because no other agency does that. Having data on environmental problems is one way to influence policy. Students can speculate that the agency may eventually be given the power to levy fines and punishments.
2. Why would people in some parts of Europe worry about environmental degradation that does not directly affect their hometowns?
  - Students can speculate correctly that natural systems are all interconnected. When one area is degraded, the effects are felt directly or indirectly throughout the region and sometimes outside the region.

continued

39

Regional Integration 39



Industrial smokestacks, Germany

The challenge facing Europe is to repair environmental damage already done and to prevent further damage. In all cases, environmental degradation has resulted in a loss to the economies of the areas affected. It also affects the health of people living near the pollution sources. However, people do not agree that an integrated Europe will improve the environment. The next two sections look at both sides of the issue.

### Would an integrated Europe protect the environment?

If all the countries in Europe organized into one governmental body, a set of environmental standards could be followed, ensuring that no single country can cut corners at the expense of the environment and hold behind its own domestic laws. Spain and Italy, for example, do not have a strong environmental track record, but the European Union has already exerted significant pressure on them to limit environmental damage (Voesch 1991).

One pollutant that can be reduced is sulfur dioxide. This chemical is released by burning coal to generate electricity. When combined with rainwater, sulfur dioxide creates an acid that damages soils and life in rivers and lakes. In the integrated economy of the United States, electric companies buy permits from the government to release certain amounts of sulfur dioxide each year. Companies then can sell these permits to other companies if they can reduce their own pollution levels. This system greatly reduced the amount of sulfur

40

40 Geographic Inquiry into Global Issues

dioxide as companies competed to reduce their pollution in order to sell their permits. This system has the potential to work in Europe also (Burtraw 1993). An integrated Europe can reduce pollution.

By encouraging improvements in energy efficiency, public transportation, and alternative agriculture, for example, the Community could reduce air and water pollution while still boosting economic development (French 1991, page 29).

Carbon dioxide is a natural part of the earth's atmosphere, but some scientists believe that too much carbon dioxide will cause global warming and other serious environmental problems. In 1992, the Commission of the European Communities approved a tax to try to reduce carbon dioxide emissions in Europe, providing that Japan and the United States approve a similar measure. The idea is that by charging a fee for energy used (and hence carbon dioxide released), people will try to reduce energy use to save money. They will demand more energy-efficient cars and appliances to reduce the tax they must pay. By the year 2000, the tax would roughly equal \$10 per barrel of oil. The money would be used to reduce other types of taxes. The Commission hopes that the carbon tax would encourage countries to reduce carbon dioxide pollution by 9.3 percent by the year 2000. Figure 6 on page 41 shows what parts of the world are responsible for the total emissions of carbon dioxide. The hope is that other countries will follow the leadership shown by the European Union (Carraro and Siniscalco 1993).



Efforts are being made to reduce carbon dioxide emissions in Europe.

3. Should the European Environment Agency be given the same powers to enforce environmental law as the EPA in the United States has? Explain your answer.
  - Students can argue two ways: Those in favor of giving more power to the European Environment Agency can argue that the agency would be able to prevent disasters and to fine violators as a way to deter degradation. Those against it may see the agency as a bureaucracy that stands in the way of development and economic growth. Students in favor can argue that the environment is best protected by offering positive incentives for responsible actions. Opponents can point out that the EU would first have to write a body of environmental laws that would apply to all countries. This discussion sets the stage for examining the pros and cons of European integration from the environmental perspective.

**Would an integrated Europe protect the environment? (pages 39–41)**

**Would an integrated Europe threaten the environment? (pages 42–43)**

- C. Divide the class into two groups, with each group facing the other. Each group will represent one of the title questions above. The groups' task is to read the text following the title questions and to prepare notes for a short hearing on the pros and cons of European integration for the protection of the environment.

Help younger students understand the purpose of the carbon tax (described on page 40 in the Student DataBook) by discussing it with them.

You may wish to follow a point/counter-point style and alternate between pros and cons. The issues before the class reflect the heart of the agreements made between countries in Europe. Students' responses to Questions 4–6 can be used in the hearing to help elicit other perspectives.

41

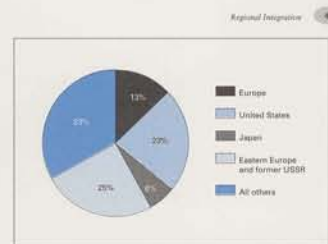


Figure 6 Worldwide carbon dioxide emissions, 1992.

Source: Carano and Seneca 1993.

4. Why is it important to reduce Europe's share of carbon dioxide emissions when other parts of the world produce much more of this pollutant?

5. Why do you think the Commission of European Communities wants the United States and Japan to have a carbon tax?

6. What do you think is the most difficult obstacle to a clean environment facing an integrated Europe?



## Questions and Answers for page 41

4. Why is it important to reduce Europe's share of carbon dioxide emissions when other parts of the world produce much more of this pollution?
  - Students can argue that any reduction in carbon dioxide emissions is important, but others will point out that big emitters such as the United States and Japan also must reduce their carbon dioxide levels to make any serious impact on solving the pollution problem.
5. Why do you think the Commission of European Communities wants the United States and Japan to have a carbon tax?
  - Japan and the United States are large emitters of carbon dioxide, as shown in Figure 6, so getting those two countries to reduce carbon dioxide emissions is one reason. The other reason is that Europe is concerned that multinational companies may relocate away from Europe to avoid the tax. If Japan and the United States agree to a carbon tax, the corporate playing field would be more level.

*continued*

42

42 Geographic Inquiry into Global Issues

### Would an integrated Europe threaten the environment?

When Europe becomes fully integrated, free trade will create a boom for many economies, especially for the Eastern European countries that were under central planning in the past. It is possible that increases in trade will run over environmental rules, causing a great decline in environmental quality. There is doubt that the European Union can exert any real power at limiting pollution (French 1991).

More economic activity will require more electrical power. Generating that electricity will release more sulfur dioxide and nitrogen oxide. It is projected that sulfur dioxide will increase by 8-9 percent and nitrogen oxide by 12-14 percent by the year 2010. Trucks crossing borders will add more noise and air pollution, and more shipments of hazardous waste (French 1991).

The problem of reducing sulfur dioxide in Europe is found in the differences between the poorer countries of Eastern Europe and the richer countries of the European Union. Richer countries can afford to build and use central power plants that produce less pollution. They can also impose taxes to pay for pollution controls. Poorer countries do not have such options. Their goal is to increase their earnings to raise their standard of living, despite the pollution those efforts generate. Many people in poorer countries heat their homes individually with older, dirtier coal furnaces. Industrial release of air pollutants in poorer countries can be managed with the permit system like that used in the United States, but that will not reduce the pollution released by individual homes from burning soft coal.



Pollution in Sieradz, Poland. Eastern Europe has serious environmental problems.

43

Regional Integration 43

Figure 7 below makes this point clearly. It is not feasible to put filters on home smokestacks, nor is it economical to have all these people switch to more expensive fuel that releases less sulfur dioxide. Integrating Europe will have no effect on the pollution released by burning coal in homes (Hughes 1992).

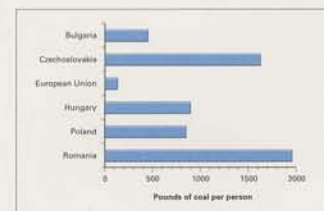


Figure 7 Coal use in households in selected parts of Europe, 1988.

Source: Hughes 1992, page 65.

The European Union has approved a tax that would limit the amount of carbon dioxide a company would be allowed to release into the atmosphere. There is no proof that emissions would be reduced by this tax. In one possible scenario, major polluters would leave Europe and set up operations in countries that do not limit carbon emissions. People living in those countries would welcome paying less for the goods produced by the polluting companies. For those European companies that stay in Europe, the carbon tax would force companies to raise their costs, resulting in more expensive products for consumers. In other words, the carbon tax is not useful unless all countries of the world agree to it, and that is unlikely (Bortone and Carraro 1993).

6. What do you think is the most difficult obstacle to a clean environment facing an integrated Europe?

- Students can point out that the greatest obstacle is that Europe is not evenly developed. Richer countries can afford to care for the environment with additional taxes and rules. Europe's poorer countries will not be so ready to make economic sacrifices.

D. The hearing in Procedure C does not have to lead to certain conclusions. It may be more interesting to students to leave the hearing unresolved and to make a list of the questions that remain unanswered instead. You can point out that if answers were simple, then European countries would have certainly grasped them by now. In reality, the solutions to these problems are elusive.

### For Further Inquiry

- Have students create an editorial newsletter that presents the pros and cons of regional

integration with regards to preserving environmental quality. The newsletter may include cartoons, editorials, maps showing crisis areas in Europe, guest opinions from people outside the classroom, and even commentary from other teachers and students.

- Have students contact local leaders to find out if neighboring communities cooperate on environmental issues such as downstream pollution in rivers, downwind air pollution, toxic waste storage, etc. Students can learn how communities may cooperate, or, if communities do not, what are the obstacles to cooperation.



## How can transportation and communication aid European integration?



### Time Required

Two 50-minute class periods



### Materials Needed

Mini-Atlas map 2  
Transparencies of Overheads 4 and 5  
Copies of Activity 6 for each pair of students

- Ask students if they have faraway friends or relatives whom they see at least once a year. Then ask them how they communicate with those people. Many students will respond that they communicate with letters and by telephone. Ask the class how it is possible to visit these people and travel easily. Visits are possible because of automobiles, trains, planes, and other forms of transportation. This lesson



### Glossary Words

economy  
European Community (EC)  
European Union (EU)  
gross national product (GNP)  
region  
regional integration

### Getting Started

- Form small groups and distribute **Mini-Atlas map 2** to each group. Have each group create a two-column table. One column lists the kinds of physical barriers shown on Mini-Atlas map 2 that acted to separate European countries in the past. The other column can show ways that modern transportation and communication have minimized those barriers. Spend only a few moments on this activity.

44

44 Geographic Inquiry into Global Issues



### How can transportation and communication aid European integration?

#### Objectives

In this lesson, you will

- Learn how physical barriers have divided Europe.
- Identify the implications of transportation to help provide a fair integration of Europe.
- Understand how improved communications increase interaction and facilitate regional integration.

#### Glossary Words

economy  
European Community (EC)  
European Union (EU)  
gross national product (GNP)  
region  
regional integration

#### What are the transportation goals of an integrated Europe?

Transportation is one of several important systems in an integrated region. The European Community recognized this in 1961 when it

looks at transportation and communication. Improvements in those two components help integrate Europe as they help people overcome natural barriers of distance, mountains, and bodies of water.

## Procedures

### What are the transportation goals of an integrated Europe? (pages 44–49)

- A. Have students use the data in this section to hold a policy hearing. Their aim is to promote equitable regional development with a sensible transportation network, using the goals stated by the European Union (page 45). Form small groups and have them read this section and prepare answers to Questions 1–3 on page 49. They can refer to Mini-Atlas map 2 to help place the large transportation projects. Groups can then develop individual policies based on the three scenarios described in Table 6 on page 48. Project Overhead 4 so students can see the core zone mentioned in Table 6. Discuss their policies orally, or have each group prepare a report on why they chose one policy over the others.

45

Regional Integration 45

stated its general goals for bringing its member countries together into a unified market by promoting:

- Free competition,
- Free choice of means of transport for the user, and
- Equal treatment for all forms of transport and all transport companies, public and private (Commission of the European Communities 1990, pages 3–4).

In 1973, the EC extended its concern to sea and air transport. The European Union has introduced a major effort to accomplish those goals by developing a network of rapid connections that both respects the environment and includes all the member countries and regions (Commission of the European Communities 1990, page 9). But Europe is not equal in terms of economic success, so the transportation policies in the European Union will need to address those differences. Figure 8 on page 46 shows the differences in success achieved by various countries in Europe. The values shown are the gross national product (GNP) per person in each country. Higher values mean that income is higher, jobs and services are easier to get, and transportation is more fully developed. The average GNP per person for all of Europe is \$11,990 (Population Reference Bureau 1994).



A high-speed experimental train in France.

46

46 Geographic Inquiry into Global Issues



Figure 8 Cross national product per person in selected European countries, 1992.

The following are four reasons why Europe is not evenly developed: (1) Places that are centrally located in Europe tend to be more successful than the outlying areas. (2) Urban areas are more productive than rural areas. (3) Places that are near international airports and communication centers are attractive to newer, service-oriented businesses. They tend to be better-off than older, aging manufacturing centers of the past. (4) Places that have more highly skilled workers do better than places with mainly low-skilled workers (Massey, Svidin, and Wegener 1992).

The EU faces the challenge of designing a transportation policy that encourages improvement in the poorer parts of Europe, yet keeps the economically successful places competitive with other world regions. To that end, there are several large projects underway in Europe. The largest of these, and perhaps the most well-known, is the Channel Tunnel connecting the United Kingdom and France.

47

Regional Integration 47

Britain and Europe are only 31 miles—and nine months—away from each other. The long-awaited Eurotunnel, which runs under the English Channel, is set to officially open in 1994, with Le Shuttle being the first segment of the Eurotunnel system to operate.

Le Shuttle will run from Folkestone, England, to Calais, France, and will accommodate charter buses, taxis, motorcycles as well as passenger cars. Motorists will drive onto a half-mile-long train and travel through the tunnel. The trip will take 35 minutes, as opposed to more than two hours for the conventional ferry ride.

The ferry trip can even be longer if the weather is bad. Le Shuttle will operate year-round, 24 hours, running every 15 minutes during peak travel times and at least once an hour during the night.

The Eurotunnel system will also handle freight traffic, and eventually passenger railways. Tickets can be purchased in advance or at the toll booth. No reservations are needed. Price has yet to be determined (USA Today 1993, page D-4).

In addition to the Channel Tunnel, bridges are planned to connect Fyn and Sjælland in Denmark, Denmark and Sweden, and Hamburg and Copenhagen. Tunnels under mountain passes are also planned in Switzerland and between Austria and Italy (Vickerman 1994). What is not known is how these new projects will succeed in reaching the goals set forth by the European Union.

Three possible outcomes have been identified as a result of changes in transportation in Europe. These are discussed briefly in Table 6 on page 48.



The Eurostar Channel Tunnel train leaves London's Waterloo International Station for Brussels, Belgium.



## Questions and Answers for page 49

- Why would it be so difficult to reach all of the transportation goals of the European Union?
  - Students can argue that the goals are ideals, but reaching them is difficult because people have different agendas. Businesses strive for more profit; countries look out for their domestic interests; individuals have personal ideals. Students can point out that there may be little sense to developing all forms of transport equally: Coastal areas need more emphasis on sea and air transport; mountain areas need tunnels, rail service, and highways. In other words, transportation has to reflect the natural setting and the needs of the people and industries.
- Which of the three future scenarios in Table 6 do you think is in the best interest for all Europeans into the twenty-first century? Why?
  - Students can choose any of the three scenarios, but they must defend their choices. The growth and environment scenarios are on opposite poles, so if students choose either, ask them how these scenarios can succeed over a long period of time. Can, for example, the core zone continue to develop with its pollution and congestion? This question is really the prompt for the policy hearing.

*continued*

48

Geography Inquiry into Global Issues

Table 6 Europe's future in response to transportation changes

<b>Growth scenario</b>	Highly developed transportation services are found in a corridor from London to Milan, Italy. The area gradually becomes one huge city with 80 million people. This core area dominates Europe and reaches out to include Berlin and Vienna. Land prices are very high in the core; it is crowded and polluted. Industries favor this scenario because they have already invested heavily in the core. The areas outside the core become poorer and the population there continually drops.
<b>Equity scenario</b>	Instead of allowing the central core of Europe to concentrate the wealth of the continent, money is invested in the outlying areas. High technology, telecommunications, and highways are built along with more regional airports. The core areas are controlled strictly to encourage development outside the core. Not everyone agrees with these policies, so some wealth stays in the core, but the outlying areas in Europe make progress and approach the wealth and productivity controlled by the core of Europe. New industries arise in new areas and take advantage of the new services. Other industries are against this scenario because they would have to compete against newer, more technologically efficient industries.
<b>Environment scenario</b>	Very strict environmental protection policies have encouraged people to demand products that are earth-friendly and also have called for an end to heavy-polluter industries. Some industries have had to spend great amounts of money to meet pollution laws, so prices for goods and transportation have climbed. Other industries have gone out of business. It is more efficient to focus transportation projects on the central areas in Europe between London and Milan, so the outlying areas need financial help to continue growing food. Industries have become less competitive with higher operating costs, but the environment is cleaner.

Source: Massey, Sadler, and Wiegner 1992, page 99.

49

Regional Integration 49



### Why is communication an important element in regional integration?

An integrated . . . economy must, by definition, be one in which its regions are connected with each other, and in which goods, information, and labor can move from places of supply to those of demand. No part of the European . . . economy is unconnected with the rest; but the frequency, speed, and variety of links vary greatly as between one area and another; and some national boundaries are reinforced by the existence of different and incompatible transport and communication systems (Dawson 1993, page 163).

Communication is the sharing of information. Modern methods of communication include postal service, telephone, radio, television, and electronic mail. The ability of a society to grow and improve depends on the quality and quantity of communication services. International businesses depend on communications to complete business activities (Dawson 1993). Transportation systems use communications to monitor traffic flow. Governments exchange information to maintain and improve international relations (Massey, Sadler, and Wiegner 1992).

3. What advantages would there be to having one government such as the European Union address transportation instead of letting each country decide its own future?
- This question is included to tie the lesson to the module. Students can point out that a single international political body can make decisions that reflect the regional interests. It may be the best hope for a cooperative effort to create effective transportation systems that cross borders without problems. One disadvantage is that it is often difficult to reach agreement when so many interests are brought to the single parliament.

- B. The authors of the scenarios in Table 6 presented these three scenarios to development experts and asked them to predict which one would likely be closest to reality in the twenty-first century. You can again show the class the core zone on Overhead 4. After students have made their own predictions, you can report the results of the original survey. The growth scenario was predicted by 67 percent of the experts. The equity scenario was predicted by 17 percent, and the environment scenario was predicted by 16 percent.

### Why is communication an important element in regional integration? (pages 49–51)

- C. Have students pair off and read this final section of the lesson. Distribute Activity 6 to each pair of students. Have them use the data in Table 7 on page 50 to create a choropleth map of phone service in Europe. First, divide the countries in Table 7 into four numerical classes. To do this, have students study the table for natural breaks in the numbers. Try to represent fairly the spread of the data in assigning classes.

The second step is to color in the countries based on the numerical classes. Use the darkest colors for the countries that have the most phone service and progressively lighter colors for countries with lower distribution of phone service. Complete the key by coloring the box and recording the range of phone service for each numerical class. **Overhead 5** (the *Key for Activity 6*) is only one example of how the data can be interpreted, using the breakpoints shown.

After completing the choropleth map, have students continue to work in teams to answer Questions 4–5 on page 51.

You can help younger students decide how to split the data in Table 7 into four classes. Older students can be asked to defend the breakpoints they choose for their maps.

50

#### 50 Geographic Inquiry into Global Issues

Europe's economy depends increasingly on the quality of its communications services, but that quality is not equal all over Europe (Faulhaber 1991). Until all of Europe has a single integrated communications system, prices for services will vary; it will be difficult to send and receive information outside of Europe's core region, and services will remain limited in some cases to telephone only (Muller 1991).

Telephone service varies across Europe. Table 7 below reports the number of telephones available per every 1,000 people, by country. (For comparison, you might note that the number given in Table 7 for Sweden is very similar to the number for the United States.) One goal of the European Union is to improve the availability of telephone service in all of Europe.

Table 7 Telephone connections per 1,000 people in selected European countries, 1986

Country	Number of telephone connections
Portugal	137
Spain	242
Ireland	268
Italy	305
Belgium	407
Greece	314
Austria	369
United Kingdom	383
Netherlands	402
France	413
Germany	419
Finland	428
Denmark	497
Switzerland	508
Norway	622
Sweden	641

Source: Menden, Seidlin, and Wagener 1992, page 148.



## Questions and Answers for page 51

4. How does the distribution of phone service in Europe compare to gross national product per person distribution shown in Figure 8? Explain your answer.
  - A comparison of the map on Overhead 5 to Figure 8 shows some similarities. The higher income countries such as Norway and Sweden have more complete telephone service. Countries such as Spain, Portugal, and Ireland are at the low end of both income and phone service. The higher the income, the more phone service can be purchased, which is necessary for carrying out the more sophisticated business that brings the higher income.
5. In what ways do you think modern communications change the way some people earn a living?
  - Students can draw on previous knowledge to discuss this question. "Telecommuters" use modern communications to work at home with computers, stockbrokers can sit in an office and trade stocks on the market without going to New York, Tokyo, London, or Toronto, or any other market. Real estate brokers, doctors, and people in many other professions conduct business from telephones in their cars. There are many other examples of how people earn a living using communications. This discussion can lead to the kinds of changes students would predict for Europeans who are only now beginning to have these services.

51

Regional Integration 51



Over large traffic in the New York.

## For Further Inquiry

- Have students plot a trip using a Eurailpass to visit a number of places in the European Union. Travel agents can give students the cost of a pass and the restrictions of its use. Ask students to imagine that they have one month to visit as many European countries as they wish, but they need to make notes about their transportation options. Have them write a short report on the advantages and problems of Europe's transportation system from the tourist's perspective.
- Students can use library resources to explore reasons for Europe's reliance on trains compared to reliance on trains in the United States.

## Will NAFTA be successful?



### Time Required

Two 50-minute class periods



### Materials Needed

Copies of Activity 7 for each group of students



### Glossary Words

Asian Newly Industrialized Countries (NICs)

developing countries

development

economy

European Union (EU)

export

free trade

global economy

gross national product (GNP)

import

maquiladoras

North American Free Trade Agreement (NAFTA)

pollution

regional integration

sustainable development

tariff

trading bloc

### Getting Started

Ask students what they know about NAFTA, and list their insights on the chalkboard. Be sure they understand that NAFTA, like the European Union, is an example of regional integration. Ask students how they think NAFTA might affect their lives. Accept all responses and move on. If students offer only limited knowledge about NAFTA, tell them this lesson will help them to learn why NAFTA is important to their lives.

52

52 Geographic Inquiry into Global Issues



### Will NAFTA be successful?

#### Objectives

In this lesson, you will

- Learn what NAFTA is and how it is different from the European Union.
- Assess the potential effects of NAFTA.

#### Glossary Words

Asian Newly Industrialized Countries (NICs)  
developing countries  
development  
economy  
European Union (EU)  
export  
free trade  
global economy  
gross national product (GNP)  
import  
maquiladoras  
North American Free Trade Agreement (NAFTA)  
pollution  
regional integration  
sustainable development  
tariff  
trading bloc

#### What is NAFTA?

The European Union is a model of regional integration for the rest of the world seeking to compete in the global economy. Not surprisingly, developing countries have decided that closer economic cooperation among their regional neighbors might help them improve their economies and raise their standards of living. For example, one developing region, Latin America (the Western Hemisphere south of the United States), has made several attempts at regional integration. In the 1960s and 1970s, the Central American Common Market, Latin American Free Trade Association,



## Procedures

### What is NAFTA? (pages 52–56)

- A. Form small groups and distribute Activity 7 to each group. This Activity is designed to convey one central concept that drives the free trade agreement process: Businesses grow when market size grows. Indirectly, this growth often means that product prices come down because companies can spread the cost of manufacturing over a larger customer base.

Have the groups complete the Activity and answer the questions. Review their answers using the *Key to Activity 7*.

Younger students may have trouble with the math in Activity 7. Either try to include one member in each group who excels in math, or guide the class through the math and focus their efforts on the last question.

- B. Have groups read this segment and work together to answer either orally or in writing Questions 1–3 on page 56.

53

Regional Integration 53

Caribbean Free Trade Association, and the Caribbean Common Market were all established. Their purpose was to create larger markets for developing regional industries, but for a variety of reasons, these organizations had few successes (Blower 1991).

Unlike the European Union, Latin America lacks a well-developed transportation network that integrates the region. This is the legacy of the region's countries that traded with North America and Europe rather than with each other. Highly uneven levels of economic development and lack of diversity of products between countries also limit trade within the region. Furthermore, Latin American countries, in trying to develop local industries, had set high tariffs to keep out competing foreign products and services—a strategy quite the opposite of free trade. These and other factors worked against regional integration (Blower 1991).

The lack of success of these Latin American regional integration organizations in the 1960s and 1970s was one factor that led to new economic thinking in the 1980s and 1990s. This new thinking recommended the lifting of tariffs and other barriers to imports, encouraging foreign investment, giving incentives to exporters, and converting state-owned industries to private ownership and management.

Mexico, Latin America's second largest country, turned to this new economic thinking, and in so doing, it began to look to economic partnership with the United States. In the 1980s, the United States and Canada had removed virtually all trade barriers between them. Trade between the United States and Mexico had been increasing in the late 1980s and early 1990s (Figure 9 on page 54). In 1990, Canada, the United States, and Mexico started to explore the possibility of adding Mexico to this free-trade area. This was finally accomplished in January 1994, after months of difficult negotiations that created the North American Free Trade Agreement, or NAFTA.



The United States is the single largest exporter of raw cotton fiber to Mexico and Canada.

54

54 Geographic Inquiry into Global Issues

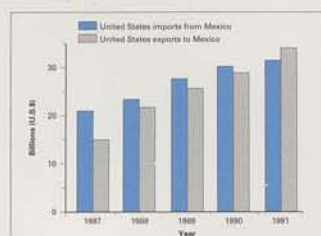


Figure 9 Trade between the United States and Mexico, 1987–1991.

Source: Choices for the 21st Century Education Project, Watson Institute, Brown University, 1993.

The three most important trading partners of the United States, in rank order, are Canada, Japan, and Mexico (Figure 10 on page 55). Linking Canada, the United States, and Mexico in NAFTA created the largest free-trade region in the world. In June 1994, Latin American leaders opened a summit in Cartagena, Colombia, with appeals for a continental free-trade zone similar to NAFTA (Dinner 1994).



Workers in U.S.-owned truck manufacturing plant in Mexico.

55

Regional Integration 55

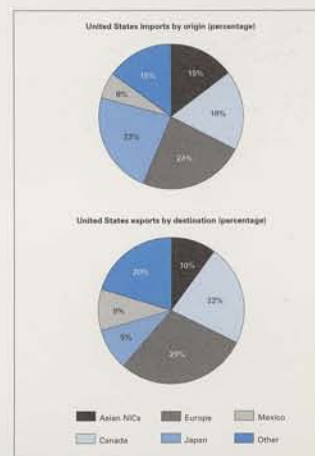


Figure 10 Trading partners of the United States, 1991.

Source: Choices for the 21st Century Education Project, Watson Institute, Brown University, 1993.

## Questions and Answers for page 56

1. Why do you think creating larger markets is a goal of regional integration schemes?
  - When countries join in regional integration schemes, their combined populations form larger markets. These larger markets increase the potential number of buyers for the goods and services produced by industries and businesses within these countries. With larger markets, businesses and industries can grow larger and, under the right conditions, become more efficient, charge lower prices, and attract more customers.
2. What do you think are the characteristics of a well-developed transportation network and why would such a network be important to the success of regional integration?
  - Such a network would provide for the safe, rapid, and inexpensive movement of people and goods throughout the entire region, whether by road, rail, water, or air transportation. Students can also point out that such a network would assure the efficient linkage of individual countries within the region so that goods and services could flow freely and without interruption in a timely manner. Without such a transportation network, the economic integration of the region would be seriously jeopardized.

continued

56

56 Geographic Inquiry into Global Issues

1. Why do you think creating larger markets is a goal of regional integration schemes?
2. What do you think are the characteristics of a well-developed transportation network, and why would such a network be important to the success of regional integration?
3. How do you think free-trade increases competition in business and industry?

### What are the likely effects of NAFTA?

The negotiations leading to NAFTA were difficult and often bitter. Generally, labor unions and environmentalists stood in opposition while business interests supported the treaty. United States policymakers argued that this North American trading bloc will give the United States leverage in pressing countries in East Asia and the European Union to lower their trade barriers (Center for Foreign Policy Development 1993).

NAFTA is expected to increase economic growth throughout the three-country region in the long run (Charnovitz 1994), but there are likely to be winners and losers in the short run (Center for Foreign Policy Development 1993). The United States will gain well-paying, highly specialized jobs, but will lose low-wage, low-skill manufacturing jobs to Mexico. Those working in export industries would most likely benefit. U.S. workers with high levels of education and a willingness to move to new industries in which the United States has a competitive advantage, such as biotechnology, telecommunications, aviation, and computer software, will be the biggest winners. But Americans with low skills and little education will be hurt by increased competition from low-wage workers abroad. However, this is not new: U.S. manufacturing jobs in such industries as automobiles, steel, electronics, and clothing have been transferring to low-wage countries in Latin America and Asia since the 1970s.

With NAFTA, U.S. corporations gain access to a larger market in which to sell their products and services without tariff restrictions. (Table 8 on page 57 shows that Mexico's population is over 90 million.) U.S. corporations also gain access to a large supply of cheap

57

Regional Integration 57

labor in Mexico. Wages in the United States are about six times higher than those in Mexico (Figure 11 below). This should bring more labor-intensive assembly operations to Mexico and provide more jobs to Mexicans, thus fueling the Mexican economy. A stronger Mexican economy, it is argued, will help stem the tide of illegal Mexican immigration to the United States.

Table 8 Population and GNP per person, Canada, Mexico, United States

	1994 population (millions)	1992 GNP per person (U.S.\$)
Canada	29.1	20,320
Mexico	91.8	3,470
United States	260.8	21,120

Source: Population Reference Bureau 1994.

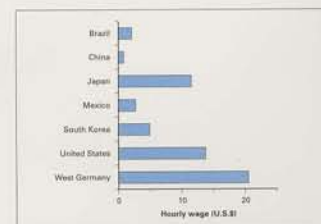


Figure 11 Wage costs in manufacturing in selected countries, 1990.

Source: Choices for the 21st Century Education Project, Watson Institute, Brown University 1993.



3. How do you think free trade increases competition in business and industry?

- Free trade enlarges the area over which businesses and industries operate. This exposes them to competition from other businesses and industries in the enlarged free trade region. Instead of being protected by tariffs from international competitors, these businesses and industries must now compete with them. Generally, increased competition forces increased efficiency and lowers prices to consumers. Those producers who cannot meet the competition go out of business.

**What are the likely effects of NAFTA?  
(pages 56–58)**

- C. Conduct a debate over the following statement: NAFTA will be, on balance, an economic, political, and environmental success for its member countries.

Have students break into two groups and draw lots to decide which side each will take in the debate. Ask each group to read this section, decide on at least three points to make in support of their position, and elect their group's debater. These debaters will then join forces with the other debaters taking their positions. If you choose not to conduct a debate, students can instead write essays in answer to Question 4 on page 58.

- D. Following the debate, you can hold an open discussion to elicit points missed in the debate. You can also make concluding comments on the module, perhaps by referring to the module objectives listed on page xix in the front of this Teacher's Guide.

58

58 Geographic Inquiry into Global Issues

Mexico's economy is much less developed than those of the United States and Canada according to the common measure of gross national product per person (Table 8 on page 57). Mexican industries will be exposed to competition from cheaper imported goods, and Mexico may lose some manufacturing plants to this competition. On the other hand, the United States may lose jobs in textile factories and other plants, since they are likely to move to Mexico where labor is cheaper.

Environmentalists, pointing to weak environmental enforcement in Mexico, claim U.S. firms will move to Mexico to escape environmental controls. They support their position by showing that Mexican border towns suffer from severe air and water pollution from the maquiladoras that have located along the border in Mexico. On the other hand, NAFTA contains several unprecedented provisions for environmental protection and conservation and for the promotion of sustainable development (Magraw 1994). Critics argue, however, that these provisions are inadequate and may be unenforceable (Charnovitz 1994). In any case, most commentators agree that higher national incomes from free trade make it possible to increase environmental protection and cleanup.

NAFTA opponents in the United States also argued that Mexico should not be rewarded with a special trade status because it lacks democratic institutions and has rampant political corruption. These characteristics—corruption without the rule of law and the abuse of state power—will not be changed by NAFTA alone. But if Mexico makes other political changes, NAFTA could help with democratization (Castellale 1993). In any case, although NAFTA creates conditions for regional business and trade, it does not envision the kind of political integration presently forecast for the European Union.

4. Do you think NAFTA will be a success? Why or why not?

## Question and Answer for page 58

4. Do you think NAFTA will be a success? Why or why not?
  - Encourage responses based on media sources or other classroom activities. If possible, have students cite examples drawn from the local community.

### For Further Inquiry

Have the class discuss any responses they may have received from letters they wrote about NAFTA to congresspersons, as suggested in Procedure C, Lesson 1. With their greater

knowledge of regional integration and of NAFTA, students can pursue specific issues, such as industrial relocations, job losses, and environmental protection, in follow-up letters.



# Extension Activities and Resources

## 1. Related GIGI Modules

- *Waste Management* is another GIGI module that focuses its major case study on Europe, and *Development* has a brief, comparative case study on Eastern Europe. For material related to NAFTA, two modules focus on Latin America: *Development* (Amazon Basin) and *Urban Growth* (Mexico).
- Several modules, including *Political Change*, *Building New Nations*, *Religious Conflict*, *Interdependence*, *Global Economy*, and *Diversity and Nationalism*, study issues closely related to *Regional Integration*.
- The immigration issue is covered in many other GIGI modules. The impact of Mexican immigration on the United States is in *Urban Growth*; the role of international labor migration in Saudi Arabia is in *Oil and Society*; the case of Cuban refugees in the United States is in *Human Rights*; the problem of refugees from civil war in Sudan is in *Hunger*; and the emigrants from Hong Kong are discussed in *Political Change*.

## 2. Britannica Global Geography System (BGGGS)

BGGGS provides myriad extension activities to enhance each GIGI module. For a complete description of the BGGGS CD-ROM and videodiscs and how they work with the GIGI print modules, please read the BGGGS 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: "Europe: Insular Region"; "Europe: Western Region"; "Europe: Southern Region"; and "Europe: Central Region."

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

- Other related videos include: "A Global Market" (*Spaceship Earth* series, PBS).

#### 4. Additional Activities

Students can study newspapers and other media sources or talk to local politicians to see if their local government works in cooperation with neighboring communities. Have students include the answers to the following questions in their report: What kinds of goals are communities trying to accomplish? What kinds of issues are there? What are the obstacles to resolving issues? Students can report their findings in class presentations.

#### 5. Writing

Encourage students to compare the advantages and problems of having a universal trade agreement such as the General Agreement on Tariffs and Trade (GATT), or more local agreements such as NAFTA.

#### 6. Debate

Structure a formal debate about the influence of multinational corporations on regional integration in Europe. The central proposition could be the following: Multinational corporations influence the economic and political decisions that guide the integration of Europe. Have students take either the view that the influence is minimal and European leaders don't worry what companies will do or that multinational corporations play a major role and are actually making the important decisions.

#### 7. Outside Experts

- Invite representatives of companies that do business in Europe to speak to the class about the integration of Europe.
- Invite a public relations representative from government to speak about the trade agreement with Mexico and Canada.

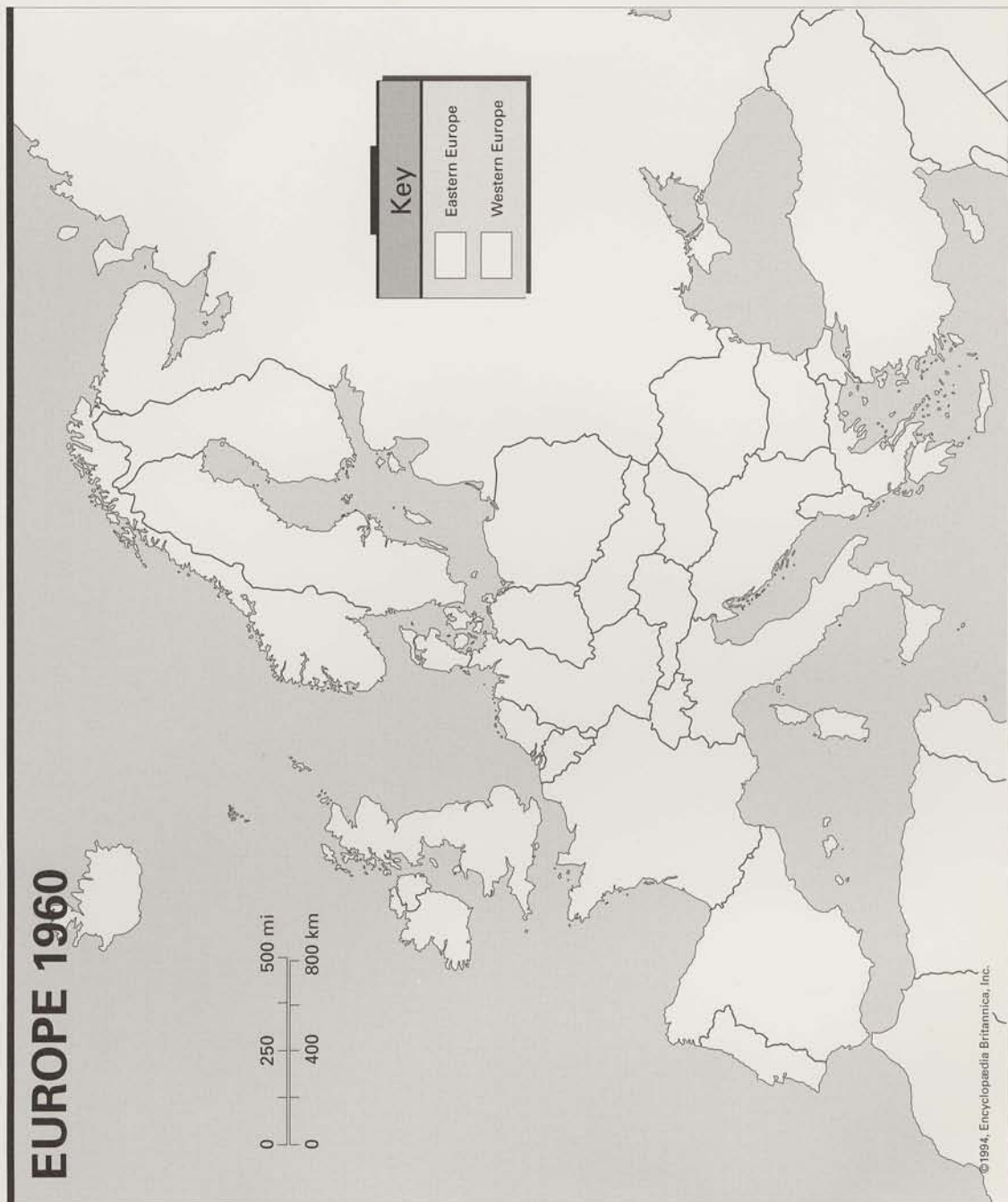
#### 8. Europe Resources

There are many materials available to help students understand how Europe is moving toward an integrated region. Information about one of these is included below:

Commission of the European Communities  
2100 M Street NW Suite 707  
Washington, DC 20037  
202-862-9500

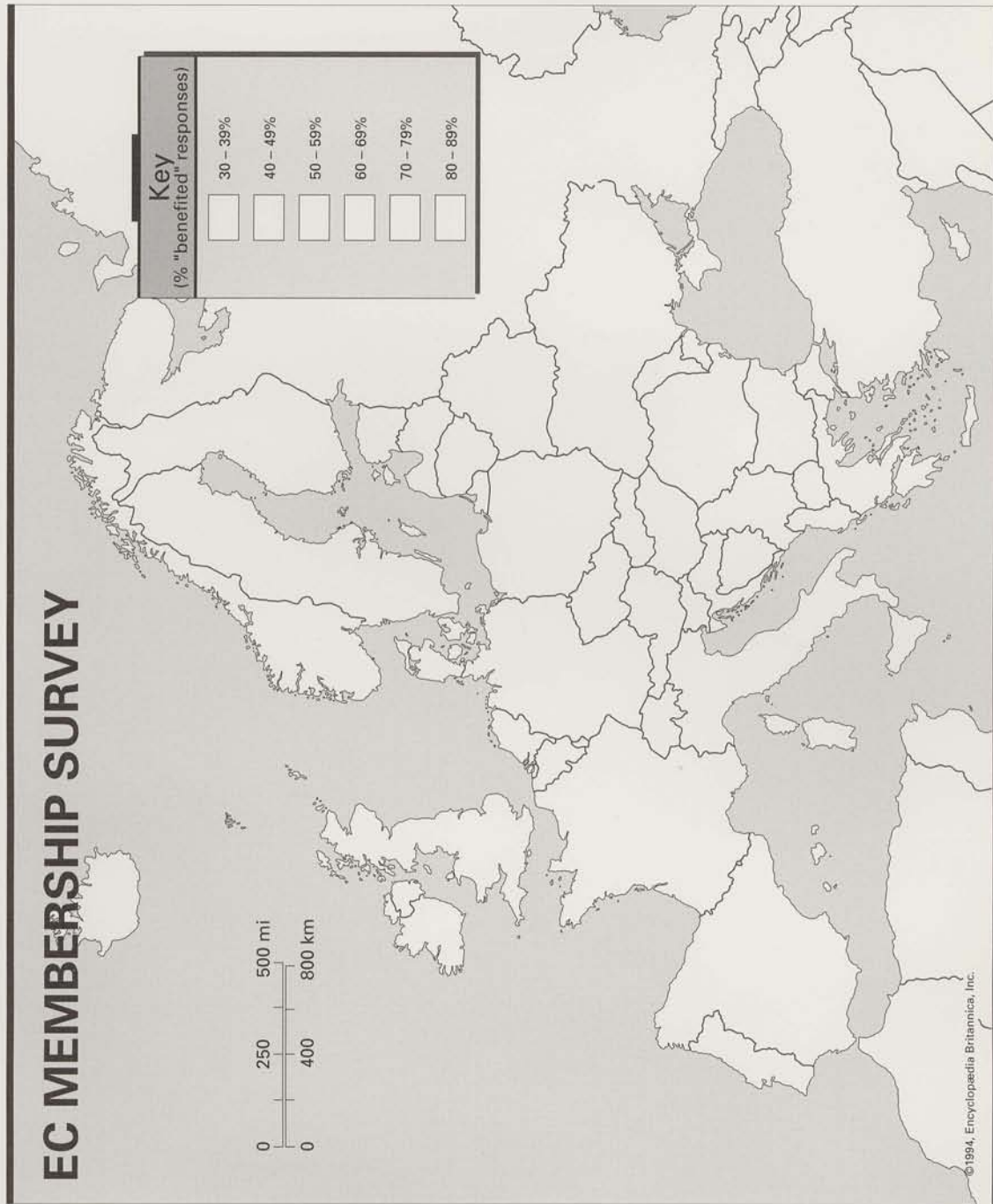


**Mapping Eastern and Western Europe, circa 1960**



**Choropleth Mapping of the Survey on the Benefit of  
EC Membership**

GIGI  
*Regional Integration*  
Lesson 2

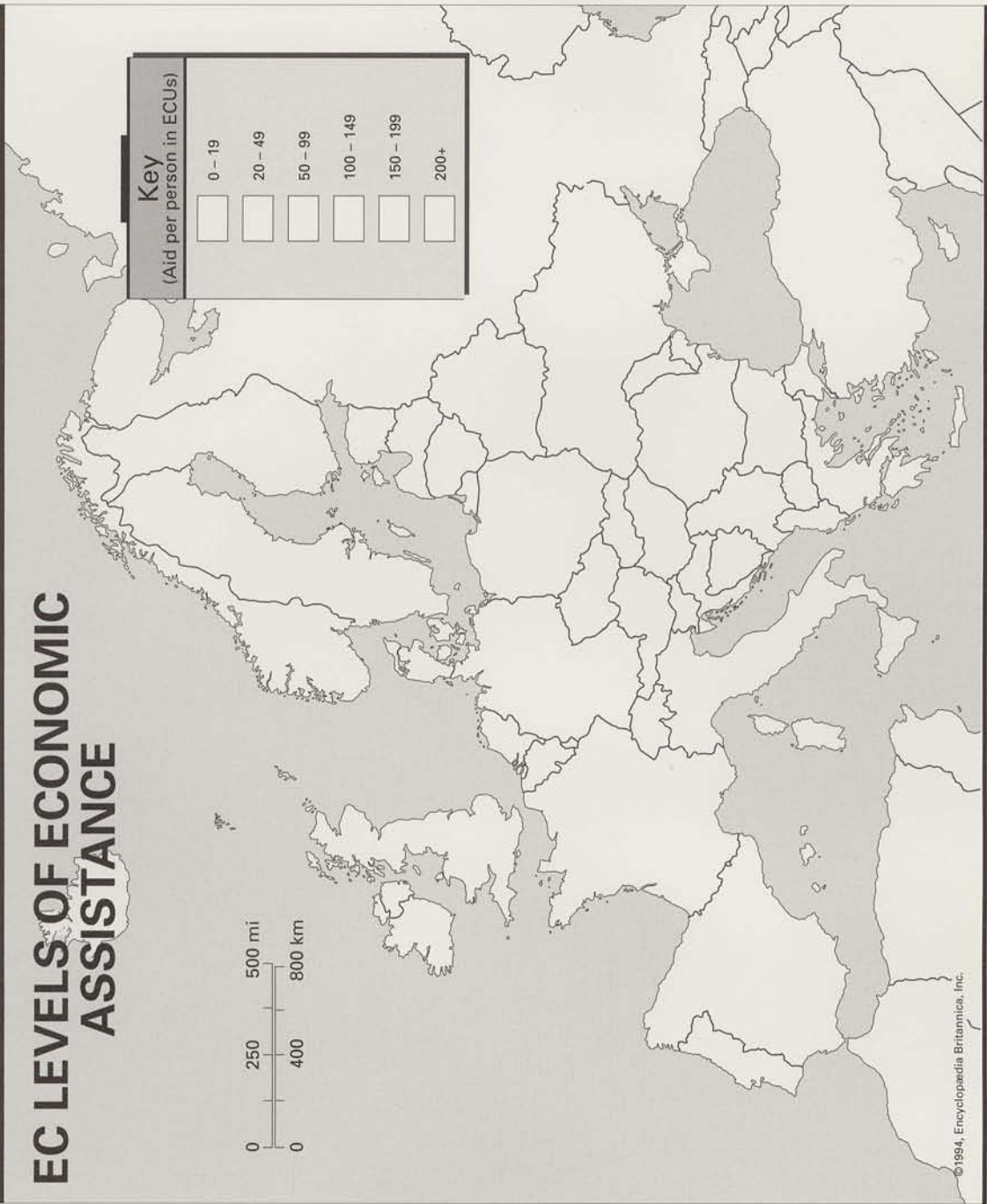




**Mapping of Levels of Economic Assistance to EC  
Member States**

*Regional Integration*

Lesson 2



**Immigration to Western Europe****Directions:**

1. Draw a heavy black line around the external borders of the 12 member countries of the European Union (EU).
2. Using the data (Range 1993 and *Facts on File* 1993), choose an arrow from the key and draw it to connect each region or country mentioned to the place inside the EU. These arrows will illustrate both *destination* and *size* of the population that is moving. For example, draw thin arrows to show the movement of 500,000 people from one country to another, slightly thicker arrows to signify the movement of 1,000,000 people, and even thicker arrows to show 2,000,000 people. Choose a color to further highlight each arrow. Be sure to indicate on the key the color you have chosen for each arrow.
3. To make your map as neat as possible, avoid crossing the arrows over each other as much as possible. The point is to show the movement of people from one country or region to another, not the most direct route.

**Data:****A. Migration from Eastern Europe**

Over 2.4 million people have moved from the former Soviet Union and Czechoslovakia, Poland, Hungary, Romania, and Bulgaria to the countries of the European Union. Most are people of German descent returning there.

**B. Migration from the former Yugoslavia**

Since civil wars broke out in Croatia in 1991 and in Bosnia-Herzegovina in 1992, at least 600,000 refugees have fled for Western European countries.

**C. Migration from Turkey**

Roughly 2.1 million Turks have come to EU countries as guest workers. Most of them live in Germany.

**D. Migration from North Africa**

About 2.1 million people from the former French colonies of Algeria, Tunisia, and Morocco are in Western Europe. Most of them live in France.

**E. Migration from former British colonies**

Over 3 million people in the United Kingdom have ethnic immigrant roots, and nearly half of them were born there. Among recent immigrants, about 300,000 are from India, Pakistan, and Bangladesh. Approximately 75,000 others are from former colonies in the Caribbean (e.g., Jamaica). Another 75,000 immigrants also come from Africa (e.g., Nigeria, Kenya).









**Environmental Role Play**

**Directions:** For a few minutes at the start of class, you will perform a skit. One main idea to get across is that pollution and other environmental problems move freely across a region, so what one country does to the environment affects the environment in another place. Another main point you are trying to make is that countries must cooperate with one another to protect the environment.

There are two groups, each one representing a different country. Choose a country to belong to and then select a part to play. Perform at the front of the classroom so all the students can see you.

**Country A:** (Crumple a few pieces of paper and throw them into Country B's space while busily discussing the economy, jobs, etc.)

**Country B:** Hey, what are you doing throwing your waste into our country?

**Country A:** We don't really have enough money to dispose of our trash properly and we really haven't got time to deal with this now because we have lots of work to do. We're a poor country. Jobs are most important to us right now. The trash is a shame.

**Country B:** (One member of Country B lights a candle to represent a smokestack from a coal-burning generator.)

**Country A:** (Everyone in Country A starts to cough.): Hey, the fumes from that coal-burning generator are making us sick. Stop!

**Country B:** We have to burn coal because it's cheaper than oil or gas. We have to depend on ourselves for energy. It's a shame that it pollutes the air, but we don't have a choice.

**Country A:** (to the class): How can we have a strong economy that is not too busy to remember that the pollution we generate affects other people?

**Country B:** (to the class): How can countries be self-reliant on energy while protecting natural resources such as clean air and water?

# Activity 6 ...

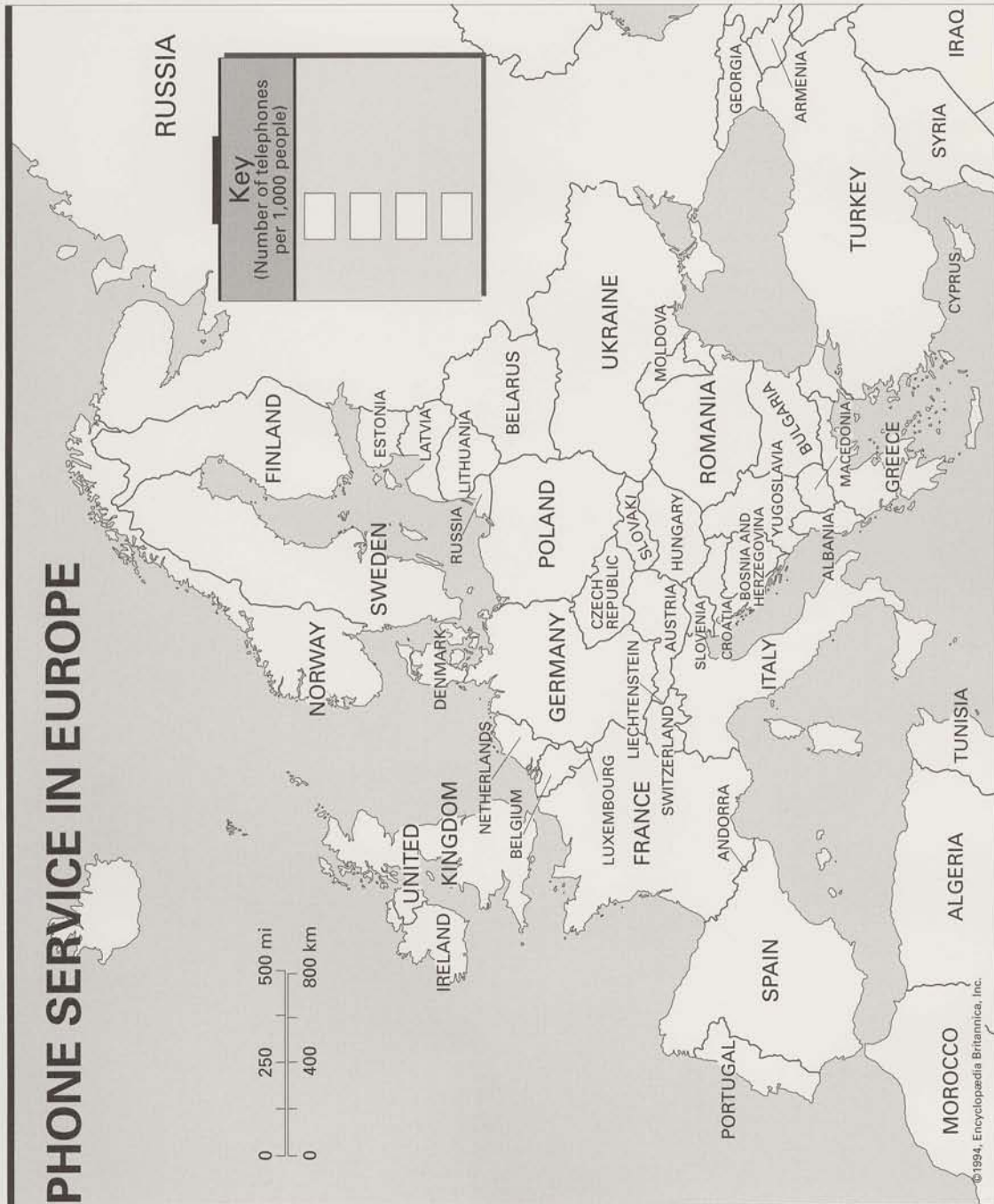
Names \_\_\_\_\_

GIGI

Regional Integration

Lesson 6

## Telephone Communications in European Countries





**Profile of NAFTA****Before a Free Trade Agreement Between Mexico and the United States**

In this hypothetical example, a company spent \$200 million in the United States to develop a personal computer. It also spent \$1,000 in parts to make each computer. In 1995, the company sold 1 million computers in the United States, so it charged \$200 to each customer for development costs, plus \$1,000 for parts, and \$800 for profit. The price for each computer to the customer was \$2,000. The company earned an \$800 million profit in 1995.

**After a Free Trade Agreement Is Reached**

Now the company wants to make a new computer and plans to spend \$200 million to develop it. But this time, it can also sell the computer in Mexico, where they estimate that 1 million Mexicans would buy the computer, in addition to 1 million customers in the United States.

1. How much money does the company have to charge each customer to recover its development costs for the new computer?  
\_\_\_\_\_
2. How much will the new computer sell for if the parts cost \$1,000 and the profit for each computer sale is \$800?  
\_\_\_\_\_
3. How much total profit will the company earn from the sale of the new computer if all 2 million computers sell?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What are the benefits from the trade agreement described in this profile?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Profile of NAFTA**

1. How much money does the company have to charge each customer to recover its development costs for the new computer?

[\$200 million ÷ 2 million customers = \$100 per customer]

2. How much will the new computer sell for if the parts cost \$1,000 and the profit for each computer sale is \$800?

[\$1,000 + \$800 + \$100 = \$1,900]

3. How much total profit will the company earn from the sale of the new computer if all 2 million computers sell?

[\$800 × 2 million = \$1,600 million]

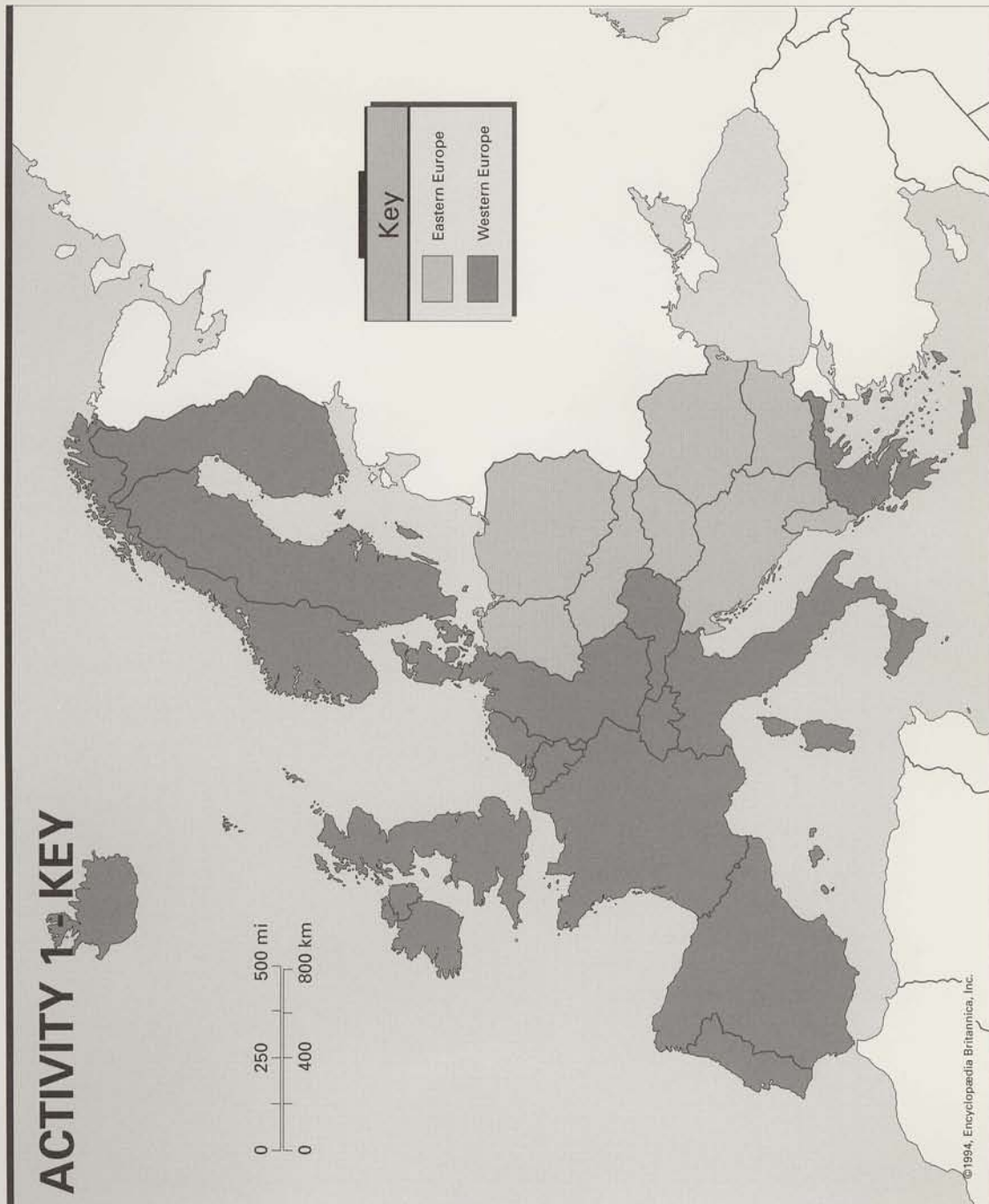
4. What are the benefits from the trade agreement described in this profile?

[The computer company enjoyed a much larger volume of business and profit.

This usually means that more people are hired to make the computers.

Customers benefit from lower prices when more people share the development costs.]

**Mapping Eastern and Western Europe, circa 1960**

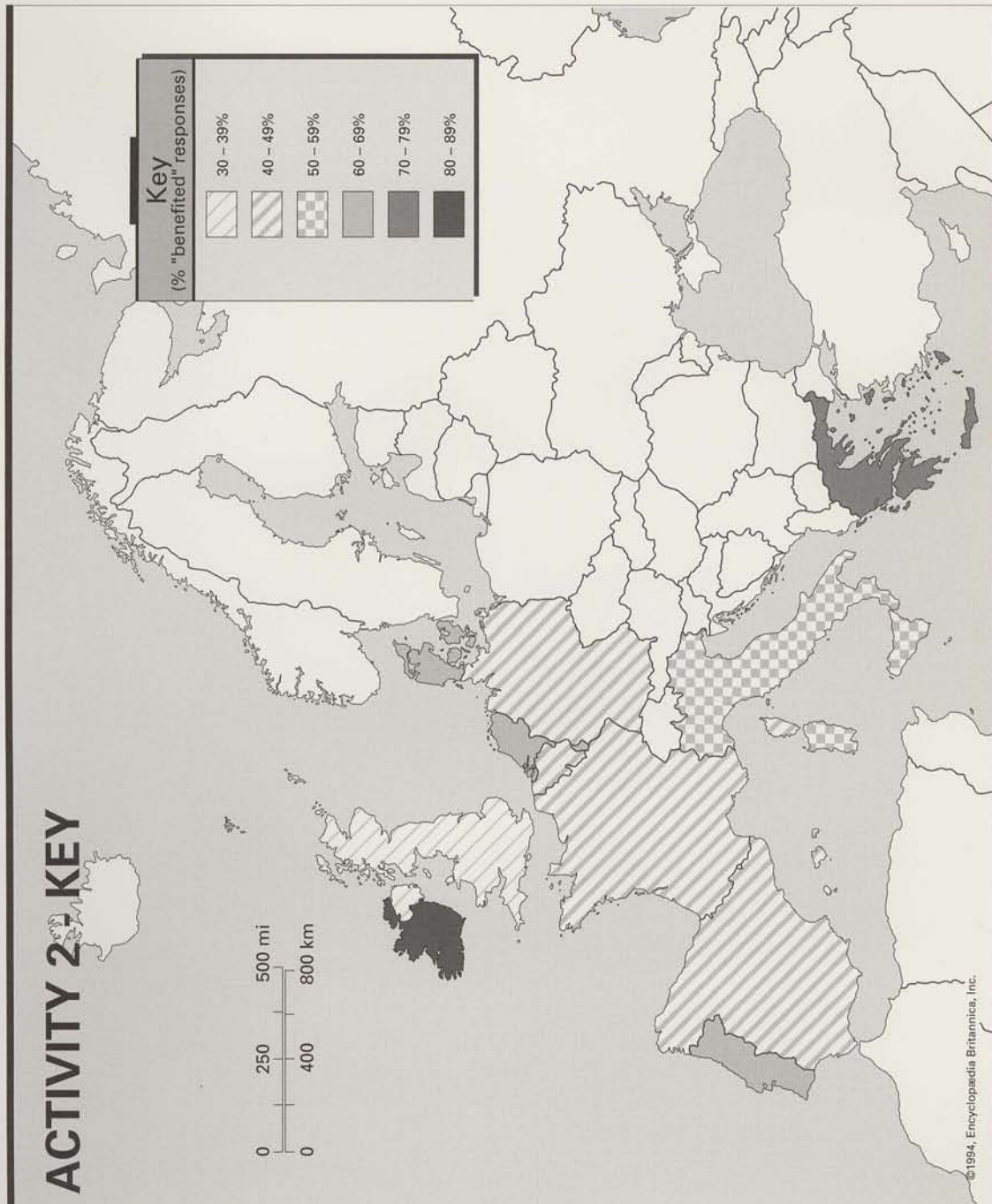




**Choropleth Mapping of the Survey on the Benefit of  
EC Membership**

*Regional Integration*

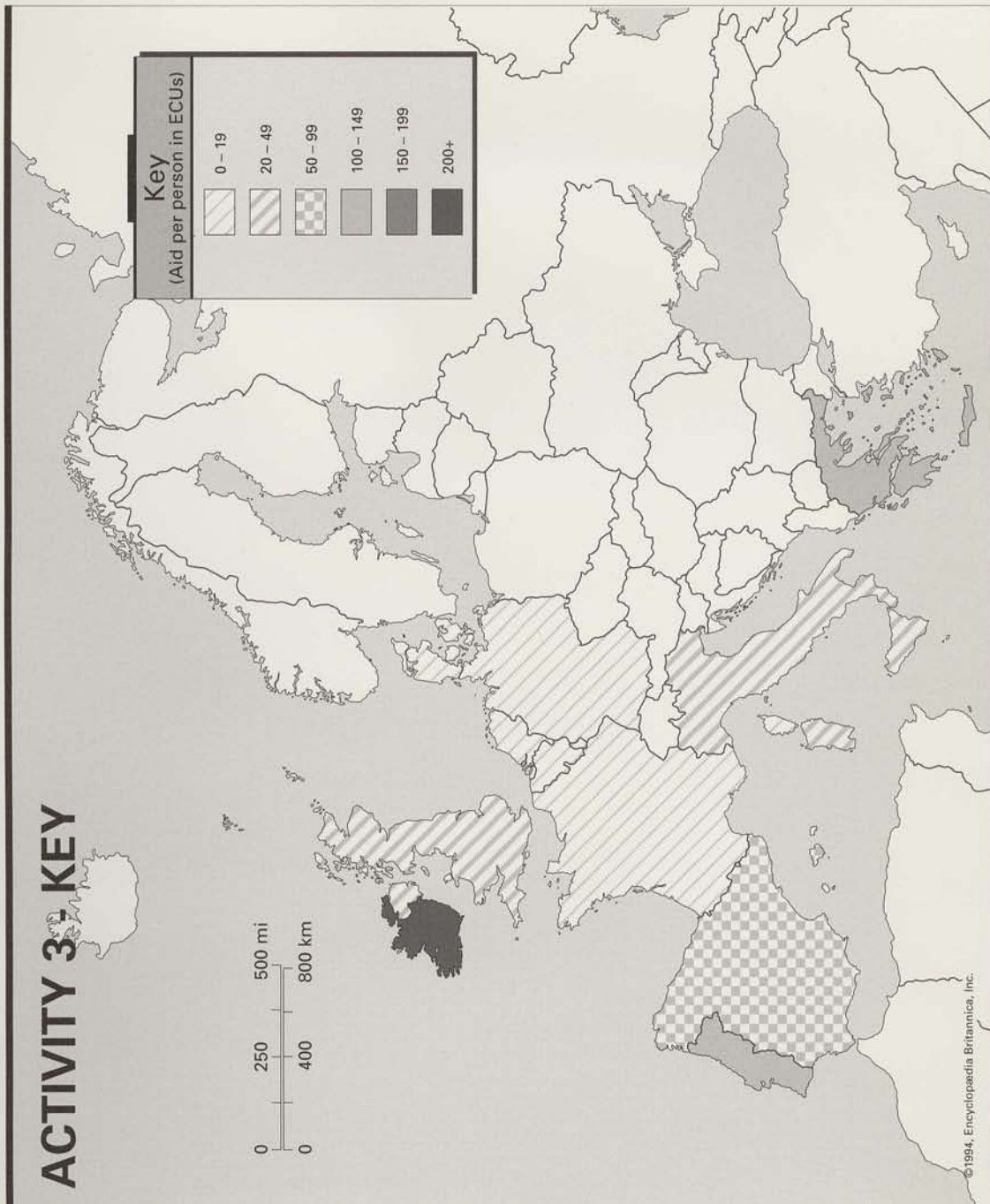
Lesson 2



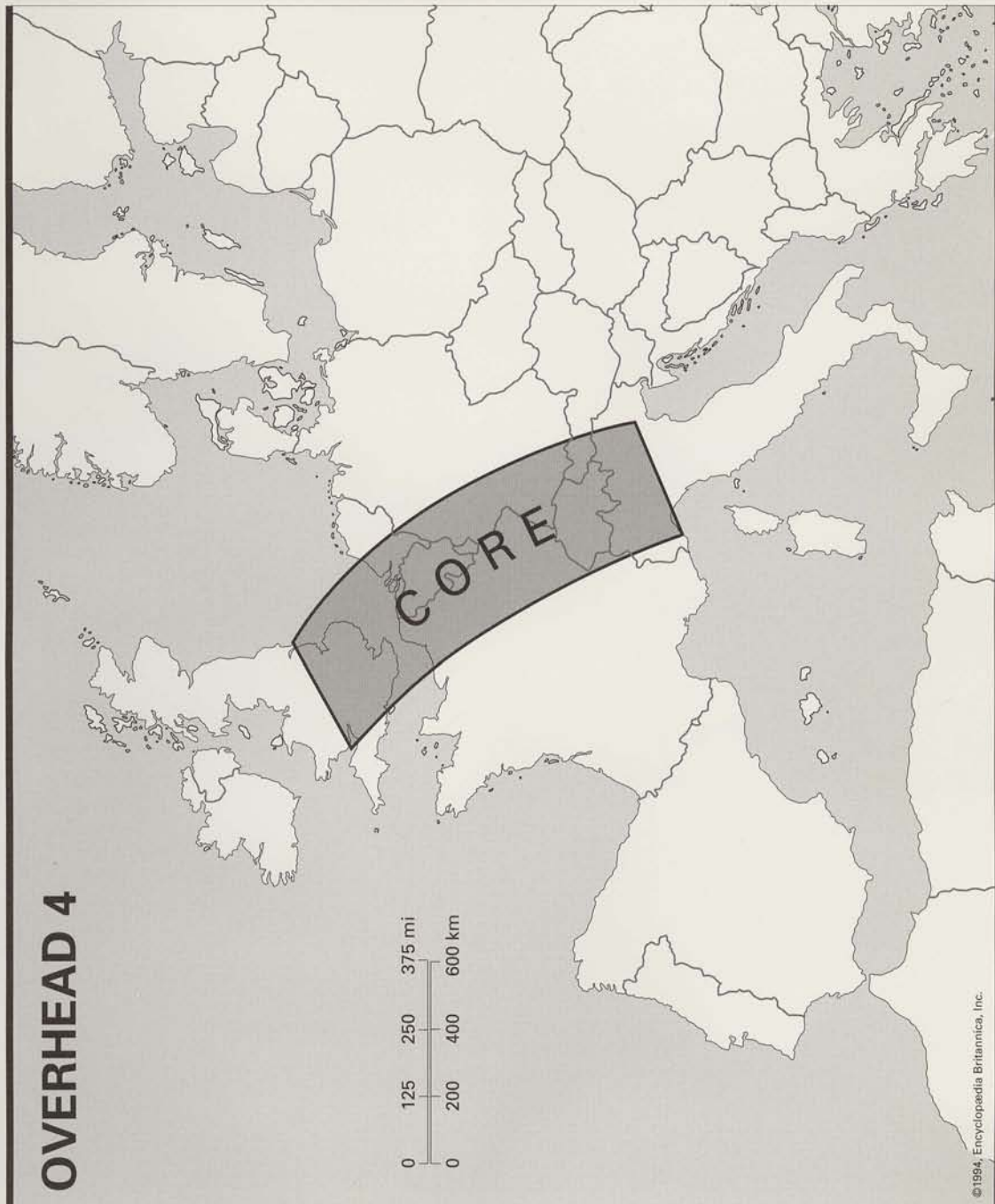
**Mapping of Levels of Economic Assistance to EC  
Member States**

*Regional Integration*

Lesson 2

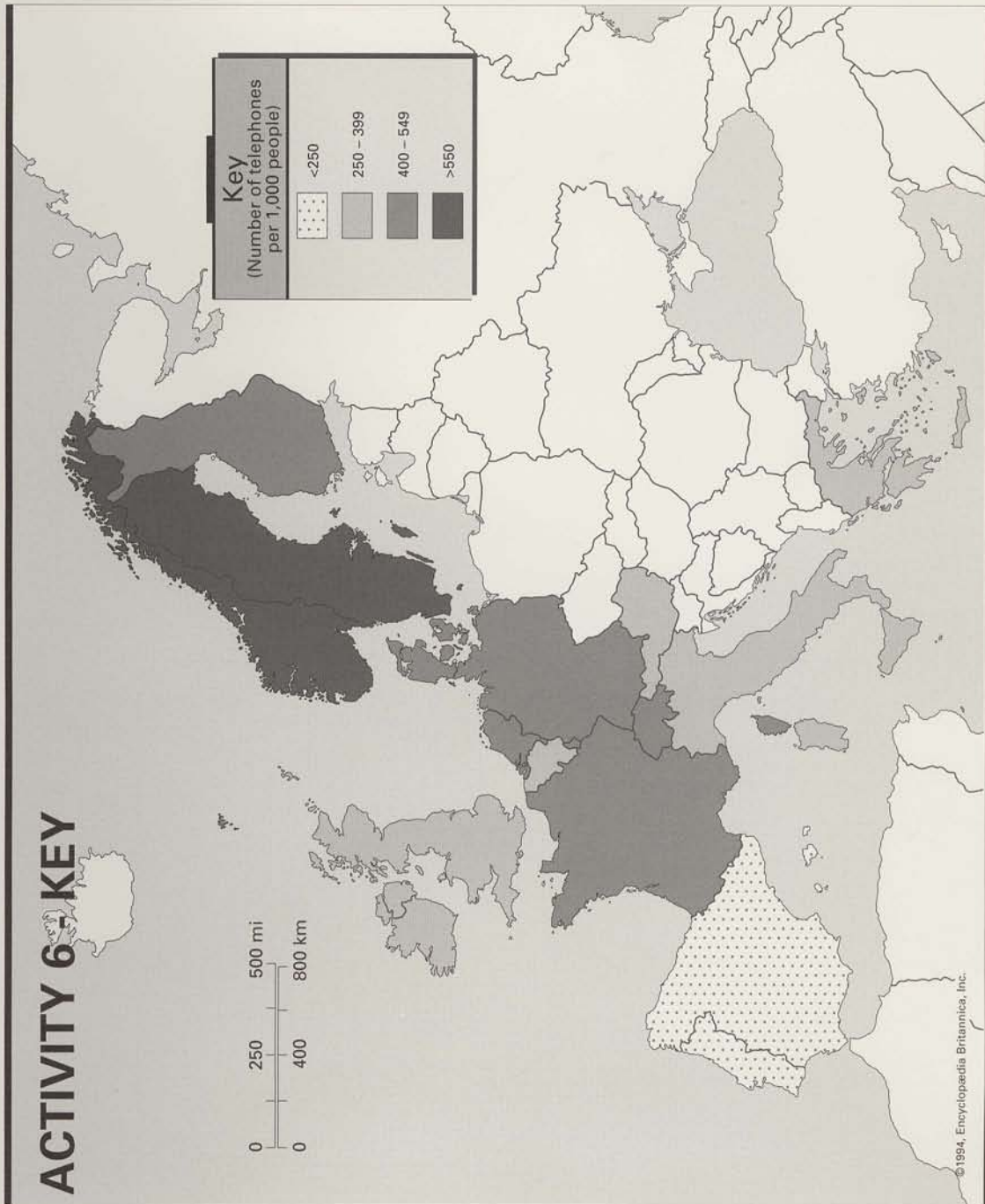


**Core Zone of the European Union**





**Telephone Communications in European Countries**



**BRITANNICA GLOBAL  
GEOGRAPHY SYSTEM**

**GIGI**

**Geographic Inquiry into  
Global Issues**

# **Regional Integration**

**Program Developers**

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

**Regional Case Study**

Europe

 **Britannica**  
ENCYCLOPAEDIA BRITANNICA  
EDUCATIONAL CORPORATION

310 South Michigan Avenue Chicago, Illinois 60604

## Geographic Inquiry into Global Issues (GIGI)

The Center for Geography Education  
Department of Geography, Box 260  
University of Colorado at Boulder  
Boulder, CO 80309-0260

### GIGI Project Staff

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

### Project Consultants

Alan Backler  
Michael Hartoonian  
Robert Richburg  
Joseph P. Stoltman

### Regional Integration

First draft written by Milbrey Zelle, Jeffrey Jon Miller, A. David Hill, James M. Dunn,  
and Phil Klein

### EBEC Production Staff and Associates

Project Manager: Emily Clott  
Executive Director, Curriculum Development: Martha Hopkins  
Design, Editorial, Production: Proof Positive/Farrowlyne Associates, Inc.  
Manufacturing Supervisor: Carol Smith  
Logo and Package Design: Richard Laurent

ISBN 0-7826-0971-6

Copyright © 1995

The Regents of the University of Colorado, a Body Corporate

Copyright © 1995

Encyclopædia Britannica Educational Corporation

### Acknowledgments

Table 2 from *The European Community 1992 and Beyond*. Reprinted by permission.  
Figures 1 and 2 from *The Americans* by Jordan, et al. Copyright © 1985 by McDougal  
Littell & Company. Reprinted by permission of McDougal Littell/Houghton Mifflin  
Company. All rights reserved.

Figure 6 from *The European Carbon Tax: An Economic Assessment*. Reprinted by permis-  
sion of Kluwer Academic Publishers.

Excerpt from "Western Europe Is Ending Its Welcome to Immigrants," by John Darnton,  
August 10, 1993. Copyright © 1993 by The New York Times Company. Reprinted by  
permission.

Figures 9, 10, and 11 from *United States Trade Policy: Competing in a Global Economy*  
1993. Reprinted by permission of Choices for the 21st Century Education Project,  
Watson Institute, Brown University.

**Photo Credits:** 17 Robert Frerck, Odyssey Productions 36 Cameramann International  
37 Boyd Norton/Comstock 39 Cameramann International 42 Adam Tanner/Comstock  
45 Cameramann International 47 AP/Wide World 53 U.S. Department of Agriculture

This material is based upon work supported by the National Science Foundation under  
Grant No. ESI 9050204. The Government has certain rights in this material. Any opinions,  
findings, and conclusions or recommendations expressed in this material are those of the  
authors, and do not necessarily reflect the views of the National Science Foundation.

The contents of this book may not be reproduced by any means, electronic or mechanical,  
including photocopying, except for classroom sets of Activities.



# Contents

---

Memo to the Student from the GIGI Staff 1

**Regional Integration:** What are the advantages of and barriers to regional integration? 2

## Introduction

**Lesson 1** What is regional integration? 4

## Major Case Study: Europe

**Lesson 2** Why is regional integration happening in Europe? 11

**Lesson 3** What are the roadblocks to European regional integration? 18

**Lesson 4** How does immigration affect Europe? 25

**Lesson 5** Should the European Union have common environmental regulations? 35

**Lesson 6** How can transportation and communication aid European integration? 44

## Comparison Case: North America

**Lesson 7** Will NAFTA be successful? 52

Glossary 59

References 61

## GIGI National Field Trial Locations

Anchorage, AK  
Juneau, AK  
Birmingham, AL  
Grove Hill, AL  
Ventura, CA  
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!





## Regional Integration

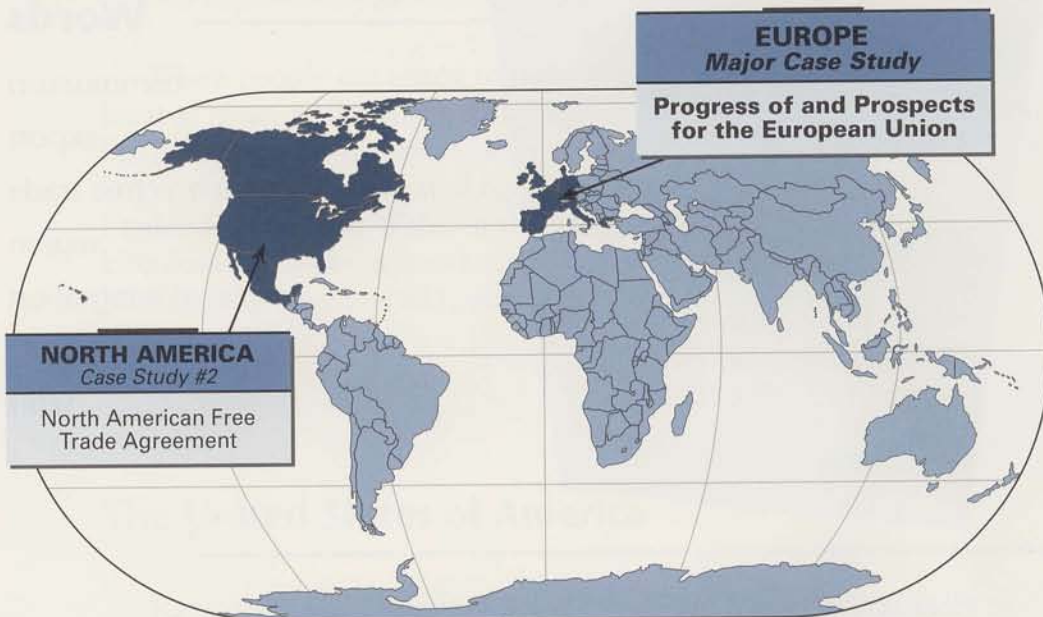
**W**hat are the advantages of and barriers to regional integration?

- How do countries benefit by working together on common political and economic issues?
- What challenges stand in the way of the successful integration of a region?
- What kinds of decisions need to be made to integrate a region?
- How do countries benefit with special trade agreements?

The countries in Europe are economically, politically, and culturally different, and yet they are moving quickly to form an economic and political union. European leaders believe that their countries can work together for mutual benefit. This is called regional integration. Regional integration occurs when barriers to trade are removed or reduced and when leaders make joint decisions about transportation,

communication, and the environment. But there are obstacles to regional integration. Benefits must come fairly to all countries, or members will not want to participate. Understanding how and why regional integration takes place is at the heart of this module.

You will see how Europe has gradually worked out agreements to integrate its economy and its political leadership. You will also study the problems tied to regional integration. Finally, you will see how trade agreements in North America signal regional integration there. The main purpose of the module is to consider how regional integration takes place and why it is an important global trend.



© 1994, Encyclopædia Britannica, Inc.

## Questions You Will Consider in This Module

- How do regions integrate?
- What are the obstacles to regional integration?
- What policies can an integrated region employ to address environmental issues?
- Why are transportation and communication systems important to regional integration?
- How do trade agreements tie a region together?



# What is regional integration?

## Objectives

In this lesson, you will

- Understand the concept of regional integration.
- Identify where regional integration has occurred in the past.
- Investigate the reasons for the regional integration of the United States.

## Glossary Words

communism

export

free trade

region

regional integration

states' rights

tariff

## Where has regional integration occurred before?

Common needs and desires, such as for economic growth or protection against a common enemy, can lead neighboring peoples to join forces to create a larger or more powerful territory. This is called regional integration, and it is happening in Europe and North America today. Regional integration is not a new idea, as you will note in the following examples.



## The People's Republic of China

---

China represents what may be one of the oldest examples of regional integration. Over China's 4,000-year history, a succession of emperors and ruling families conquered or persuaded one small region after another to unite. China's long history has helped create a very stable society that has survived many internal changes, such as the establishment of a communist government in 1949 and its new identity as the People's Republic of China.

## The United Kingdom

---

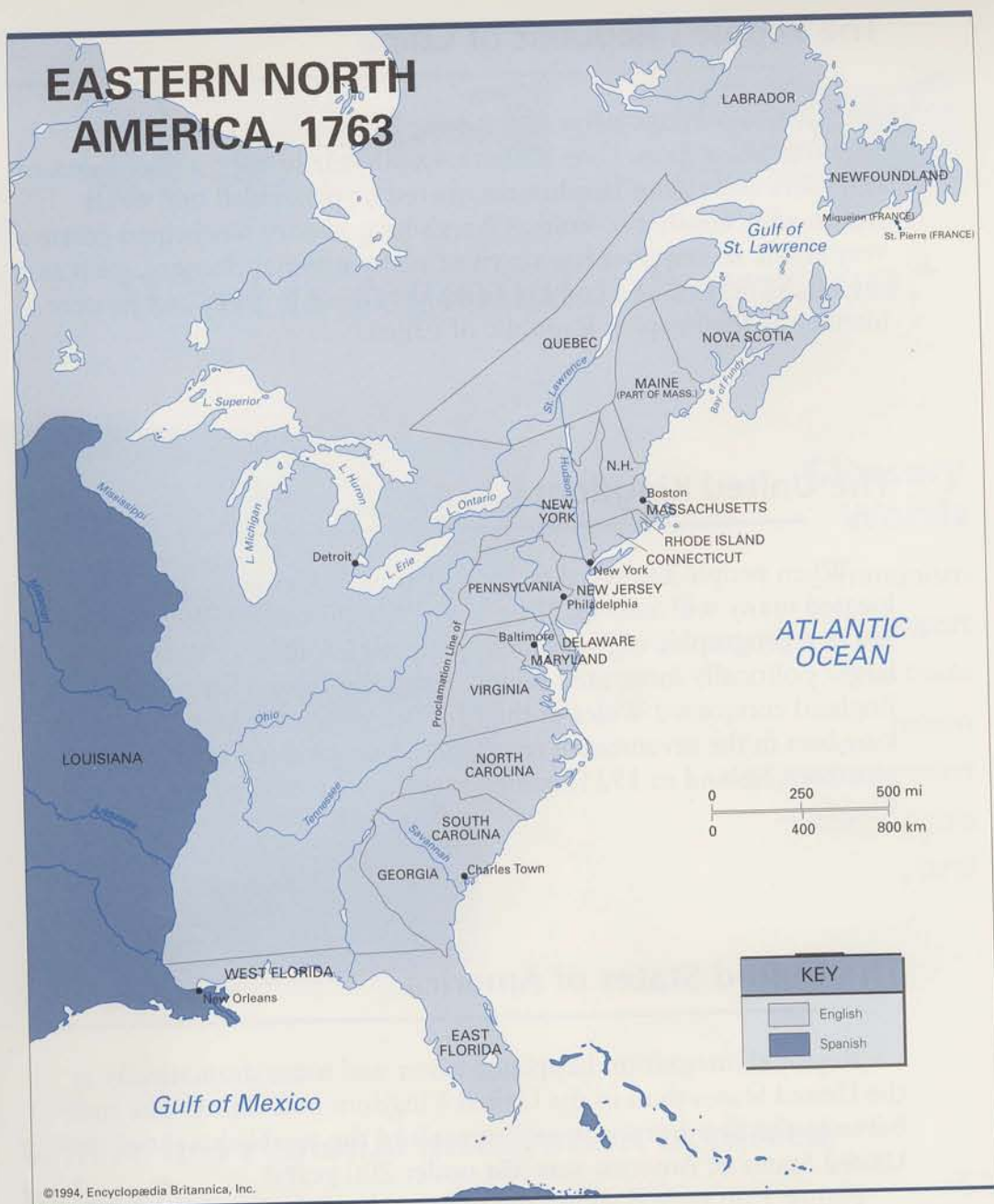
When people are asked to identify in which country London is located many will answer, "England." Are they right? While London lies in a geographic region called England, London is the capital of a larger politically integrated region called the United Kingdom. England conquered Wales in the Middle Ages, added Scotland to its kingdom in the seventeenth century, and claimed formal rule over Northern Ireland in 1921, completing the map of the United Kingdom.

## The United States of America

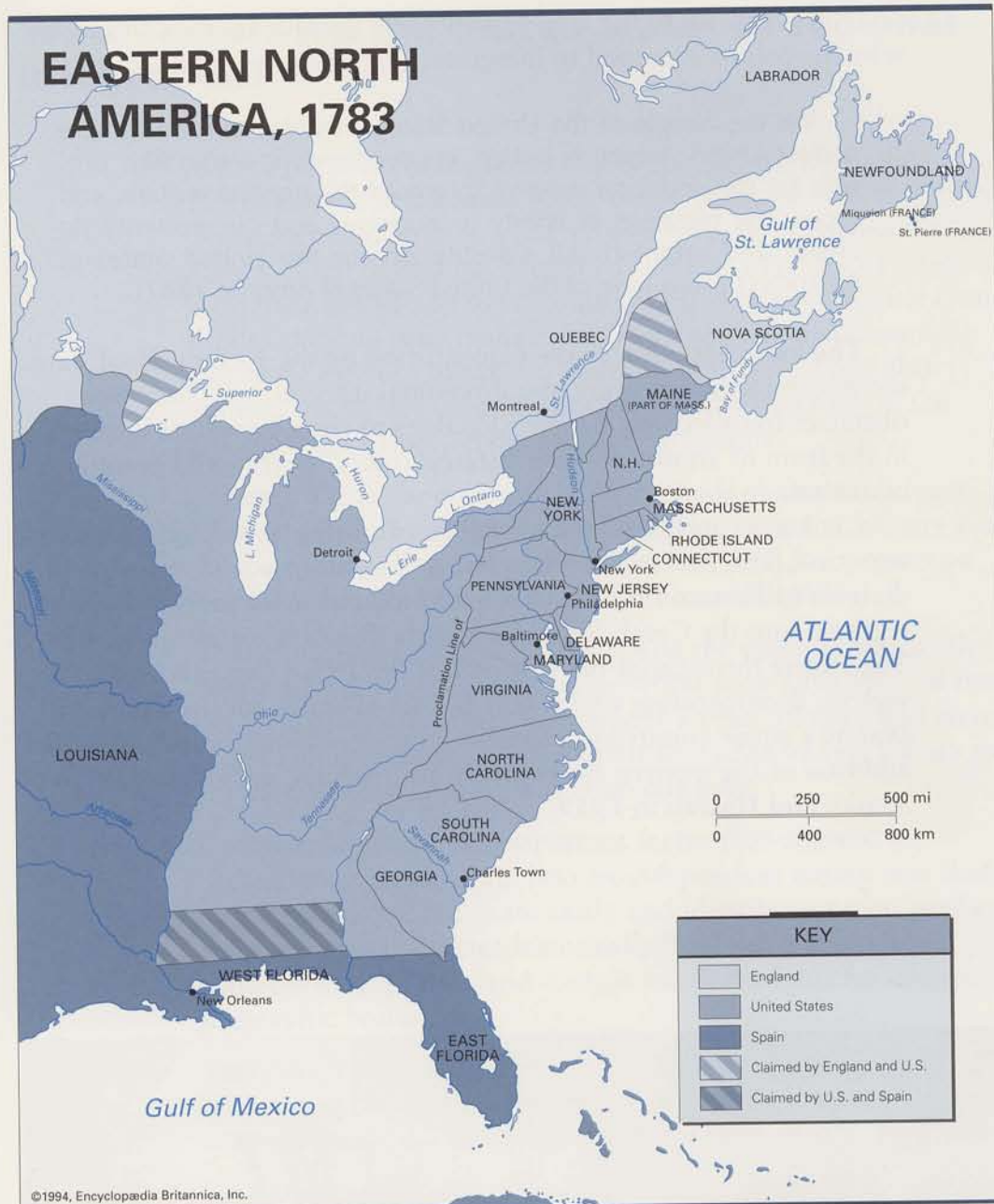
---

Regional integration happened faster and more dramatically in the United States than in the United Kingdom and China. The time between the first European settlement and the establishment of the United States of America was just under 200 years!

Figure 1 on page 6 shows the political boundaries of Eastern North America prior to the American Revolution. Figure 2 on page 7 shows the same area after the revolution. Although the political boundaries of the former 13 colonies remained as state boundaries, a new political region, the United States of America, had been created. Regional integration had occurred. Thirteen separate entities became one country.



**Figure 1** Eastern North America, circa 1763.



**Figure 2** Eastern North America, circa 1783.



The preamble to the U.S. Constitution provides some clues as to why the colonies wanted to integrate:

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity do ordain and establish this Constitution for the United States of America (Constitution of the United States of America 1787).

The mere adoption of the Constitution by the 13 individual states did not immediately bring about regional integration. There were obstacles to overcome. People's loyalties to their own state lingered in the form of arguments over "states' rights" that would eventually contribute to the Civil War.

Civil wars and rapid social change can bring about regional *dis*integration. You can see recent examples of both peaceful and violent division in Eastern Europe. Czechoslovakia in 1993 peacefully disintegrated into the Czech Republic and the Republic of Slovakia. But Yugoslavia throughout the first half of the 1990s was involved in a violent, disintegrating civil war. The United States survived its Civil War as a single country to continue its regional integration with the addition of the western states and, most recently, with the addition of Alaska and Hawaii in 1959.



Delegates to the Constitutional Convention.

## What factors led the United States to regional integration?

- *Shared purpose.* In the latter half of the eighteenth century, North American colonists spoke out in defiance of British rule. These men and women from many European countries felt that King George III and the British Parliament were out of touch with their needs, and the colonists wanted to govern their own affairs. Among their many complaints, the colonists wanted a say in the amount of taxes collected from them. They also wanted the money used to improve the quality of life in the colonies, not dispersed throughout the empire.
- *Military.* Once the colonists had conceived their own integration, free from British rule, they needed to create a military for defense against England and others. This need for a common defense helped to unify further the young United States.
- *Transportation linkages.* Trade among the colonies was made possible by a transportation system that took advantage of the long, common coastline. Since nearly all the colonies had direct access to the Atlantic, or rivers that flowed from one colony to another, water transport was relatively easy.
- *Common language.* An important factor that allowed the United States to integrate into an independent nation was that people could communicate easily and identify common needs and concerns. Language historically has been a very strong bond between people, and it often forms the basis for creating geographic boundaries.
- *Interstate trade.* Integration among the states was made easier by a strong central government, which eliminated needlessly expensive and cumbersome barriers to trade.
- *International trade relations.* The United States was able to act as an integrated unit in dealing with international trade. One responsibility of its government, as with all other countries, was to tax outsiders trying to sell goods or services within the country. These taxes, or tariffs, on foreign products may be raised or lowered depending on the state of relations between any two or more trading countries. Tariff increases often signal poor relations between countries. These increases make foreign goods more expensive and mean less profit for the exporting country. A tariff increase can be thought of as an economic weapon that one country will use to gain an advantage over another. A condition of free trade exists when no tariffs are placed on imported goods.



1. In which countries can you think of is more than one language spoken?
2. Why would different states want to have free trade with each other?
3. Why didn't colonial citizens feel they were free?
4. What did the colonies have to do to guarantee the rights and freedoms they wanted?

## **Is a United States of Europe possible?**

Over 200 years have passed since the United States gained its independence. In 1946, Winston Churchill, Prime Minister of the United Kingdom, remarked that "We need to build a kind of United States of Europe" (Commission of the European Communities 1975).

Today, many European countries are moving toward regional integration. Churchill's advice appears to have been taken. However, regional integration does not always result in a new country. Modern Europe is different from the American colonies in many ways. You will investigate this trend in modern Europe over the next three lessons and decide whether a "United States of Europe" can become a reality.

5. What are some of the ways modern Europe is different than the United States of 1776?





## Why is regional integration happening in Europe?

### Objectives

In this lesson, you will

- Identify the steps toward European unification since World War II.
- Understand why Europeans have chosen to establish the European Community.
- Understand why nonmember countries might wish to join the European Community.

### Glossary Words

Bastille Day  
capitalism  
Cold War  
communism  
economy  
European Community (EC)  
European Economic Community (EEC)  
region  
tariff

### What was Europe like after World War II?

When World War II ended in 1945, many European cities had been devastated by six long years of warfare. Factories, roads, power lines, and farms were in ruin and had to be rebuilt. Geographic boundaries were in similar disarray, and these lines were redrawn by the victorious Allied powers: the United States, the Soviet Union, France, and the United Kingdom.

The Europeans had to accomplish two tasks in rebuilding their region:

- Restart their economies so people could work and make a living.
- Create stable, secure borders that would help guarantee the first task.

## **What was the political impact of new European boundaries?**

European political boundaries after World War II were similar to those before the Nazi occupation with one critical difference. The Soviet Union, fearful of future aggression by Western Europe, claimed political and economic control over Eastern Europe (including the eastern one-third of Germany). Furthermore, because the Soviet communist system was in direct conflict with Western notions of democracy and capitalism, a new “Cold War” began in Europe. The Cold War never heated up to actual warfare, but was instead fought on the economic and political battlefields.

Over the next 15 years, Western Europe created two regional organizations dedicated to countering the Soviet/East European threat. The first was a military alliance called the North Atlantic Treaty Organization (NATO). NATO forces were made up of soldiers and weapons from the United States, Canada, and many Western European countries. The second organization was an economic alliance called the European Economic Community (EEC) or the Common Market. The EEC was one of three organizations, including the European Coal and Steel Community and the European Atomic Energy Community, that merged in 1967 to become the European Community (EC).

1. How would the guarantee of stable, secure borders help economic growth?





European Community Headquarters, Brussels, Belgium.

## How did economic cooperation help Western Europe rebuild?

The goals of the EEC can be found in Article 2 of the Treaty of Rome (signed in 1957):

The Community shall have as its task, by establishing a common market and progressively approximating the economic policies of member states, to promote throughout the Community a harmonious development of economic activities, a continuous and balanced expansion, an increase in stability, an accelerated raising of the standard of living and closer relations between the States belonging to it (Leonard 1988, page 23).

The Europeans realized that cooperation would be the key to rapid economic growth and with it, the ability to counter Soviet power to the east. They reasoned that the usual tariffs companies paid on shipping goods across borders might enrich one country but make a company in another country poorer, slowing further trade and economic growth. One country might also raise tariffs to penalize another for its high tariffs. Before long, there could be trade wars all over Europe, leaving everyone poorer.



The EEC avoided trade wars by allowing member countries to agree that tariffs would be eliminated altogether and other barriers to international trade would be dropped or diminished. This situation is somewhat similar to interstate trade in the United States. New Yorkers, for example, do not have to pay special taxes to Californians or other states when they ship products across the country. While transport trucks do have to pay taxes based on the weight of their load, these are for road repair. The actual products are not taxed until they are sold to consumers in California. In this way, the 50 United States trade as one large state.

2. Compare Article 2 of the Treaty of Rome with the Preamble to the U.S. Constitution. What similarities and differences do you see between the two documents?

## Has the European Community been a success?

To help France celebrate Bastille Day 1994, German troops marched in the traditional parade down the famous French boulevard the *Champs-Élysées*. This was a distressing sight for many French citizens, because the last time the German army marched in France was during the Nazi occupation in World War II (Masland 1994). However, for many French, like 91-year-old Maurice Picault, the parade symbolized a new Europe:

I was in a German prison camp, I lost two friends there, but it doesn't stop me from being for the Germans in the parade. With the Germans, it's better to be friends than enemies (*Newsweek* 1994, page 15).

The lesson of friendship bringing about economic growth is one that many Eastern European countries are learning. Former communist states have watched the European Community (EC) grow and countries prosper, and many would like a share of the great economic pie by joining the EC.

Another measure of EC success can be found in Table 1 below, which contains information that was gathered in an opinion poll. A representative sample of Europeans from all EC member countries responded to the following question: Taking everything into consideration, would you say that (your country) has, on balance, benefited or not from being a member of the European Community?

**Table 1** Survey results on the benefit of EC membership (percentage)

	Benefited	Not benefited	Don't know
Belgium	48	28	23
Denmark	65	26	10
Germany	41	39	19
Greece	79	9	12
Spain	40	39	22
France	40	39	21
Ireland	80	13	7
Italy	52	23	25
Luxembourg	69	22	10
Netherlands	68	17	15
Portugal	69	22	9
United Kingdom	33	49	18
EC average	46	35	20

Source: Surveys Research Unit 1993.

3. Based on Table 1, how would you describe European attitudes toward EC membership?
4. Which regions of Europe show the greatest agreement? Which show the least?



## Why would EC membership benefit some countries more than others?

The disparities of wealth among the union's present members are already making trouble, for incomes in Germany and France are three times as high as in Portugal and Greece. Incomes in Portugal and Greece are, in turn, two or three times as high as in Hungary or Poland, the two Eastern European countries closest to applying for membership (*Washington Post* 1994, page C6).

Why would there be trouble in the EC if poorer countries join? EC membership confers upon a country the possibility of financial aid. This aid is meant to stimulate economic development through investment. The financial aid must come from the richer countries and flow to the poorer ones. Table 2 below shows how much aid, in ECUs, is given to EC members. An ECU (European Currency Unit) is a unit of money proposed to be the common European currency to replace the currencies of the member countries. Presently, the ECU is a unit of accounting used to determine exchange rates between the national currencies.

**Table 2** Levels of economic assistance received by EC member states

	Amount of aid (millions of ECUs)	Aid per person (ECUs)
Belgium	100	10.0
Denmark	50	10.1
Germany	450	5.6
Greece	1,250	125.0
Spain	2,100	52.5
France	800	14.2
Ireland	900	257.1
Italy	1,500	26.0
Luxembourg	10	26.4
Netherlands	100	6.7
Portugal	1,200	115.4
United Kingdom	1,300	21.0

Sources: Commission of the European Communities 1991; World Bank 1992.



5. Is there a relationship between high agreement with EC benefits (Table 1) and high amounts of per person aid (Table 2)? Why or why not?
6. Why would richer countries be willing to assist the poorer ones? What objections might wealthy countries have to providing assistance?

The flow of financial resources from rich countries to poor ones within the European region is often cited as one of the roadblocks to full regional integration, a true "United States of Europe." You will investigate this and other roadblocks to European regional integration in the next lesson.



Low-income neighborhood,  
Estremoz, Portugal.



## What are the roadblocks to European regional integration?

### Objectives

In this lesson, you will

- Recognize the political objections to European integration.
- Identify the economic obstacles to the unification of Europe.
- Define the goals of the Treaty on European Union.

### Glossary Words

economic nationalism

economy

European Community (EC)

European Union (EU)

free trade

sovereignty

### What is the Maastricht Treaty?

After years of solid economic growth, EC member countries met in the Dutch city of Maastricht in 1991, to work out plans that would lead to further integration. Formally known as the Treaty on European Union, the Maastricht talks resulted in the following agreements signed on February 7, 1992 (Riding 1993b):

- The adoption of a common currency, called the European Currency Unit (ECU) by 1999. The ECU will replace the many currencies used in Europe, such as the British pound, French



franc, and Italian lira. A common currency will speed trade and eliminate the cost of converting one currency into another. This also means that North American tourists visiting many European countries will only have to exchange dollars once for ECUs, good all over the EC.

- Member countries will increasingly speak with one voice on matters of foreign policy and security through a legislative body called the European Parliament.
- The EC will become more involved in social concerns. Environmental protection, public health, education, and justice are all arenas wherein member states will set up common goals and expectations.
- Citizens of individual countries will also become citizens of the EC. This provision is intended to strengthen the rights of all citizens (Commission of the European Countries, 1992).

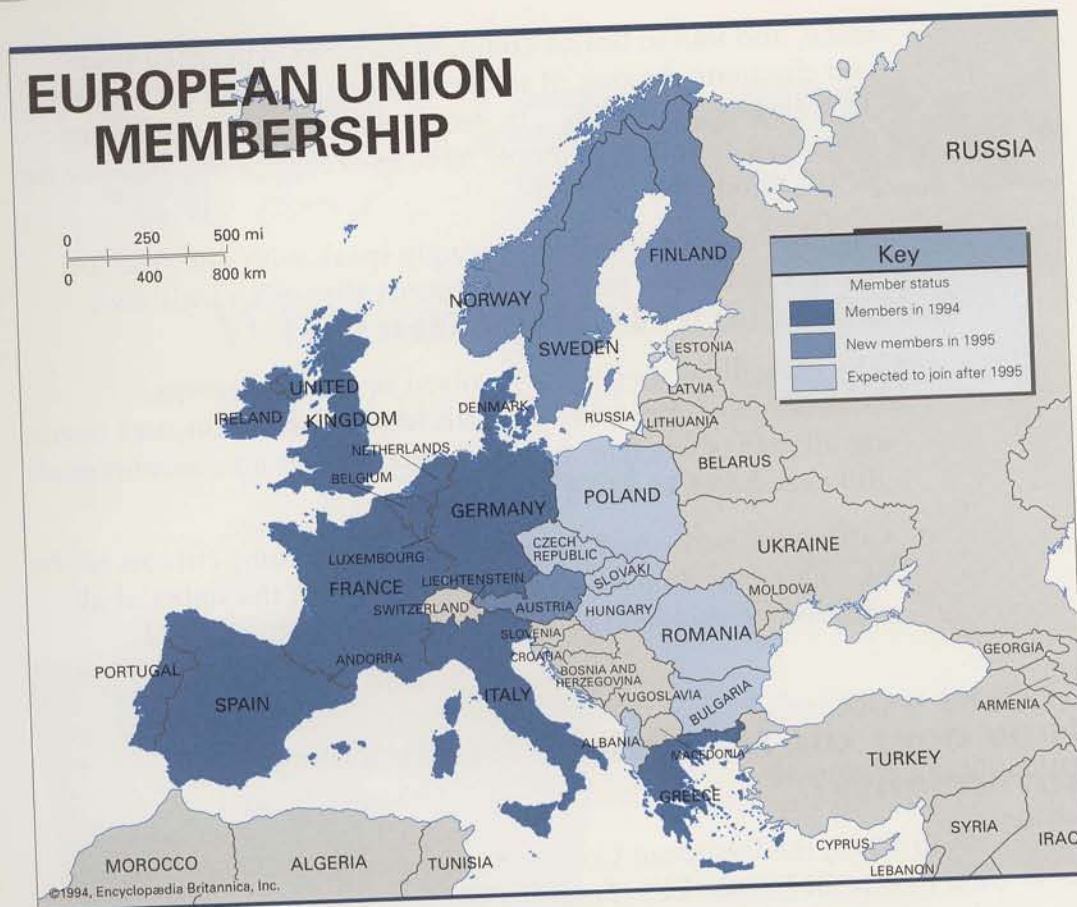
## How does the Maastricht Treaty threaten sovereignty?

In 1993, the European Community started to use its new name, the European Union (EU) (*Foreign Policy Bulletin* 1994). Even though all 12 of the EU countries (Figure 3 on page 20) had approved the Maastricht Treaty to create a single Europe, several members negotiated special terms in return for their approval. Denmark, for example, after having first voted it down, approved the Maastricht Treaty in May 1993, but with the following exceptions: Denmark can keep its own currency in addition to using the new European Currency Unit; it does not have to agree to defense decisions within the EU; and it can also use its own police force and not take part in a single citizenship of Europe (Fisher 1993).



The adoption of a common currency will replace the many currencies now used in Europe. Illustration by Ajin.





**Figure 3** The European Union, with expected membership.

The United Kingdom approved the Maastricht Treaty in August 1993 (Schmidt 1993). There remains, however, strong popular opposition to a single European superstate. Currently, former British Prime Minister Margaret Thatcher is asking that the British citizens have a chance to vote on a referendum on European integration. Believing that citizens would vote against the treaty, she said: "No elector in this country has been able to vote against Maastricht. . . . It is disgraceful if we deny [citizens] that opportunity" (*Christian Science Monitor* 1993, page 2). Thatcher's objection to European integration was that it would create one political state which would result in the loss of British sovereignty (*Christian Science Monitor* 1993). This objection was echoed by Tony Benn, a member of Great

Britain's Parliament, who declared that the Maastricht Treaty "is clumsy, secretive, centralized, bureaucratic, and divisive," and that the European Parliament of the EU can make decisions without being accountable to any one government (Benn 1993, page 93).

## **What are some of the fears that threaten the future of the European Union?**

The operation of the EU depends on votes from its members. The number of votes needed to approve and veto issues was still not settled in 1994, when this book was published. Like the electoral college in the United States, each EU member is given a certain number of votes relative to its population. With only 12 EU members, the total number of votes comes to 76. A populous member country could therefore have a significant percentage of those 76 votes and more voting power than a smaller member. To veto a measure, a total of 23 votes is needed. When the EU expands to 16 members, the number of votes to gain a veto will probably increase with more total votes. However, Spain and Great Britain, with their larger populations, would like the number of veto votes to remain at 23 to maintain their veto power over other members (Darnton 1994).

Spain's reason for holding onto power is different from Great Britain's:

Spain's position on the voting issue seems to come from the fear that the addition of four northern countries will overwhelm the interests of southern countries on things like agricultural subsidies for Mediterranean products (Darnton 1994, page A8).

There are other worries about the future of the EU. In addition to the expansion to include Austria, Sweden, Norway, and Finland, the EU must eventually consider membership with its neighbors to the east. Poland, the Czech Republic, Slovakia, Hungary, Romania, Bulgaria, and Albania are all in line for membership (Bourne 1993). Peter Ludlow, director of the Center for European Policy Studies in Belgium, expressed worries about the future of the EU:

The choice facing Western Europeans over the coming years is not between integration or disintegration but between a well-managed Union and a bungled Community, subject to popular protests against remote bureaucracy . . . (LaFranchi 1993b, page 2).



Members of the EU may have another agenda when they consider countries that want to join the Union: They may want the Eastern European countries to join to help those countries succeed as democracies, even though the cost to each EU member country is high (*Washington Post* 1994).

The political fears about the EU are heard throughout Europe, as expressed in the following statements:

Luxembourg is a small country with only two votes in the Council of Europe. Our voice will be drowned in the shouts coming from France and Germany.—College student, Luxembourg

Insofar as the Maastricht Treaty was touted as the European equivalent of the American Constitution, there was one crucial element missing: "We, the people." This was not a spontaneous creation by the people or by their representatives. This was written by bureaucrats for bureaucrats.—Michel Gurfinkel, editor of *Valeurs Actuelles*, a French political weekly (*Washington Post* 1992).

We don't want to be part of some new United States of Europe. It's all very undemocratic. I want to be a good neighbor to Germany but not part of some European Union. I don't want to be like some state in the United States, like California—Torben Gross, Denmark (*Boston Globe* 1992).

## What are the economic problems of European unity?

The basic reason for European economic integration is given in the following statement, which was made several years ago when Europeans were negotiating a treaty concerning coal and steel production:

[Treaty signers have] resolved to substitute for historic rivalries a fusion of their essential interests; to establish, by the creating of an economic community, the foundation of a wider and deeper community, among peoples long divided by bloody conflicts, and to lay the bases of institutions capable of giving direction to their future common destiny (The Commission of the European Communities 1975).

Nevertheless, some member states of the EU have recently expressed fear that they would lose some power in making economic decisions if regional integration goes further. Thus, there are economic as well as political reasons that work against unity in Europe.



As Europe moves toward one large market, companies can merge into larger businesses that can compete better in a world market. Companies that are strongly tied to one country may be more loyal to their home country when the European economy suffers. One example is the French car company Renault, which is owned by the French government. Other European countries believe that when unemployment is high in France, the French government will make decisions for Renault that are first in the interests of the French. This concept is known as economic nationalism, and it is seen with companies that are strongly tied to one country (Stevenson 1993).

In a related issue, leaders of the Labor party in Great Britain want the treaty to include rules about working conditions, so that companies cannot set up shop in places that may take advantage of workers. The issue also includes equal pay for women and men, the right to form unions and to strike, and standard hiring practices to ensure a level playing field for job seekers in Europe (Darnton 1993a; Robinson 1993).

One ideal goal of a unified European economy is that fewer people would be out of work, and that the wealth of Europe would be spread more evenly in the region. But since the signing of Maastricht, Britain, Germany, France, and Italy have made drastic cuts in unemployment benefits and companies have eliminated thousands of jobs and threatened to cut wages to increase productivity (Whitney 1993, page A4).



Frankfort Stock Exchange.

Several Europeans have expressed their feelings on the unification of Europe:

The Maastricht Treaty will mean the beginning of the end of France.—Jean-Marie Le Pen, leader of the National Front Party in France (*Washington Post* 1992).

Free trade and traveling without paying customs is OK. But if you extend that to poorer countries, they'll all come and work here and take our jobs and goods.—Berlin woman (*Boston Globe* 1992).

1. Why do you think countries in Europe hesitated to join a single super government like the European Union?
2. Why has it been so difficult to achieve close economic and political ties between European countries?



## How does immigration affect Europe?

### Objectives

In this lesson, you will

- Describe the economic advantages of a "borderless Europe."
- Explain the patterns and causes of immigration into Western Europe.
- Understand how immigration poses problems for Europe.

### Glossary Words

communism

European Union (EU)

gross national product (GNP)

immigration

political asylum

regional integration

### How does regional integration affect migration within the EU?

A key agreement among the 12 members of the European Union was to eliminate passport checkpoints at borders between member countries. According to the original plan, migration controls within the EU would be removed by 1993. The idea was that travelers coming into EU countries from New York or Tokyo, for example, would still be checked. But once inside Europe, travelers could fly from London to Berlin or drive from Paris to Madrid without ever having to show a passport.



The goal of the European Union was to have total freedom of movement within the borders of the union, and a protective barrier to restrict the movement of people, services, and goods into the union. Tourists and businesspeople alike rejoiced. Long delays at border checkpoints would be a thing of the past.

This idea of a completely “borderless Europe” hasn’t occurred as fast as hoped. Goods, services, and finances can move freely among the 12 countries because these are essential for regional economic integration. But it has been harder to drop barriers to the free movement of people. Plans to end immigration restrictions stalled because border checks are critical for law enforcement. European police feared losing an effective way of controlling crime. It has taken time to develop new computerized name-checking systems to ensure that criminals and suspects can’t move freely within the EU (Riding 1993a). Creating uniform police procedures for the EU has been difficult, because member countries are reluctant to lose their control over police matters. A German federal police official explained his concerns:

Until now our borders have had great importance for police. The borders are the main places that we make seizures of drugs. . . . They are where we intercept stolen goods and capture wanted persons. The united borderless Europe will be only as secure as its weakest point on its external border, from the Greek island of Rhodes to the coast of northern Ireland (quoted in *Tempest* 1992, page B10).

1. In business, there is a saying: “Time is money.” Keeping this in mind, explain why international businesses would be eager to see a “borderless Europe.”
2. What did the German police official mean when he said that, without internal immigration borders, the EU would “be only as secure as its weakest point on its external border”? How might the lack of internal borders affect people trying to enter the EU from other countries?

## Why do people from other countries want to migrate to the EU?

Why do people migrate from one country to another? Geographers look at the characteristics of the immigrant's original country to see if there are factors that are "pushing" the individual out of that place. They also look at the immigrant's destination to find the factors "pulling" the person toward that country.

Examine the quotes below for push and pull factors. What reasons for leaving their countries do the immigrants give? What reasons did they give for going to Europe?

I risked my life to get here [to the German border]. We didn't come to steal, only to work respectfully. The difference between Germany and Romania is the difference between heaven and earth.

—Anton Lupu, age 33, a Romanian applying for asylum in Germany (Nelán 1993, page 39)

The police ask for our papers every day—on the street, on the [subway], right here in the [park]. . . . My family is very poor. I wanted to get money to help them buy food—that's the only reason I came here. I never stole, I never sold drugs, but they ask for papers every day, and now I want to leave France.

—Chechene Coulibaly, age 22, an immigrant to Paris, France, from Mali (Glazer 1993, page 27)

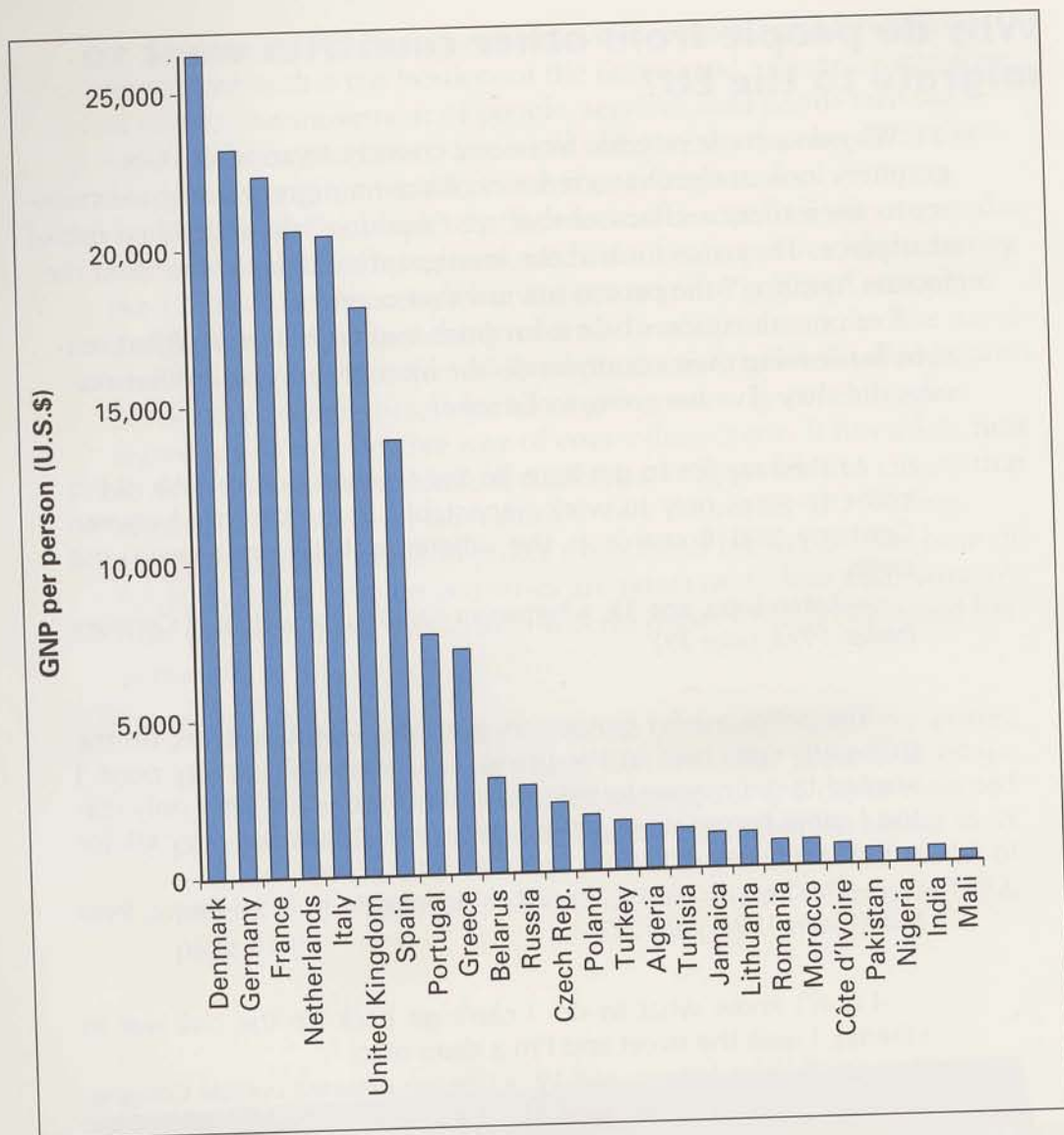
I don't know what to do. I can't go back [to the civil war in Liberia]. I walk the street and I'm a dead man.

—Ali Ibrahim Jackson, age 19, a Liberian detained outside Cologne, Germany (Darnton 1993b, page A1)

## Economic refugees

The United Nations estimates that over 15 million people migrated to Western Europe between 1980 and 1992 (Darnton 1993b). These numbers have been steadily increasing, and Western Europe now has about three times more immigrants each year than the United States has (Range 1993). Many immigrants came to the EU because it had more economic opportunity than their home country (Figure 4 on page 28).





**Figure 4** Gross national product (GNP) per person for selected countries, 1992.

Source: Population Reference Bureau 1994.

During the 1960s and 1970s, many Western European countries encouraged “guest-workers” from other countries to immigrate. Workers were needed for the rapidly growing European economies. For example, thousands of Turks came to Germany, North Africans to France, and South Asians to Britain. European governments expected the guest-workers to come only during times of economic growth and to leave when growth ended and fewer jobs were available (Salt 1993).



Two conditions upset this expectation. First, many low-paid, dirty, or dangerous jobs always seemed to have shortages of workers. Native Germans, French, and British tended to avoid these jobs, but immigrants were willing to take them. Second, even when jobs were scarce in Europe, living conditions there were better than in many guest-workers' home countries. So they stayed and encouraged their families to join them (Salt 1993). Immigrants became a significant, permanent part of the EU countries' population and workforce (Table 3 below). In the 1980s, the number of guest-workers increased in most EU countries (Figure 5 on page 30).

**Table 3** Foreign guest-workers in Germany, France, and the United Kingdom (from top three non-EU countries)

**Germany (1991)**

Turkey	1,779,600
Former Yugoslavia	775,100
Poland	271,200
Total foreign population	5,882,300
	(7.2 percent of total population)
Total non-EU population	4,395,000

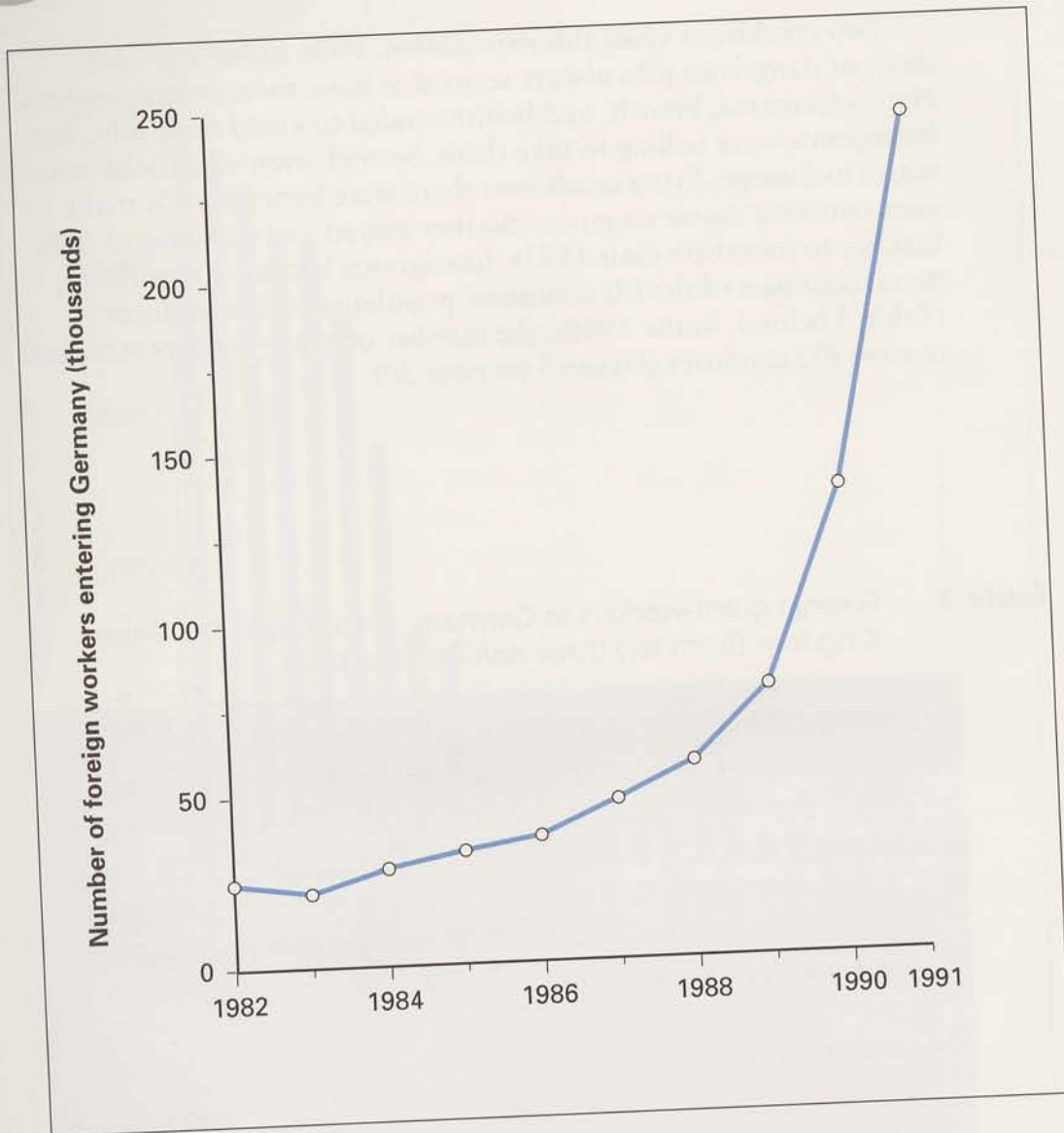
**France (1990)**

Algeria	614,200
Morocco	572,700
Tunisia	206,300
Total foreign population	3,596,600
	(6.2 percent of total population)
Total non-EU population	2,284,700

**United Kingdom (1991)**

India	136,000
Pakistan	84,000
Caribbean countries (all)	68,000
Total foreign population	1,750,000
	(3.0 percent of total population)
Total non-EU population	1,010,000

Source: OECD 1994.



**Figure 5** Foreign workers entering Germany, 1982–1991.

Source: OECD 1994.

## Political refugees

Another important reason that people sought to immigrate to the EU countries was that they were trying to escape political persecution in their home countries. For example, over 600,000 people fled civil wars in the former Yugoslavian republics of Croatia and Bosnia-Herzegovina (Range 1993). The total number of refugees applying for political asylum in Western Europe jumped from about 30,000 per year in the 1970s to over 700,000 in 1992—and to over 1 mil-



lion in 1993 (*U.S. News and World Report* 1993). It is believed that as many as 10 million more people want to leave the former communist countries of Eastern Europe and the former Soviet Union because those countries face uncertain futures (Nelán 1993). Since Germany historically has had an "open-door" policy toward political refugees, most people have applied for asylum there (Table 4 below).

**Table 4** Total applications for political asylum in selected European countries, 1983–1992

Germany	1,397,200
France	327,200
Sweden	253,300
Switzerland	181,500
Austria	143,900
United Kingdom	126,500*
Netherlands	111,100
Belgium	84,600
Italy	72,900
Denmark	59,000
Spain	45,300
Greece	31,800
Portugal	3,500

\* Total for United Kingdom is for the period 1983–1991 only.

Sources: Salt 1993; OECD 1994.

Immigration officials in most countries (including the United States) attempt to distinguish between people fleeing political persecution (political refugees) and people trying to find better economic opportunities (economic refugees). EU countries have rejected most applications for political asylum because officials have decided that immigrants were really trying to escape poor economies, not political persecution. As a result, in 1993, Greece expelled about 25,000 Albanian applicants and Germany deported over 20,000 Romanians (Glazer 1993; Nelán 1993). Still, applicants can usually stay in EU countries for about two years while they appeal their case. Processing these applications cost EU countries a total of over \$8 billion in 1992 (Darnton 1993b).

3. How do the differences in GNP per person (Figure 4) help explain the countries of origin of Europe's guest-workers (Table 3)?
4. What reasons can you offer to explain the differences in the number of political-asylum applicants by country (Table 4)?
5. Why would distinguishing between political refugees and economic refugees sometimes be difficult?
6. Why might the increasing number of economic and political refugees present problems for EU countries?

## What is the EU's reaction to increasing immigration?

In the early 1990s, EU countries had an economic slump. Unemployment rates soared to new highs, and some Europeans blamed the growing immigrant population for the economic troubles. Violence toward immigrants increased alarmingly. In Germany, over 6,000 people joined violent political organizations. In 1992, these groups committed over 2,500 acts of violence toward foreigners; seven people died and dozens were hurt (Darnton 1993b). In Britain, the number of violent racial incidents doubled between 1988 and 1992. The neo-Nazi British National Party had just 1,500 members, but it won a local election in a neighborhood with high unemployment and a large immigrant population that could not vote (Phillips 1993).

The violence has been caused by a tiny number of extremists, but negative feelings against immigrants are common within EU countries. In an opinion poll in Germany, about 75 percent of the public agreed that more controls were needed to limit immigration (*U.S. News and World Report* 1993). In France, many people saw a link between the fact that the foreign population was 3.6 million and that 3 million French were unemployed. Polls showed agreement with government minister Charles Pasqua, who suggested that France aim for "zero immigration." Although he admitted that this goal was unlikely, Pasqua nevertheless persisted with his ideal. "France has



been an immigrant country, but it wants to be no longer. It no longer has the means" (*Facts on File* 1993, page 491).

Governments throughout the EU responded to these anti-immigration feelings by toughening their immigration policies. The following is a summary of some of these policy changes:

- **Germany:** The government voted to end its open-door policy toward political refugees. The right of foreigners to seek political asylum in Germany is no longer guaranteed by its constitution (Glazer 1993).
- **France:** New laws denied a guarantee of French citizenship for children born in France to foreign parents. Also, foreigners now have to show evidence of housing and adequate finances. Legal immigrants can be expelled if they are considered a "threat to public order" (*Facts on File* 1993).
- **United Kingdom:** A proposal to tighten Britain's tough immigration laws would take away the right of students and tourists to appeal if their requests for political asylum were denied (Darnton 1993b).

Many Western Europeans opposed these new policies. Some groups called the new French laws racist. In Britain, Germany, and France, hundreds of thousands of people protested against violence aimed at immigrants. And some complained that the tougher laws did not tackle the root cause of immigration.

"The police already stop foreigners—they do it all the time now," said Zoubida Djelali, an Algerian doctor who works [in France]. "They just go by the color of the face." Over the last two or three years, she said, she has witnessed a quiet crackdown on foreigners in areas [such as] access to health care, the speed of rejection of asylum applications, and interpretation of nationality requirements. . . .

"They believe they'll be richer if they toss us out," Dr. Djelali said. "They think there will be less unemployment. It's a fiction. Look at the work the foreigners do—maids, busboys, hauling wheelbarrows on construction sites. Underpaid or dangerous. The French won't take those kinds of jobs" (Darnton 1993b, page A8).

"The mind-set of these laws is one of suspicion," says Catherine Wihtol de Wenden [an immigration expert in France]. "I fear they will aggravate tensions and encourage the emergence of violence as a new form of political expression." And, she adds, because the laws fail to target employers who provide jobs for illegal immigrants in the garment-making, building, and cleaning trades, they probably won't stem the tide of newcomers (Glazer 1993, page 27).



7. Do you think that new laws restricting immigration will work? Why or why not?
8. How would economic growth in Europe reduce the immigration problems described in this lesson?

In this lesson, you saw that inside the EU, people can move freely, but restrictions apply to those who try to enter EU countries from outside the region. The next lesson considers why European countries must cooperate in order to control damage to the environment. This damage moves freely across political borders.



## Should the European Union have common environmental regulations?

### Objectives

In this lesson, you will

- Identify examples of environmental degradation in Europe.
- Assess the value of regional integration for environmental protection.
- Consider the economic and political costs of adopting or not adopting uniform environmental standards.

### Glossary Words

desertification

economy

environmental degradation

European Community (EC)

European Union (EU)

pollution

regional integration

### Where is environmental degradation in Europe?

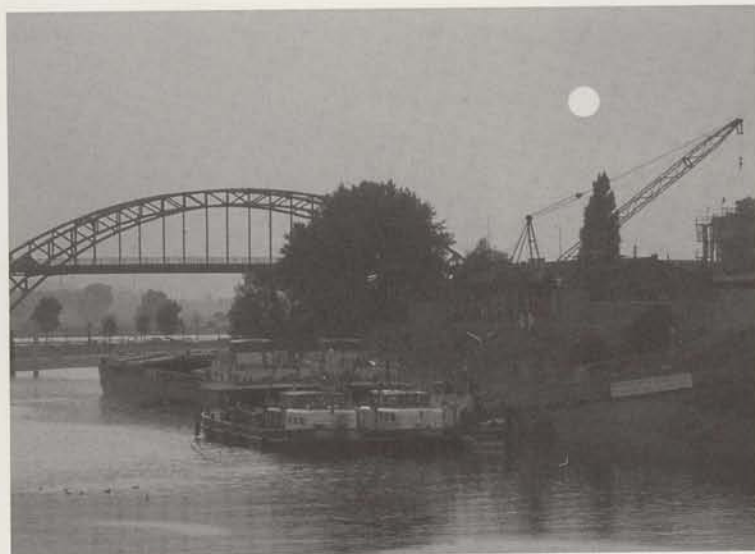
When people use a place, it can be damaged. The loss of environmental quality may be from poisoning, pollution to the air and water, loss of soil for growing food, or loss of forest trees that provide shelter for wildlife. Such damage is called environmental degradation. When places are damaged, people avoid them, and the economic

value of those places declines. European countries have a special problem because they are so close together that the activities of one country can quickly affect the quality of the environment in neighboring countries (Dawson 1993).

One question geographers ask is whether an integrated Europe can cope better with environmental degradation than individual countries can on their own. In 1990, the European Community established the European Environment Agency, Europe's first regional institution to collect data on the environment. A similar organization is the U.S. Environmental Protection Agency (EPA), except that the EPA has the authority to enforce its law. Goals for the European Environment Agency were established to guide the care of the environment for future generations:

. . . The European Council acknowledged the Community's special responsibility for the environment both to its own citizens and to the wider world. It urged the Community to use its moral, economic, and political authority to advance international efforts to solve global environmental problems. . . . Depletion of the ozone layer was [a] major cause for concern. . . . The European leaders called for joint efforts to tackle the continuing destruction of the rain forests, soil erosion, desertification, and other environmental problems with the countries concerned. . . . (Commission of the European Communities 1991, page 17).

The European Environment Agency does not have power to force countries to stop polluting Europe, but it is a step toward understanding the damage that has already been done. Before this agency was formed, governments hired independent agencies to study environmental problems.



Sunset seen through heavily polluted air in the Ruhr industrial region.



Environmental degradation in Europe rarely affects only one country. It is much more common that damage travels across borders into neighboring countries. The pollution of the Rhine River is a good case in point:

[In 1990,] a pharmaceutical company in Basel [Switzerland] released by accident 33 tons of toxic materials into the Rhine River. One half of a million fish died, and the water could not be used for drinking in many places until a month later. . . . [Many miles downstream in the Netherlands,] Dutch authorities asked [a private scientific company for a] map [of] the total outflow of toxic material to the Rhine (Hagerstrand 1992, page 157).



Soil erosion in Siberia.

The Dutch learned that the Rhine was being polluted with tons of toxic waste every day, but it was not being dumped in one large accident. The study found that many small factories were polluting streams that subsequently emptied into the Rhine. Furthermore, pollution that enters the Rhine near its starting point in Switzerland affects people downstream as it travels to France, Germany, and the Netherlands. European countries learned from this study that careful collection of information is a good starting point, but then cooperation is needed to prevent further destruction of natural resources.

Examples like the pollution of the Rhine River are found throughout Europe. These problems challenge European countries to work together because they all lose when the environment is damaged. Pollution of the Rhine has cost jobs and posed health threats to people who use the river. Table 5 on page 38 reports a small selection of other examples of environmental degradation already on record in Europe.

**Table 5** Selected examples of environmental degradation in Europe, 1993

Damage	Location
Soil loss, flooding	Southern Italy, the Balkans, and steep land in southern Spain
Soil loss from wind and water erosion	The Volga River, virgin lands in Siberia, the British Isles
Soil poisoning from Chernobyl nuclear accident	One-fourth of Belarus, northwest Ukraine
Radioactive contamination	The Ural Mountains
Acid rain, dust, smog	The Swiss, French, and Italian Alps, the Carpathian Mountains
Air pollution from burning coal	Donbas, Ural Mountains, Silesia, Saxony
Water pollution from farming	Volga River, Adriatic Sea, Black Sea
Water poisoning from chemicals	Rhine River
Toxic-waste buildup, fish death	Baltic Sea
Forest loss from fires	Ural Mountains, western Siberia
Chemical pollution	Krakow, Poland

Sources: Dawson 1993; Owsinski 1993; Hägerstrand 1993.

1. Why does the EU continue to support the European Environment Agency, since the agency has no power to enforce laws?
2. Why would people in some parts of Europe worry about environmental degradation that does not directly affect their hometowns?
3. Should the European Environment Agency be given the same powers to enforce environmental law as the EPA in the United States has? Explain your answer.





Industrial smokestacks, Germany.

The challenge facing Europe is to repair environmental damage already done and to prevent further damage. In all cases, environmental degradation has resulted in a loss to the economies of the areas affected. It also affects the health of people living near the pollution sources. However, people do not agree that an integrated Europe will improve the environment. The next two sections look at both sides of the issue.

## **Would an integrated Europe protect the environment?**

If all the countries in Europe organize into one governmental body, a set of environmental standards could be followed, ensuring that no single country can cut corners at the expense of the environment and hide behind its own domestic laws. Spain and Italy, for example, do not have a strong environmental track record, but the European Union has already exerted significant pressure on them to limit environmental damage (French 1991).

One pollutant that can be reduced is sulfur dioxide. This chemical is released by burning coal to generate electricity. When combined with rainwater, sulfur dioxide creates an acid that damages soils and life in rivers and lakes. In the integrated economy of the United States, electric companies buy permits from the government to release certain amounts of sulfur dioxide each year. Companies then can sell these permits to other companies if they can reduce their own pollution levels. This system greatly reduced the amount of sulfur

dioxide as companies competed to reduce their pollution in order to sell their permits. This system has the potential to work in Europe also (Burtraw 1993). An integrated Europe can reduce pollution.

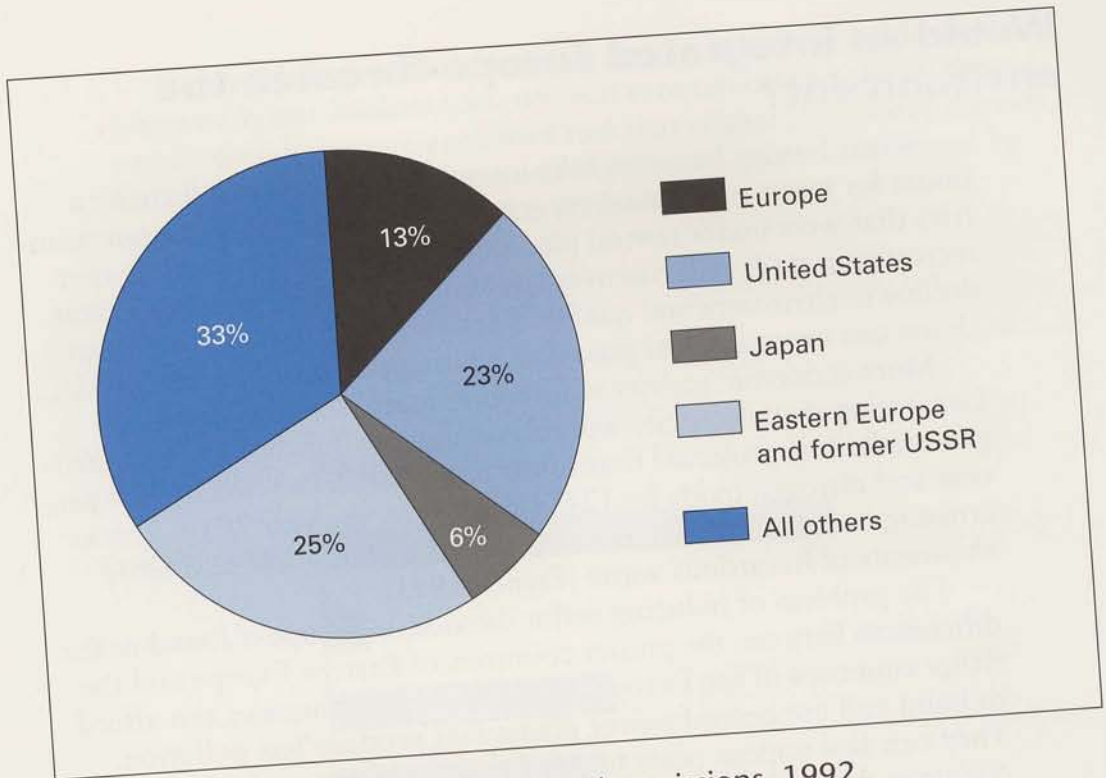
By encouraging improvements in energy efficiency, public transportation, and alternative agriculture, for example, the Community could reduce air and water pollution while still boosting economic development (French 1991, page 29).

Carbon dioxide is a natural part of the earth's atmosphere, but some scientists believe that too much carbon dioxide will cause global warming and other serious environmental problems. In 1992, the Commission of the European Communities approved a tax to try to reduce carbon dioxide emissions in Europe, providing that Japan and the United States approve a similar measure. The idea is that by charging a fee for energy used (and hence carbon dioxide released), people will try to reduce energy use to save money. They will demand more energy-efficient cars and appliances to reduce the tax they must pay. By the year 2000, the tax would roughly equal \$10 per barrel of oil. The money would be used to reduce other types of taxes. The Commission hopes that the carbon tax would encourage countries to reduce carbon dioxide pollution by 9.3 percent by the year 2000. Figure 6 on page 41 shows what parts of the world are responsible for the total emissions of carbon dioxide. The hope is that other countries will follow the leadership shown by the European Union (Carraro and Siniscalco 1993).



Efforts are being made to reduce carbon dioxide emissions in Europe.





**Figure 6** Worldwide carbon dioxide emissions, 1992.

Source: Carraro and Siniscalco 1993.

4. Why is it important to reduce Europe's share of carbon dioxide emissions when other parts of the world produce much more of this pollution?
5. Why do you think the Commission of European Communities wants the United States and Japan to have a carbon tax?
6. What do you think is the most difficult obstacle to a clean environment facing an integrated Europe?

## Would an integrated Europe threaten the environment?

When Europe becomes fully integrated, free trade will create a boom for many economies, especially for the Eastern European countries that were under central planning in the past. It is possible that increases in trade will run over environmental rules, causing a great decline in environmental quality. There is doubt that the European Union can exert any real power at limiting pollution (French 1991).

More economic activity will require more electrical power. Generating that electricity will release more sulfur dioxide and nitrogen oxide. It is projected that sulfur dioxide will increase by 8–9 percent and nitrogen oxide by 12–14 percent by the year 2010. Trucks crossing borders will add more noise and air pollution, and more shipments of hazardous waste (French 1991).

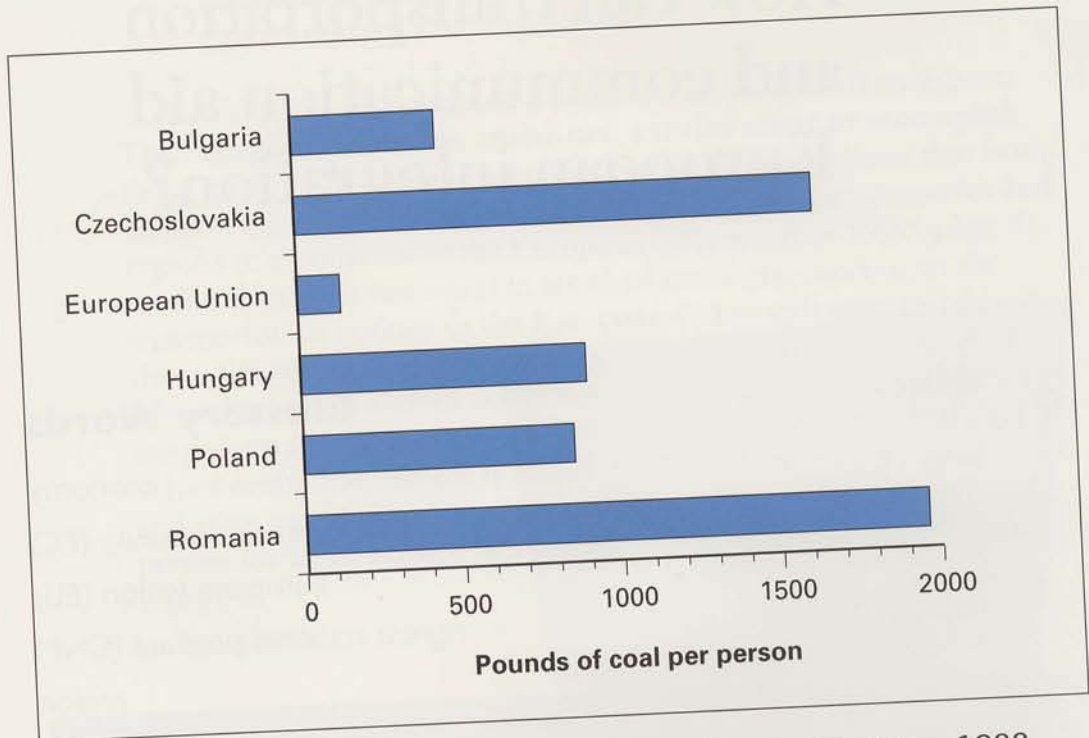
The problem of reducing sulfur dioxide in Europe is found in the differences between the poorer countries of Eastern Europe and the richer countries of the European Union. Richer countries can afford to build and use central power plants that produce less pollution. They can also impose taxes to pay for pollution controls. Poorer countries do not have such options. Their goal is to increase their earnings to raise their standard of living, despite the pollution those efforts generate. Many people in poorer countries heat their homes individually with older, dirtier coal furnaces. Industrial release of air pollutants in poorer countries can be managed with the permit system like that used in the United States, but that will not reduce the pollution released by individual homes from burning soft coal.



Pollution in Szczecin, Poland. Eastern Europe has serious environmental problems.



Figure 7 below makes this point clearly. It is not feasible to put filters on home smokestacks, nor is it economical to have all these people switch to more expensive fuel that releases less sulfur dioxide. Integrating Europe will have no effect on the pollution released by burning coal in homes (Hughes 1992).



**Figure 7** Coal use in households in selected parts of Europe, 1988.

Source: Hughes 1992, page 65.

The European Union has approved a tax that would limit the amount of carbon dioxide a company would be allowed to release into the atmosphere. There is no proof that emissions would be reduced by this tax. In one possible scenario, major polluters would leave Europe and set up operations in countries that do not limit carbon emissions. People living in those countries would welcome paying less for the goods produced by the polluting companies. For those European companies that stay in Europe, the carbon tax would force companies to raise their costs, resulting in more expensive products for consumers. In other words, the carbon tax is not useful unless all countries of the world agree to it, and that is unlikely (Botteon and Carraro 1993).



## How can transportation and communication aid European integration?

### Objectives

In this lesson, you will

- Learn how physical barriers have divided Europe.
- Identify the implications of transportation to help promote a fair integration of Europe.
- Understand how improved communications increase interaction and facilitate regional integration.

### Glossary Words

economy

European Community (EC)

European Union (EU)

gross national product (GNP)

region

regional integration

### What are the transportation goals of an integrated Europe?

Transportation is one of several important systems in an integrated region. The European Community recognized this in 1961 when it



stated its general goals for bringing its member countries together into a unified market by promoting:

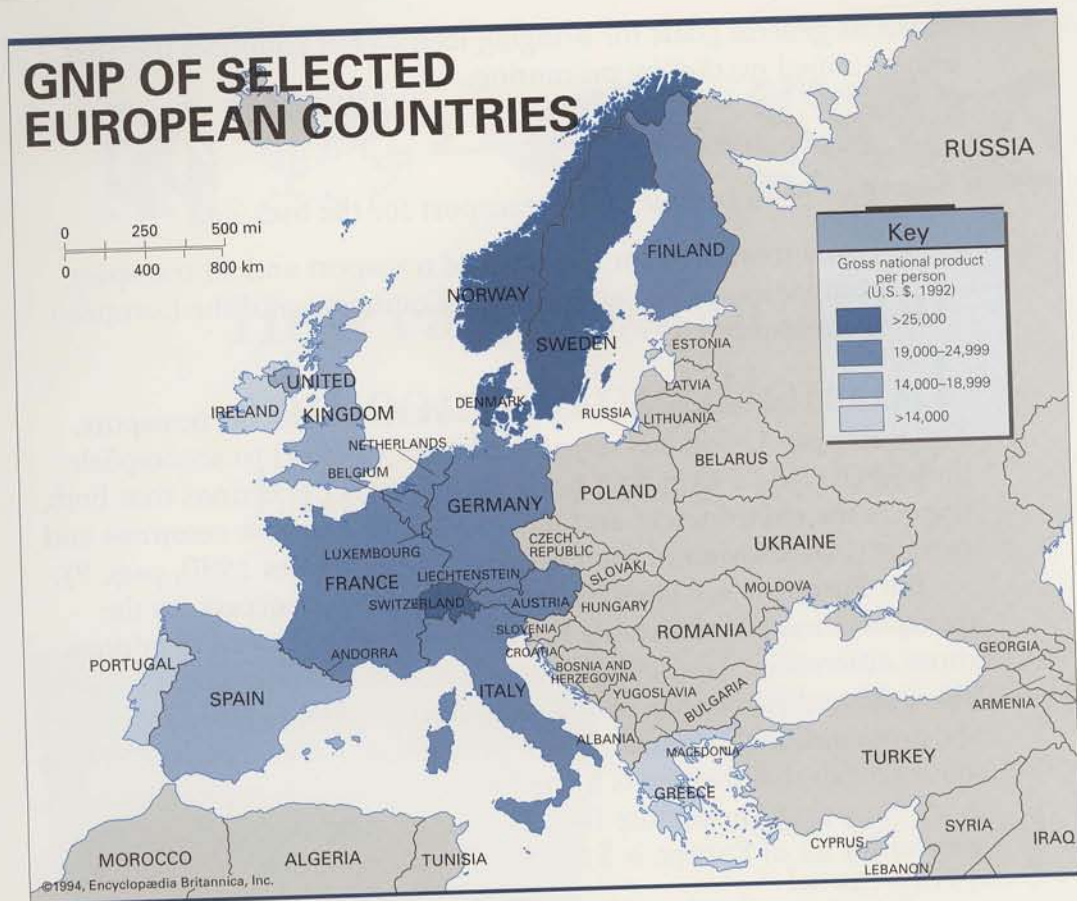
- Free competition,
- Free choice of means of transport for the user, and
- Equal treatment for all forms of transport and all transport companies, public and private (Commission of the European Communities 1990, pages 3–4).

In 1973, the EC extended its concern to sea and air transport. The European Union has introduced a major effort to accomplish those goals by developing a network of rapid connections that both respects the environment and includes all the member countries and regions (Commission of the European Communities 1990, page 9).

But Europe is not equal in terms of economic success, so the transportation policies in the European Union will need to address those differences. Figure 8 on page 46 shows the differences in success achieved by various countries in Europe. The values shown are the gross national product (GNP) per person in each country. Higher values mean that income is higher, jobs and services are easier to get, and transportation is more fully developed. The average GNP per person for all of Europe is \$11,990 (Population Reference Bureau 1994).



A high-speed experimental train in France.



**Figure 8** Gross national product per person in selected European countries, 1992.

The following are four reasons why Europe is not evenly developed: (1) Places that are centrally located in Europe tend to be more successful than the outlying areas. (2) Urban areas are more productive than rural areas. (3) Places that are near international airports and communication centers are attractive to newer, service-oriented businesses. They tend to be better-off than older, aging manufacturing centers of the past. (4) Places that have more highly skilled workers do better than places with mainly low-skilled workers (Masser, Svidén, and Wegener 1992).

The EU faces the challenge of designing a transportation policy that encourages improvement in the poorer parts of Europe, yet keeps the economically successful places competitive with other world regions. To that end, there are several large projects underway in Europe. The largest of these, and perhaps the most well-known, is the Channel Tunnel connecting the United Kingdom and France.



Britain and Europe are only 31 miles—and nine months—away from each other. The long-awaited Eurotunnel, which runs under the English Channel, is set to officially open in [1994], with Le Shuttle being the first segment of the Eurotunnel system to operate.

Le Shuttle will run from Folkestone, England, to Calais, France, and will accommodate charter buses, taxis, motorcyclists as well as passenger cars. Motorists will drive onto a half-mile-long train and travel through the tunnel. The trip will take 35 minutes, as opposed to more than two hours for the conventional ferry ride. The [ferry] trip can even be longer if the weather is bad.

Le Shuttle will operate year-round, 24 hours, running every 15 minutes during peak travel times and at least once an hour during the night.

The Eurotunnel system will also handle freight traffic and eventually passenger railways. Tickets can be purchased in advance or at the toll booth. No reservations are needed. Price has yet to be determined (*USA Today* 1993, page D-4).

In addition to the Channel Tunnel, bridges are planned to connect Fyn and Sjaelland in Denmark, Denmark and Sweden, and Hamburg and Copenhagen. Tunnels under mountain passes are also planned in Switzerland and between Austria and Italy (Vickerman 1994). What is not known is how these new projects will succeed in reaching the goals set forth by the European Union.

Three possible outcomes have been identified as a result of changes in transportation in Europe. These are discussed briefly in Table 6 on page 48.



The Eurostar Channel Tunnel train leaves London's Waterloo International Station for Brussels, Belgium.

**Table 6** Europe's future in response to transportation changes**Growth scenario**

Highly developed transportation services are found in a corridor from London to Milan, Italy. The area gradually becomes one huge city with 80 million people. This core area dominates Europe and reaches out to include Berlin and Vienna. Land prices are very high in the core; it is crowded and polluted. Industries favor this scenario because they have already invested heavily in the core. The areas outside the core become poorer and the population there continually drops.

**Equity scenario**

Instead of allowing the central core of Europe to concentrate the wealth of the continent, money is invested in the outlying areas. High technology, telecommunications, and highways are built along with more regional airports. The core areas are controlled strictly to encourage development outside the core. Not everyone agrees with these policies, so some wealth stays in the core, but the outlying areas in Europe make progress and approach the wealth and productivity controlled by the core of Europe. New industries settle in new areas and take advantage of the new services. Older industries are against this scenario because they would have to compete against newer, more technologically efficient industries.

**Environment scenario**

Very strict environmental protection policies have encouraged people to demand products that are earth-friendly and also have called for an end to heavy-polluter industries. Some industries have had to spend great amounts of money to meet pollution laws, so prices for goods and transportation have climbed. Other industries have gone out of business. It is more efficient to focus transportation projects on the central areas in Europe between London and Milan, so the outlying areas need financial help to continue growing food. Industries have become less competitive with higher operating costs, but the environment is cleaner.

Source: Masser, Svidén, and Wegener 1992, page 99.



1. Why would it be so difficult to reach all of the transportation goals of the European Union?
2. Which of the three future scenarios in Table 6 do you think is in the best interest for all Europeans into the twenty-first century? Why?
3. What advantages would there be to having one government such as the European Union address transportation instead of letting each country decide its own future?

### **Why is communication an important element in regional integration?**

An integrated . . . economy must, by definition, be one in which its regions are connected with each other, and in which goods, information, and labor can move from places of supply to those of demand. No part of the European . . . economy is unconnected with the rest; but the frequency, speed, and variety of links vary greatly as between one area and another; and some national boundaries are reinforced by the existence of different and incompatible transport and communication systems (Dawson 1993, page 163).

Communication is the sharing of information. Modern methods of communication include postal service, telephone, radio, television, and electronic mail. The ability of a society to grow and improve depends on the quality and quantity of communication services. International businesses depend on communications to complete business activities (Dawson 1993). Transportation systems use communications to monitor traffic flow. Governments exchange information to maintain and improve international relations (Masser, Svidén, and Wegener 1992).

Europe's economy depends increasingly on the quality of its communications services, but that quality is not equal all over Europe (Faulhaber 1991). Until all of Europe has a single integrated communications system, prices for services will vary, it will be difficult to send and receive information outside of Europe's core region, and services will remain limited in some cases to telephone only (Müller 1991).

Telephone service varies across Europe. Table 7 below reports the number of telephones available per every 1,000 people, by country. (For comparison, you might note that the number given in Table 7 for Sweden is very similar to the number for the United States.) One goal of the European Union is to improve the availability of telephone service in all of Europe.

**Table 7** Telephone connections per 1,000 people in selected European countries, 1986

Country	Number of telephone connections
Portugal	137
Spain	242
Ireland	266
Italy	305
Belgium	307
Greece	314
Austria	369
United Kingdom	383
Netherlands	402
France	413
Germany	425
Finland	428
Denmark	497
Switzerland	508
Norway	622
Sweden	641

Source: Masser, Svidén, and Wegener 1992, page 164.



4. How does the distribution of phone service in Europe compare to gross national product per person distribution shown in Figure 8? Explain your answer.
5. In what ways do you think modern communications change the way some people earn a living?



River barge traffic in the Rhine Valley.



## Will NAFTA be successful?

### Objectives

In this lesson, you will

- Learn what NAFTA is and how it is different from the European Union.
- Assess the potential effects of NAFTA.

### Glossary Words

Asian Newly Industrialized Countries (NICs)	import
developing countries	<i>maquiladoras</i>
development	North American Free Trade Agreement (NAFTA)
economy	pollution
European Union (EU)	regional integration
export	sustainable development
free trade	tariff
global economy	trading bloc
gross national product (GNP)	

### What is NAFTA?

The European Union is a model of regional integration for the rest of the world seeking to compete in the global economy. Not surprisingly, developing countries have decided that closer economic cooperation among their regional neighbors might help them improve their economies and raise their standards of living. For example, one developing region, Latin America (the Western Hemisphere south of the United States), has made several attempts at regional integration. In the 1960s and 1970s, the Central American Common Market, Latin American Free Trade Association,



Caribbean Free Trade Association, and the Caribbean Common Market were all established. Their purpose was to create larger markets for developing regional industries, but for a variety of reasons, these organizations had few successes (Blouet 1993).

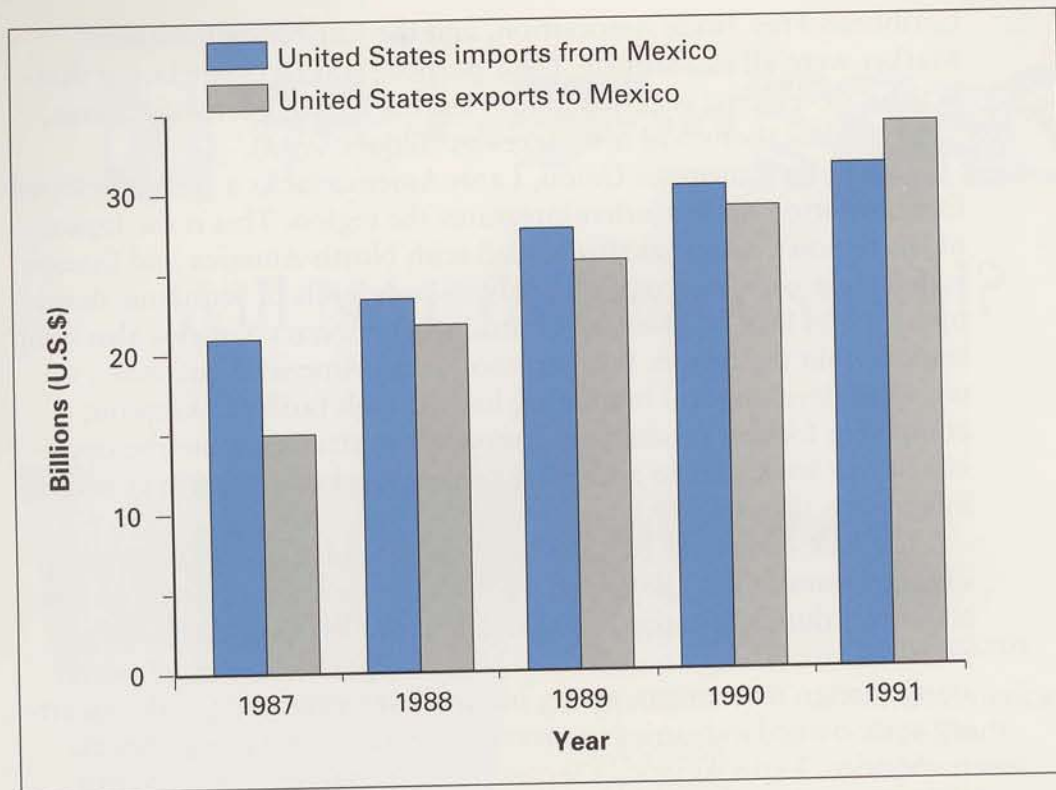
Unlike the European Union, Latin America lacks a well-developed transportation network that integrates the region. This is the legacy of the region's countries that traded with North America and Europe rather than with each other. Highly uneven levels of economic development and lack of diversity of products between countries also limit trade within the region. Furthermore, Latin American countries, in trying to develop local industries, had set high tariffs to keep out competing foreign products and services—a strategy quite the opposite of free trade. These and other factors worked against regional integration (Blouet 1993).

The lack of success of these Latin American regional integration organizations in the 1960s and 1970s was one factor that led to new economic thinking in the 1980s and 1990s. This new thinking recommends the lifting of tariffs and other barriers to imports, encouraging foreign investment, giving incentives to exporters, and converting state-owned industries to private ownership and management.

Mexico, Latin America's second largest country, turned to this new economic thinking, and in so doing, it began to look to economic partnership with the United States. In the 1980s, the United States and Canada had removed virtually all trade barriers between them. Trade between the United States and Mexico had been increasing in the late 1980s and early 1990s (Figure 9 on page 54). In 1990, Canada, the United States, and Mexico started to explore the possibility of adding Mexico to this free-trade area. This was finally accomplished in January 1994, after months of difficult negotiations that created the North American Free Trade Agreement, or NAFTA.



The United States is the single largest exporter of raw cotton fiber to Mexico and Canada.



**Figure 9** Trade between the United States and Mexico, 1987–1991.

Source: Choices for the 21st Century Education Project, Watson Institute, Brown University, 1993.

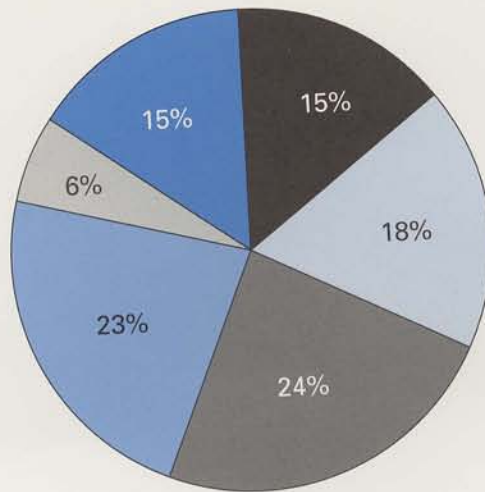
The three most important trading partners of the United States, in rank order, are Canada, Japan, and Mexico (Figure 10 on page 55). Linking Canada, the United States, and Mexico in NAFTA created the largest free-trade region in the world. In June 1994, Latin American leaders opened a summit in Cartagena, Colombia, with appeals for a continental free-trade zone similar to NAFTA (*Denver Post* 1994).



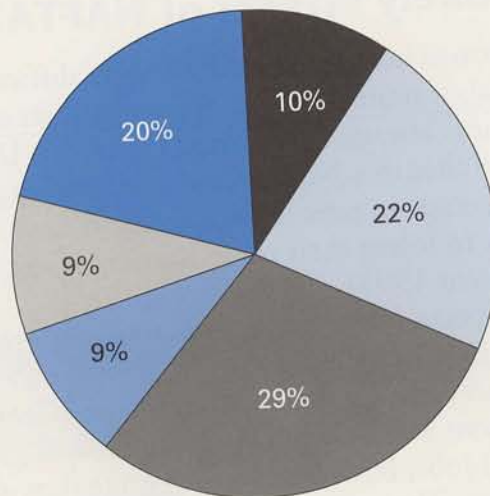
Laborer in U.S.-owned truck manufacturing plant in Mexico.



United States imports by origin (percentage)



United States exports by destination (percentage)

**Figure 10** Trading partners of the United States, 1991.

Source: Choices for the 21st Century Education Project, Watson Institute, Brown University 1993.

1. Why do you think creating larger markets is a goal of regional integration schemes?
2. What do you think are the characteristics of a well-developed transportation network and why would such a network be important to the success of regional integration?
3. How do you think free trade increases competition in business and industry?

## **What are the likely effects of NAFTA?**

The negotiations leading to NAFTA were difficult and often bitter. Generally, labor unions and environmentalists stood in opposition while business interests supported the treaty. United States policymakers argued that this North American trading bloc will give the United States leverage in pressing countries in East Asia and the European Union to lower their trade barriers (Center for Foreign Policy Development 1993).

NAFTA is expected to increase economic growth throughout the three-country region in the long run (Charnovitz 1994), but there are likely to be winners and losers in the short run (Center for Foreign Policy Development 1993). The United States will gain well-paying, highly specialized jobs, but will lose low-wage, low-skill manufacturing jobs to Mexico. Those working in export industries would most likely benefit. U.S. workers with high levels of education and a willingness to move to new industries in which the United States has a competitive advantage, such as biotechnology, telecommunications, aviation, and computer software, will be the biggest winners. But Americans with few skills and little education will be hurt by increased competition from low-wage workers abroad. However, this is not new: U.S. manufacturing jobs in such industries as automobiles, steel, electronics, and clothing have been transferring to low-wage countries in Latin America and Asia since the 1970s.

With NAFTA, U.S. corporations gain access to a larger market in which to sell their products and services without tariff restrictions. (Table 8 on page 57 shows that Mexico's population is over 90 million.) U.S. corporations also gain access to a large supply of cheap

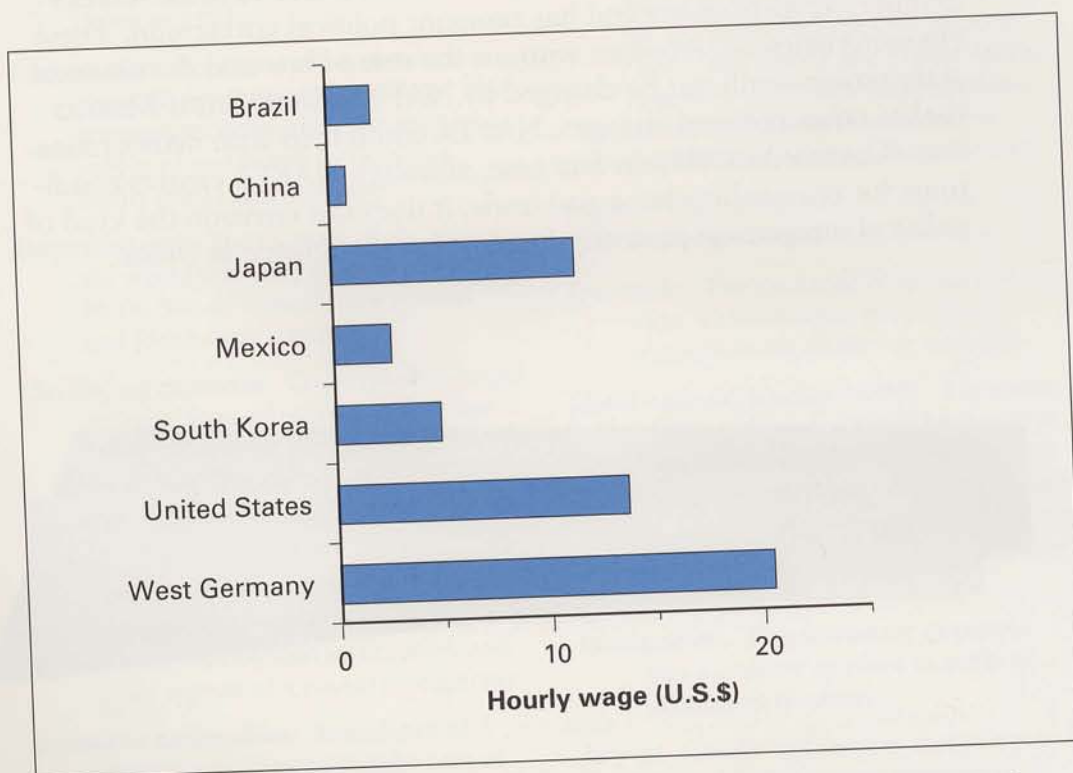


labor in Mexico. Wages in the United States are about six times higher than those in Mexico (Figure 11 below). This should bring more labor-intensive assembly operations to Mexico and provide more jobs to Mexicans, thus fueling the Mexican economy. A stronger Mexican economy, it is argued, will help stem the tide of illegal Mexican immigration to the United States.

**Table 8** Population and GNP per person, Canada, Mexico, United States

	1994 population (millions)	1992 GNP per person (U.S.\$)
Canada	29.1	20,320
Mexico	91.8	3,470
United States	260.8	23,120

Source: Population Reference Bureau 1994.



**Figure 11** Wage costs in manufacturing in selected countries, 1990.

Source: Choices for the 21st Century Education Project, Watson Institute, Brown University 1993.

Mexico's economy is much less developed than those of the United States and Canada according to the common measure of gross national product per person (Table 8 on page 57). Mexican industries will be exposed to competition from cheaper imported goods, and Mexico may lose some manufacturing plants to this competition. On the other hand, the United States may lose jobs in textile factories and other plants, since they are likely to move to Mexico where labor is cheaper.

Environmentalists, pointing to weak environmental enforcement in Mexico, claim U.S. firms will move to Mexico to escape environmental controls. They support their position by showing that Mexican border towns suffer from severe air and water pollution from the *maquiladoras* that have located along the border in Mexico. On the other hand, NAFTA contains several unprecedented provisions for environmental protection and conservation and for the promotion of sustainable development (Magraw 1994). Critics argue, however, that these provisions are inadequate and may be unenforceable (Charnovitz 1994). In any case, most commentators agree that higher national incomes from free trade make it possible to increase environmental protection and cleanup.

NAFTA opponents in the United States also argued that Mexico should not be rewarded with a special trade status because it lacks democratic institutions and has rampant political corruption. These characteristics—corruption without the rule of law and the abuse of state power—will not be changed by NAFTA alone. But if Mexico makes other political changes, NAFTA could help with democratization (Castañeda 1993). In any case, although NAFTA creates conditions for regional business and trade, it does not envision the kind of political integration presently forecast for the European Union.

4. Do you think NAFTA will be a success? Why or why not?



# Glossary

**Asian Newly Industrialized Countries (NICs)** The newly industrialized countries in Asia such as Hong Kong, Taiwan, Singapore, and South Korea.

**Bastille Day** A July 14 holiday in France that celebrates the fall of the Paris Bastille, a fortress prison, in 1789.

**Capitalism** An economic system based on a free market, where supply and demand determine the price of goods. Goods and services are sold to earn profit.

**Cold War** The political and economic conflict without warfare between the United States and its Western allies and the Soviet Union and its communist allies from shortly after World War II to the break-up of the Soviet Union in 1991.

**Communism** An economic system that is also called a command economy. The government determines the price and supply of goods and services in a highly centralized system.

**Desertification** The increase of the size of the world's deserts, commonly caused by the loss of topsoil from erosion and forest clear cutting.

**Developing countries** Countries that are in an early stage of economic development, usually with low levels of manufacturing and services, and reliant on agriculture, mining, forestry, or other similar activities.

**Development** A process of growth in services, transportation, communication, industries, financial institutions, and other aspects of a country's economy.

**Economic nationalism** A tendency of countries in a region to take care of their own economic needs first.

**Economy** The production, distribution, and exchange of goods and services for the satisfaction of human needs and desires.

**Environmental degradation** A significant reduction in the quality of an environment, resulting from a loss of stability caused by human activity.

**European Community (EC)** An organization established in 1957 as part of the Treaty of Rome to guide economic and political cooperation between the following members: Portugal, Spain, Italy, Greece, France, Luxembourg, Germany, Belgium, Britain, Ireland, Netherlands, and Denmark. Austria, Finland, Norway, and Sweden may join in 1995.

**European Economic Community (EEC)** An economic alliance started in 1957, also called the Common Market.

**European Union (EU)** An institution consisting of the European Community, the Common Foreign and Security Policy, and Justice and Home Affairs. Together, these three organizations act to unify Europe for economic, political, and environmental benefit.

**Export** Goods and services that are sold to foreign countries or businesses.

**Free trade** The exchange of goods and services without taxes, fees, or other restrictions on quality or quantity.

**Gross national product (GNP)** The value of all goods and services produced in a country in one year. When divided by the country's population, GNP per person can be used as an approximate measure of wealth or economic development.

**Immigration** The movement of people into a country or place to settle as permanent residents.

**Import** Goods and services that are purchased from foreign countries or businesses.

**Maquiladoras** Begun by the Mexican government in 1965, the *maquila* program allowed foreign companies to

assemble imported products tax-free, for immediate re-export, in factories along the Mexican-U.S. border. These export factories have created more than half a million jobs in Mexico. The *maquiladoras*, however, have also increased pollution in the border zone.

**North American Free Trade Agreement (NAFTA)** An agreement by Canada, Mexico, and the United States, approved in 1994, to merge their countries into a single economic market in order to increase trade among them. NAFTA removes many national barriers to the movement of goods, services, and capital.

**Political asylum** The protection or safety offered to people who seek refuge from political persecution.

**Pollution** The temporary and permanent contamination of the environment. Examples include noise, chemical, air, water, and land pollution.

**Region** A unit of area that shares some feature in common: It can include similarities in natural systems such as climate and vegetation, or in human systems such as culture, politics, and economics.

**Regional integration** Cooperation among countries in an area along political, cultural, or economic lines for mutual benefit.

**Sovereignty** Absolute control over the political, social, and economic futures of people and land.

**States' rights** A state has certain powers not restricted by the Federal Constitution. A contributing factor to the Civil War, southern states wanted more control over their own affairs than the federal government was willing to give them.

**Sustainable development** The concept that a place can improve the opportunities for people living there, while also preserving the quality of the environment.

**Tariffs** A tax placed on imports. Because high tariffs increase the price of imported goods, they protect domestic producers from foreign competition. Japan, for example, has maintained very high tariffs on imported rice to protect its rice farmers.

**Trading bloc** An agreement to promote trade among member countries by reducing tariffs, regulations, and other obstacles to the free movement of goods and services. The European Union (EU) was the world's largest trading bloc prior to the creation in 1994 of the North American Free Trade Agreement (NAFTA). See **European Union (EU)**, **NAFTA**.



# References

- Benn, Tony, MP. 1993. The Maastricht Treaty— "No." *New Politics* 4 (3): 93.
- Blouet, Brian W. 1993. Latin America and the world scene. In *Latin America and the Caribbean: A Systematic and Regional Survey*, 2nd edition, edited by Brian W. Blouet and Olwyn M. Blouet, 242–254. New York: John Wiley & Sons, Inc.
- Botteon, Michele, and Carraro, Carlo. 1993. Is the European carbon tax really effective? In *The European Carbon Tax: An Economic Assessment*, edited by Carlo Carraro and Domenico Siniscalco, 255–284. London: Kluwer Academic Publishers.
- Bourne, Eric. 1993. For Eastern Europe, only second-class EC membership. *Christian Science Monitor*, December 2: 7.
- Carraro, Carlo, and Siniscalco, Domenico, editors. 1993. *The European Carbon Tax: An Economic Assessment*. London: Kluwer Academic Publishers.
- Castañeda, Jorge G. 1993. Can NAFTA change Mexico? *Foreign Affairs* 72 (4): 66–80.
- Center for Foreign Policy Development. 1993. *United States Trade Policy: Competing in a Global Economy*. Providence, RI: Brown University.
- Charnovitz, Steve. 1994. NAFTA's environmental significance. *Environment* 36 (2), March: 42–45.
- Christian Science Monitor*. 1993. Britain's Maastricht debate moves to House of Lords. June 9: 2.
- Commission of the European Communities. 1975. *Uniting Europe*. Luxembourg: Office for Official Publications of the European Communities.
- . 1990. *European Community Transport Policy in the Approach to 1992*. Luxembourg: Office for Official Publications of the European Communities.
- . 1991. *The European Community, 1992 and Beyond*. Luxembourg: Office for Official Publications of the European Communities: 17.
- Constitution of the United States of America*. 1787. Washington, DC: United States Government Printing Office.
- Current History*. 1991. The New Europe. November.
- Darnton, John. 1993a. London sees approval of Europe pact today. *The New York Times*, May 20: A7.
- . 1993b. Western Europe is ending its welcome to immigrants, *The New York Times*, August 10: A1, A8.
- . 1994. Britain battling Europe over voting, *The New York Times*, March 25: A8.
- Dawson, Andrew H. 1993. *A Geography of European Integration*. London: Belhaven Press.
- Denver Post*. 1994. Latin leaders envision hemisphere-wide trade. June 15: 10A.
- Drozdiak, William. 1994a. Less ambitious European Union looks east. *Washington Post*, March 10: A38.
- . 1994b. Impatient East urges EU to open markets, purses. *Washington Post*, April 17: A25 and A30.

- Facts on File*. 1993. France: Cabinet splits over identity checks. 53 (2744) July 1: 491.
- Faulhaber, Gerald R. 1991. Telecommunications and the Scope of the Market in Services. In *European Economic Integration, The Role of Technology*, edited by Gerald R. Faulhaber and Gaultiero Tamburini. London: Kluwer Academic Publishers: 289–300.
- Fisher, Marc. 1993. Denmark approves European Unity Treaty by 57 percent vote. *Washington Post*, May 19: A21, A26.
- Foreign Policy Bulletin*. 1994. Maastricht Treaty on European Union enters into force on November 1, 1993; European economic area created. 4 (4/5): 87.
- French, Hilary F. 1991. The EC: environmental proving ground. *World Watch*, November/December: 26–33.
- Glazer, Lois. 1993. France to immigrants: go home. *The Progressive*, 57(10): 27.
- Hägerstrand, Torsten. 1993. What about nature in regional science? In *Visions and Strategies in European Integration*, edited by L. Lundqvist and L. O. Persson. Berlin: Springer-Verlag: 155–161.
- Hughes, Gordon. 1992. Clean air but no jobs? *Conference on Energy and Environment in European Economies in Transition. Priorities and Opportunities for Co-operation and Integration. Proceedings*. Prague: International Energy Agency, Organization for Economic Co-operation and Development, Centre for Co-operation with European Economies in Transition.
- Jordan, Winthrop, Greenblatt, Miriam, and Bowes, John S. 1985. *The Americans*. Evanston, IL: McDougal, Littell & Company.
- LaFranchi, Howard. 1993a. Danes gird for Maastricht—again. *Christian Science Monitor*, April 30: 6.
- . 1993b. Europe's leaders launch 'Union' amid fizzled public enthusiasm. *Christian Science Monitor*, November 1: 2.
- Leonard, Dick. 1988. *Pocket Guide to the European Community*. Oxford: Basil Blackwell.
- Magraw, Daniel. 1994. NAFTA's Repercussions: Is Green Trade Possible? *Environment* 36(2), March: 14–20, 39–45.
- Masland, Tom. 1994. Iron cross, velvet glove. *Newsweek*, July 25: 26, 27.
- Masser, Ian, Svidén, Ove, and Wegener, Michael. 1992. *The Geography of Europe's Futures*. London: Belhaven Press.
- Müller, Jürgen. 1991. Implications of 1992 for European telecommunications. In *European Economic Integration, the Role of Technology*, edited by Gerald R. Faulhaber and Gaultiero Tamburini. London: Kluwer Academic Publishers: 301–318.
- Nelan, Bruce W. 1993. Europe slams the door. *Time*, July 19: 38–40.
- Newsweek*. 1994. *Perspectives*. July 25: 15.
- OECD (Organisation for Economic Cooperation and Development). 1994. *Trends in International Migration: Annual Report 1993*. Paris: OECD.
- Owsinski, Jan. 1993. Baltic region integration in and through modelling: perception, wishes and realities. In *Visions and Strategies in European Integration*, edited by L. Lundqvist and L. O. Persson. Berlin: Springer-Verlag: 162–174.
- Phillips, Andrew. 1993. Racism on the rise. *Maclean's*, November 1: 38.



- Population Reference Bureau. 1994. *World Population Data Sheet*. Washington, DC: Population Reference Bureau.
- Publications Unit, Ed. 1992. *European Union*. Commission of the European Communities, Directorate-General for Audiovisual Information Communication and Culture. Luxembourg: Office for Official Publications of the European Communities.
- Range, Peter Ross. 1993. Europe faces an immigrant tide. *National Geographic*, 183, (5) May: 94-125.
- Riding, Alan. 1993a. It's 1993, and Europe still has borders. *The New York Times*, January 31: 6, travel section.
- . 1993b. Unity for Europe survives key test as the Danes vote. *The New York Times*, May 19: A1, A8.
- Robinson, Eugene. 1993. British House rebuffs Major. *The Washington Post*, July 23: A29.
- Salt, John. 1993. *Migration and Population Change in Europe* (Research Paper 19). New York: United Nations.
- Schmidt, William E. 1993. Britain ratifies European Treaty as critics drop court challenge. *The New York Times*, August 3: A7.
- Stevenson, Richard W. 1993. The nationalist roadblock in Europe. *The New York Times*, December 19: III-3.
- Surveys Research Unit. 1993. *Eurobarometer*. Brussels: Directorate-General Information, Communication, Culture, Audiovisual European Commission. No. 40, December.
- Tempest, Rone. 1992. A system bordering on chaos. *Los Angeles Times*, February 4: B10.
- U.S. News and World Report*. 1993. Germany's open door closes. June 7: 12.
- USA TODAY*. 1993. Trans-Channel tunnel opens in December. March 11: D-4.
- Vickerman, R. W. 1994. Transport infrastructure and region building in the European Community. *Journal of Common Market Studies* 32 (1): 1-24.
- Washington Post*. 1994. Europe in the next century. March 13: C6.
- Whitney, Craig R. 1993. With European Union's arrival, fears on economy cast a shadow. *The New York Times*, October 30: A1 and A4.
- The World Bank. 1992. *World Development Report: Development and the Environment*. New York: Oxford University Press.