



Assignment 5.5: Perspectives on Stewardship and Sustainability

Introduction

Assignment Total
/54



For most of human history, people have met their needs by developing and consuming resources found locally. However, today's large populations, new technologies, and rapid transportation often mean that local resources are developed for larger marketplaces. Resource development is now affected by economic pressure to meet the needs of huge global markets.

To what extent does globalization lead to sustainable prosperity for all people?

How does globalization affect resource development?

Read the passages on the following pages. These passages relate to the issue of sustainability and stewardship. Choose two passages that represent different perspectives. For each of the two passages, answer the questions that follow. You will need to show that you understand the position reflected in the source and establish your own position in response to the source.

For examples of how to analyze sources, go to the course website.

Source 1: Environmental quality is central to the long-term quality of life of Canadians and their prosperity. It is critical to their health and sense of well-being, to the livability of their communities, and the legacy they entrust to future generations. Our quality of life today demands fundamental change in the way in which Canadians think about the environment. In the October 2004 Speech from the Throne, the Government of Canada committed itself to working with its partners to build sustainable development systematically into decision making.

Canada is the steward of a substantial portion of the world's natural capital, with responsibility for 20% of the world's wilderness, 24% of its wetlands, 7% of its fresh water, 10% of its forests, and the longest coastline in the world. Canadians place great value on their natural environment, and many communities and individuals depend on abundant natural resources and healthy ecosystems for their livelihood. As a major trading nation, Canada has a significant role to play in the development, adoption, and promotion of sustainable development practices and technology.

While Canadians should take credit for the gains in environmental quality since the 1970s, significant challenges remain. For example, Canadians are consuming more energy, particularly non-renewable forms of energy, and opting more for polluting vehicles such as sport-utility vehicles. In addition, trends in housing development and land use are leading to more rural areas being converted into urban spaces, further fragmenting wildlife habitat.

"Canada's Performance 2004." Tabled in the Canadian Parliament by the President of the Treasury Board

Source 2: The Alberta Forest Usage Survey, conducted by the Alberta Forest Products Association (AFPA) to study the "societal values Albertans hold towards their forestlands", produced some surprising results. An impressive 84% of the 2881 respondents agreed that "Access and use of forests should be based firstly on preserving and protecting the environment and sustaining wildlife habitat at the expense of sustained economic benefits and jobs."

Alberta Wilderness Association, May 2006
<http://news.albertawilderness.ca/NR2006/NR060509/NR060509.htm>

Source 3: “Life is about healing and nurturing your body, your spirit. Without the life we receive from the air, the trees, the water, and animals, we will not survive. Let us do all we can to help keep the natural forests that we have to sustain us.”

Poplar River community member, as quoted at
http://poplarriverfirstnation.ca/poplar_river_world.htm

Source 4: The government is quietly drifting away from protecting endangered species that are standing in the way of economic expansion, a leaked federal document has revealed.

The draft policy document from Environment Canada suggests federal officials want to water down the Species at Risk Act in order to allow government regulators to factor in “socio-economic” concerns such as forestry, oil sands exploration, and residential construction when they identify critical habitat areas that require protection.

Environmentalists warn that the new proposal, if adopted, could poison scientific evaluations of what species need for survival in order to accommodate economic needs.

“Basically they’re cutting corners in the law inappropriately,” said Stephen Hazell, acting executive director of the Sierra Club of Canada.

“If we care as a nation about our wildlife, we can’t allow that to happen. If our only value is ensuring good profits in the forest industry, then we will lose the woodland caribou in Alberta.”

Mike De Souza, Calgary Herald
<http://www.uofaweb.ualberta.ca/govrel/news.cfm?story=49294>

Source 5: *Economic Facts*

- Alberta's forest sector generates annual revenues of almost \$8.4 billion.
- The forest sector provides nearly 54,000 jobs for Albertans (24 195 from the primary sector and 29 490 from the secondary sector). This generates \$1.6 billion in household income.
- Another 15 000 jobs are directly related to the forest products industry through supplier and services providers.
- Alberta's forests are a sustainable, renewable natural resource
- Forestry is a primary industry in up to fifty communities in Alberta. Of those, twelve communities are deemed forestry dependent.

Extract from Alberta Forest Products

https://www.albertaforestproducts.ca/industry/facts_figures.aspx

Source 6: Let us be clear that, although the people of the Northwest Territories welcome economic development, they are aware of the adverse social and environmental impacts that can result from resource development. Twenty-five years ago, the Aboriginal people of the Northwest Territories stopped the development of a gas pipeline because they recognized that the development of their resources would leave nothing of lasting benefit for the people who live here. Today, development must be done in a way that respect the environment and brings benefits to the Northwest Territories residents.

NWT Premier Stephen Kakfwi, National Roundtable on the Environment and the Economy, June 4, 2001

Source: _____

1. Whose perspective is represented in this passage? **/1**

2. In one sentence, state the perspective on the environment that is held by this group. **/2**

3. What values underlie this perspective? **/2**

4. What history and/or experience lie behind this perspective? **/2**

5. Write a paragraph response. To what extent do you share this perspective?
/10

Source: _____

6. Whose perspective is represented in this passage? /1

7. In one sentence, state the perspective on the environment that is held by this group. /2

8. What values underlie this perspective? /2

9. What history and/or experience lie behind this perspective? /2

10. Write a paragraph response. To what extent do you share this perspective?

/10

[illegible]

11. Can one perspective regarding sustainability and prosperity be more “right” than another, or are all perspectives equally valuable? Write a paragraph response in which you explain your answer. **/10**

12. How can society resolve issues where the perspective of one group is different from that of another? Write a paragraph response in which you explain your answer.

/10

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When you have completed Assignment 5.5: Perspectives on Stewardship and Sustainability, submit it on the submission page for this assignment in the Moodle course. Make sure that you've completed all questions (1-12) of this assignment.



Scoring Guide for Paragraph Responses

	Ideas and Support 7.5 The Student:	Communication of Ideas 2.5 The Student:
Excellent	<ul style="list-style-type: none">Provides thoughtful ideas and thorough explanationsUses specific, relevant, and accurate supportDemonstrates a confident and perceptive understanding of the assigned task 7.5	<ul style="list-style-type: none">Writes fluently with effective organizationUses precise, accurate, and effective vocabularyHas confident control of sentence construction, grammar, and mechanics 2.5
Proficient	<ul style="list-style-type: none">Provides meaningful ideas and appropriate explanationsUses support that is relevant and appropriate but may contain minor errorsDemonstrates a proficient and clear understanding of the assigned task 6	<ul style="list-style-type: none">Writes with proficient organizationUses specific, accurate, and appropriate vocabularyHas proficient control of sentence construction, grammar and mechanics 2
Satisfactory	<ul style="list-style-type: none">Provides straightforward ideas and general explanationsUses support that is relevant but general and/or incompletely developedDemonstrates an acceptable understanding of the assigned task 4.5	<ul style="list-style-type: none">Writes clearly with functional organizationUses appropriate and generally accurate but not specific vocabularyHas satisfactory control of sentence construction, grammar, and mechanics; minor errors do not interfere seriously with communication. 1.5
Limited	<ul style="list-style-type: none">Provides ideas and/or explanations that are limited and over-generalizedUses support that is superficial and may not always be relevantDemonstrates a limited understanding of the assigned task. 3	<ul style="list-style-type: none">Writes unevenly and/or incompletelyUses general and/or imprecise and/or inappropriate vocabularyHas faltering control of sentence construction, grammar, and mechanics 1
Poor	<ul style="list-style-type: none">Provides ideas and/or explanations that are minimal and/or tangentialUses support, if present, that is superficial, incomplete, and/or marginally relevantDemonstrates a minimal understanding of the assigned task 1.5	<ul style="list-style-type: none">Writes unclearly with ineffective organizationUses ineffective and frequently incorrect vocabularyLack control of sentence construction, grammar, and mechanics. 0.5
Comment		