

# GLOBALSCOPE

A GLOBAL CONNECT @ UC IRVINE PUBLICATION



## GLOBAL PERSPECTIVES

*21st Century Map Studies and Global Hero Profiles  
Globalization & International Relations Course Workbook*





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# GLOBAL PERSPECTIVES

21<sup>ST</sup> CENTURY MAP STUDIES AND GLOBAL HERO PROFILES

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**GLOBALSCOPE PUBLICATIONS**

University of California, Irvine • School of Social Sciences



# GLOBALSCOPE PUBLICATIONS

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University of California, Irvine • School of Social Sciences

*GlobalScope is a series of innovative curriculum guides created by the University of California, Irvine's School of Social Sciences for secondary school educators and students on the 21st Century forces and issues of globalization. The curriculum is designed to introduce high school students to the formal academic disciplines of anthropology, economics, geography, international studies, political science, and sociology. The GlobalScope publications allow us to share original University research and teachings with students and teachers beyond our immediate reach.*

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## Introducing GLOBAL CONNECT @ UCI

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Global Connect @ UCI is an original educational partnership developed by the University of California, Irvine's School of Social Sciences to enrich California's secondary school curriculum in international studies. This is accomplished by translating current university-level concepts and knowledge into a curriculum that is age appropriate for high school students.

The global studies knowledge gap in our public schools is a critical problem that needs a flexible and immediate response. Students need lessons they can relate to as global citizens that will affect how they see themselves in the world. They must be capable of thinking in terms of worldwide issues to succeed in their respective careers and lives so that they may contribute to the general welfare of society. This cannot be achieved through textbook curriculum that is outdated by the time it is received by students. Teachers cannot abandon their classroom responsibilities to acquire current knowledge of the quickly changing international environment. Global conflicts and issues need to be brought to the students as current events – not as history.

The study of worldwide issues through Global Connect establishes an environment that creates responsible global citizens and leads to access for students to higher education. Global Connect builds a bridge to the world for our nation's secondary students.

Global Connect dedicates its educational program and publications to addressing California's History Social Studies curriculum framework and the National Curriculum Standards for Social Studies. This is being accomplished through the creation of an original year long course, "Globalization and International Relations"; implementation of the syllabus at select schools in Orange County; sponsorship of countywide teacher seminars; and the development of new on-line curriculum options for secondary educators statewide and beyond. Classroom lessons are innovative in structure and not only teach students factual information but serve as an ideal platform for analytical and reflective thinking about global issues.

For additional information, please visit our website at: <http://www.socsci.uci.edu/globalconnect/>

## Common Core Standards in the Social Sciences

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The pursuit of Common Core Standards is redefining America's educational priorities. One of the most central and elusive problems in addressing these standards is developing academically challenging and classroom effective curriculum that addresses the needs of our students in different subject areas. Global Connect @ UCI, a unique educational initiative based in the School of Social Sciences at the University of California, Irvine, has developed original curriculum and teaching strategies to introduce secondary students to 21st Century global issues and events through an interdisciplinary lens. The lens integrates the various disciplines within social science: anthropology, economics, geography, international studies, political science, and sociology.

This integration occurs through concepts, readings, and "problem sets" found in contemporary university classrooms. Our academically centered course of study has been adapted into age appropriate thematic presentations, dynamic interactive, and literacy building workshops that realize the Common Core objectives.

### **Global Connect specifically targets and meets the Common Core Standards by:**

- *Focusing on non-fiction, discipline based content through formal academic PowerPoint presentations, interactive workshops, and readings*
- *Emphasizing Evidence Based Writing Skills through the introduction of take-home assignments, and unit capstone projects, and formal academic forms of in-class writing*
- *Building a discipline-based vocabulary (a set of new terms are defined to complement each week's academic theme)*
- *Expanding the students' abilities to: Use quality academic sources, organize data, analyze, and cite & discuss*
- *Integrating contemporary use of technology for online research and general inquiry*

The Global Connect course on "*Globalization and International Relations*" is already serving as a Common Core option for secondary educators and students in California's Saddleback Valley Unified School District and Newport Mesa Unified School District. The partnership between UCI, SVUSD, and NMUSD is currently exploring new strategies for sharing and advancing this dynamic new course so that other districts can adopt this as a vehicle for acquiring college ready critical thinking abilities and organizational skills. These strategies include the creation of effective teacher training modules for each unit; an expanded online topic-specific video library of presentations by UCI faculty and graduate students; and the continued development of *GlobalScope Curriculum Guides*.



This year, as with prior years, the content has been revised and edited to address the most recent global occurrences/issues and to introduce new resources. For an in-depth overview of our Program, please visit our website at: [www.socsci.uci.edu/globalconnect](http://www.socsci.uci.edu/globalconnect).

*Ellen Schlosser*

*Global Connect @ UCI  
Founding Director  
Curriculum Development Advisor*

**Note:**

In 2011, the University of California recognized Global Connect's course, "*Globalization and International Relations*," as an approved A-G academic elective course for California's secondary students. The California Council for the Social Sciences recognized the program as being a Common Core ready curriculum and featured the program in their journal, *Sunburst: A Publication of the California Council for the Social Studies*.

## GUIDELINE TO GLOBALSCOPE

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GlobalScope is an expanding library of in-print and online guides that mirror UCI School of Social Sciences' contemporary research and teachings related to 21st Century issues and conditions of globalization. The primary motivation behind this publication is to provide secondary teachers with an accessible social science resource that will help create “global” windows in the classroom. Our guiding principle is that high school students need to understand the contemporary changes that are influencing their educational and personal opportunities, and ultimately, their lives and careers.

### Explanation of GlobalScope format:

**Unit Presentations** vary in format. Each presentation is centered on a specific topic and reflects the style of the individual faculty, graduate, or undergraduate student presenter. Several of the authors have created PowerPoint presentations that can be used by the classroom teacher.

An annotated version with additional information has been included in the *Teacher Edition*. Some presenters have also provided lesson outlines.

**Workshop Scripts** seek to recreate the lecture/discussion format used in college courses. We alternate the formal introduction of topics with special interactive workshops. These age-appropriate workshops have been designed and successfully presented in the classrooms (grades 8 – 12) by *Global Connect* undergraduate interns. These workshops have been designed in a script-like manner with sections assigned to the university undergraduate interns. The workshop material can easily be adapted for “single voice” use by the classroom teacher.

**Literacy Building Readings and Assignments** provide students with exercises that will require them to read non-fiction primary source documents. After reading and analyzing the materials, the students will be given written assignments to strengthen their expository writing abilities. Some current topical articles and charts have been reprinted and cited.

**Global Perspectives: International Relations & Globalization Course Workbook** is a two part workbook to be used in conjunction with the thematic module presentations throughout the semester.

### **Part I: “A Sense of Place: Identifying Nations by Name and Location”**

Includes weekly political map identification exercises that provide students with the ability to recognize the location of the globe’s nations. These weekly exercises will allow students to locate and name the nations of each continent and significant regions.

### **Part II: “People of Purpose: 21st Century Global Citizens (‘Real Heroes’)”**

Will introduce students to real heroes whose actions have impacted the distinct geographic areas being studied. These introductions will be made through video interviews/feature stories and assigned readings. Students will be asked to analyze the problems, strategies, and solutions associated with each of the featured social entrepreneurs through writing exercises. Over the semester the assignments will transition students from completing simple fill-in review sheets to composing five paragraph expository essays. The writing assignments, depending on length, can be used as in-class worksheets or as take home assignments. Grading of these assignments is recommended.

### **Identification of Curriculum Standards:**

Each workshop and presentation addresses an objective identified in the *National Council for the Social Studies Curriculum Thematic Strands* and/or the objectives set forth by the *California State History/Social Science Standards & Framework*. For your personal reference, we have included a copy of the *National Council’s Thematic Strands* in the Appendix.

**Complimentary Disk:** All of the primary *GlobalScope* materials presented in this curriculum guide are provided on a disk so that classroom teachers can independently present the PowerPoint presentations and reproduce the worksheet assignments.

All the original materials are for individual classroom use only and not to be reprinted without express permission from the School of Social Sciences, University of California, Irvine.

**Website:** All materials contained in *GlobalScope* will be posted on the *Global Connect @ UCI* website: <http://www.socsci.uci.edu/globalconnect>

# GLOBAL CONNECT VISIONARIES

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## UNIVERSITY OF CALIFORNIA, IRVINE

**Manuel Gomez, *Former Vice Chancellor of Student Affairs***

## SCHOOL OF SOCIAL SCIENCES

**Bill Maurer, *Dean of Social Sciences***

**Caesar D. Sereseres, *Professor of Political Science***

**Mark Petracca, *Associate Dean of Undergraduate Studies***

**Dave Leinen, *Assistant Dean, Administration, Planning, and Resources***

## NEWPORT-MESA UNIFIED SCHOOL DISTRICT

### NEWPORT HARBOR HIGH SCHOOL

**Principal Sean Boulton**

**Host Teacher: Jennifer Thompson & Evan Chalmers**

### EARLY COLLEGE HIGH SCHOOL

**Principal David Martinez**

**Host Teachers: Sandy Kipfstuhl**

### ENSIGN INTERMEDIATE SCHOOL

**Principal Mike Sciacca**

**Host Teachers: Sarah Tucker**

## SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

### LAGUNA HILLS HIGH SCHOOL

**Principal Bill Hinds**

**Host Teachers: Yoleisy Avila & Paul Weinberger**

### MISSION VIEJO HIGH SCHOOL

**Vice Principal Dan Sullivan**

**Host Teachers: Sean Proctor**

# PUBLICATION CREDITS

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## EDITORS-IN-CHIEF

**Jessica Chan**  
*Director, Global Connect @ UCI*

**Ellen Schlosser**  
*Curriculum Development Advisor, GlobalScope Curriculum Guides*

## UNDERGRADUATE EDITOR

**Alexandra Russo**  
*Psychology and Social Behavior & Criminology, Law and Society*

## PUBLICATION PRODUCTION STAFF

**Benson Lao**, *Layout Editor*

**Luis Fonseca**, *Cover Design*

## ALUMNI CONTRIBUTORS

**Class of 2015:** *Tiffany Tan*

**Class of 2014:** *Jazmin Martinez & Eliana Oropeza*

**Class of 2013:** *Henry Kan & David Liu*

**Class of 2012:** *Aaron McCollough & Spencer Wittmeyer*

**Class of 2011:** *Digo Takahashi & Tammy Lin*

**Class of 2009:** *John Wie & Meng Fei Chen*

**Class of 2008:** *Valerie Dao*

# GLOBALSCOPE

## GLOBAL PERSPECTIVES

### SECTION I: MAP STUDIES

<i>Area of Study</i>	<i>Pg.</i>	<i>Area of Study</i>	<i>Pg.</i>
<b>Continents</b>	21	<b>Western Europe</b>	54
<b>North America</b>	26	<b>Eastern Europe</b>	56
<b>Central America and the Caribbean</b>	30	<b>Central Asia</b>	60
<b>South America</b>	34	<b>South Asia</b>	62
<b>Northern Africa</b>	41	<b>East Asia</b>	64
<b>Southern Africa</b>	43	<b>Middle East</b>	66
<b>Oceania</b>	45		

## SECTION II: 21<sup>ST</sup> CENTURY GLOBAL CITIZENS

<i>Global Citizen</i>	<i>Biography</i>	<i>Prompt</i>
<b>North America</b>		
<b>Bill Gates</b> <i>Innovator &amp; Global Philanthropist</i> <i>United States</i>	73	79
<b>Ertharin Cousin</b> <i>Director of U.N. World Food Program</i> <i>United States</i>	80	84
<b>Central America</b>		
<b>Kenco Coffee vs. Gangs</b> <i>Non-profit Gang Intervention Program</i> <i>Honduras</i>	85	87
<b>South America</b>		
<b>Michelle Bachelet</b> <i>President of Chile &amp; Women's Rights Activist</i> <i>Chile</i>	88	91
<b>Albina Ruiz</b> <i>Community and Environmental Activist</i> <i>Peru</i>	92	96
<b>Pro Mujer ("For Women")</b> <i>Non-profit Developmental Organization</i> <i>Bolivia</i>	97	99
<b>Africa</b>		
<b>Tom Catena</b> <i>Missionary Doctor</i> <i>Sudan (Northern Africa)</i>	100	106
<b>Obiageli Ezekwesili</b> <i>Former Education Minister</i> <i>Anti-Corruption Activist</i> <i>Nigeria (Northern Africa)</i>	107	109

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**Wangari Maathai**

*Environmentalism & Educator  
Nobel Peace Prize Winner  
Kenya (Southern Africa)*

110

112

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**Europe**

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**Angela Merkel**

*Chancellor of Germany  
Germany (Western Europe)*

113

117

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**Pope Francis**

*Pope of the Roman Catholic Church  
Humanitarian Advocate  
Italy (Western Europe)*

118

120

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**Asia**

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**Malala Yousafzai**

*Education & Gender Equality Advocate  
Nobel Peace Prize Winner  
Pakistan (South Asia)*

121

125

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**Muhammad Yunus**

*Economist & Nobel Peace Prize Winner  
Bangladesh (South Asia)*

126

129

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**Kailash Satyarthi**

*Children's Rights Advocate  
Nobel Peace Prize Winner  
India (South Asia)*

130

132

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**Efren Peñaflorida**

*Educator & Anti-Gang Activist  
Philippines (East Asia)*

133

136

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**Joshua Wong**

*Student Political Activist  
Hong Kong (East Asia)*

137

140

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**Aung San Suu Kyi**

*Human Rights & Democracy Advocate  
Burma (East Asia)*

141

144

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**Middle East**

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**Wael Ghonim**

*Internet Political Activist  
Egypt*

145

150

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**Mustafa Hassan**

*Child Protection Advocate  
Syria*

151

153

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**SECTION III: SPECIAL VISIONARIES**

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*Global Citizen*

*Biography*

*Prompt*

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**Dalai Lama**

*Nobel Peace Prize Winner & Spiritual Leader  
Tibet (East Asia)*

155

160

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**César Chávez**

*Civil Rights Activist  
United States of America (North America)*

173

178

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## Online Resource Links

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<i>Global Citizen</i>	<i>Online Resource</i>
<b>Bill Gates</b>	<b>Gates Foundation: Giving a Fortune Away</b> <a href="http://www.youtube.com/watch?v=2VdMqmVtnOM">http://www.youtube.com/watch?v=2VdMqmVtnOM</a> (13:30)
<b>Ertharin Cousin</b>	<b>Ertharin Cousin Feeds the World's Hungriest</b> <a href="http://www.forbes.com/video/2589805939001/">http://www.forbes.com/video/2589805939001/</a> (4:47)
<b>Kenco Coffee vs. Gangs</b>	<b>What is Coffee vs. Gangs? Who's who on the farm</b> <a href="https://www.youtube.com/watch?v=oHNIsWVsHtE">https://www.youtube.com/watch?v=oHNIsWVsHtE</a> (4:35)
<b>Michelle Bachelet</b>	<b>Michelle Bachelet on Leadership</b> <a href="https://www.youtube.com/watch?v=uZxcjtQ6tFQ">https://www.youtube.com/watch?v=uZxcjtQ6tFQ</a> (3:10)
<b>Albina Ruiz</b>	<b>PBS New Heros Ep3 01 Albina Ruiz Garbage Companies Peru</b> <a href="https://www.youtube.com/watch?v=cwTJr4ORshc">https://www.youtube.com/watch?v=cwTJr4ORshc</a> (19:08)
<b>Pro Mujer</b>	<b>Pro Mujer on CNN Heroes</b> <a href="http://www.youtube.com/watch?v=RmhfXka1xxw">http://www.youtube.com/watch?v=RmhfXka1xxw</a> (2:20)
<b>Tom Catena</b>	<b>2014 DukeMed Distinguished Awards: Thomas G. Catena, MD</b> <a href="https://www.youtube.com/watch?v=OmpCLZjhMpc">https://www.youtube.com/watch?v=OmpCLZjhMpc</a> (5:29)
<b>Obiageli Ezekwesili</b>	<b>Activist fights to bring back Chibok girls</b> <a href="http://www.cnn.com/videos/world/2015/04/14/intv-purefoy-obiageli-ezekwesili.cnn/video/playlists/boko-haram/">http://www.cnn.com/videos/world/2015/04/14/intv-purefoy-obiageli-ezekwesili.cnn/video/playlists/boko-haram/</a> (2:29)
<b>Wangari Maathai</b>	<b>Wangari Maathai "The Tree Lady" by Will Levitt</b> <a href="https://www.youtube.com/watch?v=QjnWy6uOP3Q">https://www.youtube.com/watch?v=QjnWy6uOP3Q</a> (9:55)
<b>Angela Merkel</b>	<b>Angela Merkel is TIME's 2015 Person Of The Year   Chancellor Of The Free World</b> <a href="https://www.youtube.com/watch?v=HRN1py6xtHM">https://www.youtube.com/watch?v=HRN1py6xtHM</a> (3:46)
<b>Pope Francis</b>	<b>Pope Francis, The People's Pope</b> <a href="http://poy.time.com/2013/12/11/person-of-the-year-pope-francis-the-peoples-pope/?iid=poy-main-lead">http://poy.time.com/2013/12/11/person-of-the-year-pope-francis-the-peoples-pope/?iid=poy-main-lead</a> (2:56)
<b>Malala Yousafzai</b>	<b>Diane Sawyer Sits Down With the Inspirational Malala Yousafzai</b> <a href="https://www.youtube.com/watch?v=ev-jPT5M9cU">https://www.youtube.com/watch?v=ev-jPT5M9cU</a> (6:23)

**Muhammad Yunus**

**10 Questions for Muhammad Yunus**

[http://content.time.com/time/video/player/0,32068,41338228001\\_1925356,00.html](http://content.time.com/time/video/player/0,32068,41338228001_1925356,00.html) (6:11)

**Kailash Satyarthi**

**How to make peace? Get angry**

[https://www.ted.com/talks/kailash\\_satyarthi\\_how\\_to\\_make\\_peace\\_get\\_angry?language=en](https://www.ted.com/talks/kailash_satyarthi_how_to_make_peace_get_angry?language=en) (18:29)

**Efren Peñaflorida**

**Hero's Tribute: Efren Peñaflorida**

<http://www.youtube.com/watch?v=h3YpbFjX9ps> (5:25)

**Joshua Wong**

**The Evolution of Joshua Wong**

<http://www.nytimes.com/video/world/asia/100000003151079/the-evolution-of-joshua-wong.html> (4:03)

**Aung San Suu Kyi**

**Amnesty awards Aung San Suu Kyi**

<https://www.youtube.com/watch?v=VHou-8v76DY> (6:21)

**Wael Ghonim**

**Wael Ghonim: Inside the Egyptian revolution**

<https://www.youtube.com/watch?v=SWvJxasiSZ8> (10:07)

**Wael Ghonim and Egypt's New Age Revolution**

<https://www.youtube.com/watch?v=LxJK6SxGCAw> (11:25)

**Mustafa Hassan**

**Mustafa Hassan Profile**

<https://www.youtube.com/watch?v=14SeZ19Jvn4> (1:47)

**Dalai Lama**

**Dalai Lama Biography**

<http://www.biography.com/people/dalai-lama-9264833> (1:09)

**César Chávez**

**The Life of César Chávez**

<https://www.youtube.com/watch?v=NzbL3X68TEI> (6:36)

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## GLOBAL PERSPECTIVES

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### *Section I: Map Studies*



## COUNTRIES OF THE WORLD

## C

### A

<b>Afghanistan</b>	Kabul
<b>Albania</b>	Tirane
<b>Algeria</b>	Algiers
<b>America Samoa</b>	Pago Pago
<b>Andorra</b>	Andorra la Vella
<b>Angola</b>	Luanda
<b>Antigua and Barbuda</b>	Saint John's
<b>Argentina</b>	Buenos Aires
<b>Armenia</b>	Yerevan
<b>Australia</b>	Canberra
<b>Austria</b>	Vienna
<b>Azerbaijan</b>	Baku

### B

<b>Bahrain</b>	Manama
<b>Bangladesh</b>	Dhaka
<b>Barbados</b>	Bridgetown
<b>Belarus</b>	Minsk
<b>Belgium</b>	Brussels
<b>Belize</b>	Belmopan
<b>Bénin</b>	Porto-Novo (Official) Cotonou (Adm.)
<b>Bhutan</b>	Thimphu
<b>Bolivia</b>	La Paz; Sucre (Judicial)
<b>Bosnia and Herzegovina</b>	Sarajevo
<b>Botswana</b>	Gaborone
<b>Brazil</b>	Brasilia
<b>Brunei</b>	Bandar Seri Begawan
<b>Bulgaria</b>	Sofia
<b>Burkina Faso</b>	Ouagadougou
<b>Burundi</b>	Bujumbura

<b>Cambodia</b>	Phnom Penh
<b>Cameroon</b>	Yaoundé
<b>Canada</b>	Ottawa
<b>Cape Verde</b>	Praia
<b>Central African Republic</b>	Bangui
<b>Chad</b>	N'Djamena
<b>Chile</b>	Santiago
<b>China</b>	Beijing
<b>Colombia</b>	Bogota
<b>Comoros</b>	Moroni
<b>Congo, Democratic Republic of the</b>	Kinshasa
<b>Congo, Republic of the</b>	Brazzaville
<b>Costa Rica</b>	San Jose
<b>Côte d'Ivoire</b>	Yamoussoukro
<b>Croatia</b>	Zagreb
<b>Cuba</b>	Havana
<b>Cyprus</b>	Nicosia
<b>Czech Republic</b>	Prague

### D

<b>Denmark</b>	Copenhagen
<b>Djibouti</b>	Djibouti
<b>Dominica</b>	Roseau
<b>Dominican Republic</b>	Santo Domingo

### E

<b>East Timor (Timor-Leste)</b>	Dili
<b>Ecuador</b>	Quito
<b>Egypt</b>	Cairo
<b>El Salvador</b>	San Salvador
<b>Equatorial Guinea</b>	Malabo

Eritrea	Asmara
Estonia	Tallinn
Ethiopia	Addis Ababa

## F

Fiji	Suva
Finland	Helsinki
France	Paris
French Guiana	Georgetown

## G

Gabon	Libreville
Georgia	Tbilisi
Germany	Berlin
Ghana	Accra
Greece	Athens
Greenland	Nuuk
Grenada	Saint George's
Guam	Hagåtña
Guatemala	Guatemala City
Guinea	Conakry
Guinea-Bissau	Bissau
Guyana	Georgetown

## H

Haiti	Port-au-Prince
Holy See	Vatican City
Honduras	Tegucigalpa
Hungary	Budapest

## I

Iceland	Reykjavik
India	New Delhi
Indonesia	Jakarta
Iran	Tehran
Iraq	Baghdad

Ireland	Dublin
Israel	Jerusalem
Italy	Rome

## J

Jamaica	Kingston
Japan	Tokyo
Jordan	Amman

## K

Kazakhstan	Astana
Kenya	Nairobi
Kiribati	Tarawa Atoll
Korea, North	Pyongyang
Korea, South	Seoul
Kosovo	Pristina
Kuwait	Kuwait City
Kyrgyzstan	Bishkek

## L

Laos	Vientiane
Latvia	Riga
Lebanon	Beirut
Lesotho, Kingdom of	Maseru
Liberia	Monrovia
Libya	Tripoli
Liechtenstein	Vaduz
Lithuania	Vilnius
Luxembourg	Luxembourg

## M

Macedonia, Republic of	Skopje
Madagascar	Antananarivo
Malawi	Lilongwe
Malaysia	Kuala Lumpur

<b>Maldives</b>	Male
<b>Mali</b>	Bamako
<b>Malta</b>	Valletta
<b>Marshall Islands</b>	Majuro
<b>Mauritania</b>	Nouakchott
<b>Mauritius</b>	Port Louis
<b>Mexico</b>	Mexico City
<b>Micronesia, Federated States of</b>	Palikir
<b>Moldova</b>	Chisinau
<b>Monaco</b>	Monaco
<b>Mongolia</b>	Ulan Bator
<b>Montenegro</b>	Podgorica
<b>Morocco</b>	Rabat
<b>Mozambique</b>	Maputo
<b>Myanmar (Burma)</b>	Rangoon (Yangon); Naypyidaw or Nay Pyi Taw (Adm.)

## N

<b>Namibia</b>	Windhoek
<b>Nauru</b>	no official capital; government offices in Yaren District
<b>Nepal</b>	Kathmandu
<b>Netherlands</b>	Amsterdam
<b>New Zealand</b>	Wellington
<b>Nicaragua</b>	Managua
<b>Niger</b>	Niamey
<b>Nigeria</b>	Abuja
<b>Norway</b>	Oslo

## O

<b>Oman</b>	Muscat
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## P

<b>Pakistan</b>	Islamabad
<b>Palau</b>	Ngerulmud

<b>Palestinian Territories</b>	West Bank and Gaza Strip
<b>Panama</b>	Panama City
<b>Papua New Guinea</b>	Port Moresby
<b>Paraguay</b>	Asunción
<b>Peru</b>	Lima
<b>Philippines</b>	Manila
<b>Poland</b>	Warsaw
<b>Portugal</b>	Lisbon
<b>Puerto Rico</b>	San Juan

## Q

<b>Qatar</b>	Doha
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## R

<b>Romania</b>	Bucharest
<b>Russia</b>	Moscow
<b>Rwanda</b>	Kigali

## S

<b>Saint Kitts and Nevis</b>	Basseterre
<b>Saint Lucia</b>	Castries
<b>Saint Vincent and the Grenadines</b>	Kingstown
<b>Samoa</b>	Apia
<b>San Marino</b>	San Marino
<b>São Tomé and Príncipe</b>	São Tomé
<b>Saudi Arabia</b>	Riyadh
<b>Senegal</b>	Dakar
<b>Serbia</b>	Belgrade
<b>Seychelles</b>	Victoria
<b>Sierra Leone</b>	Freetown
<b>Singapore</b>	Singapore
<b>Slovakia</b>	Bratislava
<b>Slovenia</b>	Ljubljana

<b>Solomon Islands</b>	Honiara
<b>Somalia</b>	Mogadishu
<b>South Africa</b>	Pretoria (Adm.); Cape Town (Legislative); Bloemfontein (Judicial)
<b>South Sudan</b>	Juba
<b>Spain</b>	Madrid
<b>Sri Lanka</b>	Colombo
<b>Sudan</b>	Khartoum
<b>Suriname</b>	Paramaribo
<b>Swaziland</b>	Mbabane
<b>Sweden</b>	Stockholm
<b>Switzerland</b>	Bern
<b>Syria</b>	Damascus

## T

<b>Taiwan</b>	Taipei
<b>Tajikistan</b>	Dushanbe
<b>Tanzania</b>	Dar es Salaam; Dodoma (Legislative)
<b>Thailand</b>	Bangkok
<b>The Bahamas</b>	Nassau
<b>The Gambia</b>	Banjul
<b>Togo</b>	Lome
<b>Tonga</b>	Nuku'alofa
<b>Trinidad and Tobago</b>	Port of Spain
<b>Tunisia</b>	Tunis
<b>Turkey</b>	Ankara
<b>Turkmenistan</b>	Ashgabat
<b>Tuvalu</b>	Funafuti

## U

<b>Uganda</b>	Kampala
<b>Ukraine</b>	Kiev
<b>United Arab Emirates</b>	Abu Dhabi
<b>United Kingdom</b>	London
<b>United States of America</b>	Washington D.C.
<b>Uruguay</b>	Montevideo
<b>Uzbekistan</b>	Tashkent

## V

<b>Vanuatu</b>	Port-Vila
<b>Vatican City (Holy See)</b>	Vatican City
<b>Venezuela</b>	Caracas
<b>Vietnam</b>	Hanoi
<b>Virgin Islands</b>	Charlotte Amalie

## W

<b>Western Sahara</b>	Laâyoune (El Aaiún)
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## Y

<b>Yemen</b>	Sana'a
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## Z

<b>Zambia</b>	Lusaka
<b>Zimbabwe</b>	Harare



## Defining Globalization

**Globalization:** a term used to describe the 21st century realities connecting people and places of the earth together.

- The definition reflects specific spheres:

Economic

Political

Social

## Political Globalization

- Countries are working together on central issues as global partners rather than addressing each issue as independent nations.

**Example**

- The United Nations is one of the central forums that facilitates today's multinational discussions, debates, actions on peacekeeping, development, environmental protection, human rights, and the maintenance of the rule of law internationally.

## Social & Cultural Globalization

- Citizens of different nations are viewing themselves as members of a "great society" of 7.18 billion people of the earth, addressing the needs of people beyond their borders through humanitarian efforts and constantly exchanging ideas and cultural practices with each other.

## Globalization Defined

- "Globalization" is a term that came into popular usage in the 1980s to describe the increased movement of people, knowledge and ideas, and goods and money across national borders that has led to increased interconnectedness among the world's populations, economically, politically, socially and culturally.

## Technology

- Technology has allowed us to overcome physical borders through dynamic advances in communication and transportation.

## “Globe”-alization

- **Globe:** a map of the Earth on a hollow sphere. A globe gives us a physical representation of the planet.
- To understand the term *globalization*, we must recognize the root of the word. We can think of globalization as referring to the connections being made across the globe.



## Vocabulary

- **Geography:** the study of the Earth's surface
- **Continent:** any one of the seven large continuous land masses that constitute most of the dry land on the surface of the earth



## Geography & the World

- **Physical Geography:** relates to the natural environment and how climate, vegetation, soil, water, and landforms are produced/interact.
- **Political (Human) Geography:** how space is created, viewed, and managed by humans and the influence humans have on the space they occupy.
- **Environmental Geography:** combines physical and human geography and looks at the interactions between the environment and humans.

## Types of Maps

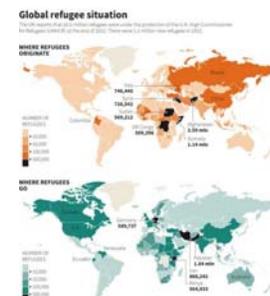
- **Physical Maps:** illustrates the physical or natural world. They show locations of identifiable bodies of water and are used to locate rivers, mountains, ocean currents and wind.
- **Political Maps:** show the political divisions that people have made on Earth. Political maps show the boundaries of nations-states and cities.
- **Thematic :** shows a particular theme connected with a specific geographic area.  
(ex: population density)

## Physical & Political Maps

- **Physical Maps** illustrates the physical or natural world. They show locations of identifiable landforms and bodies of water and are used to locate rivers, mountains, ocean currents, and wind.
- **Political Maps** show the political divisions that people have made on Earth. Political maps show the boundaries of nations-states and locations of cities.

## Thematic Map

- Thematic Maps show a particular theme connected with a specific geographic area. They show distributions and relationships among map features.



## The Continents



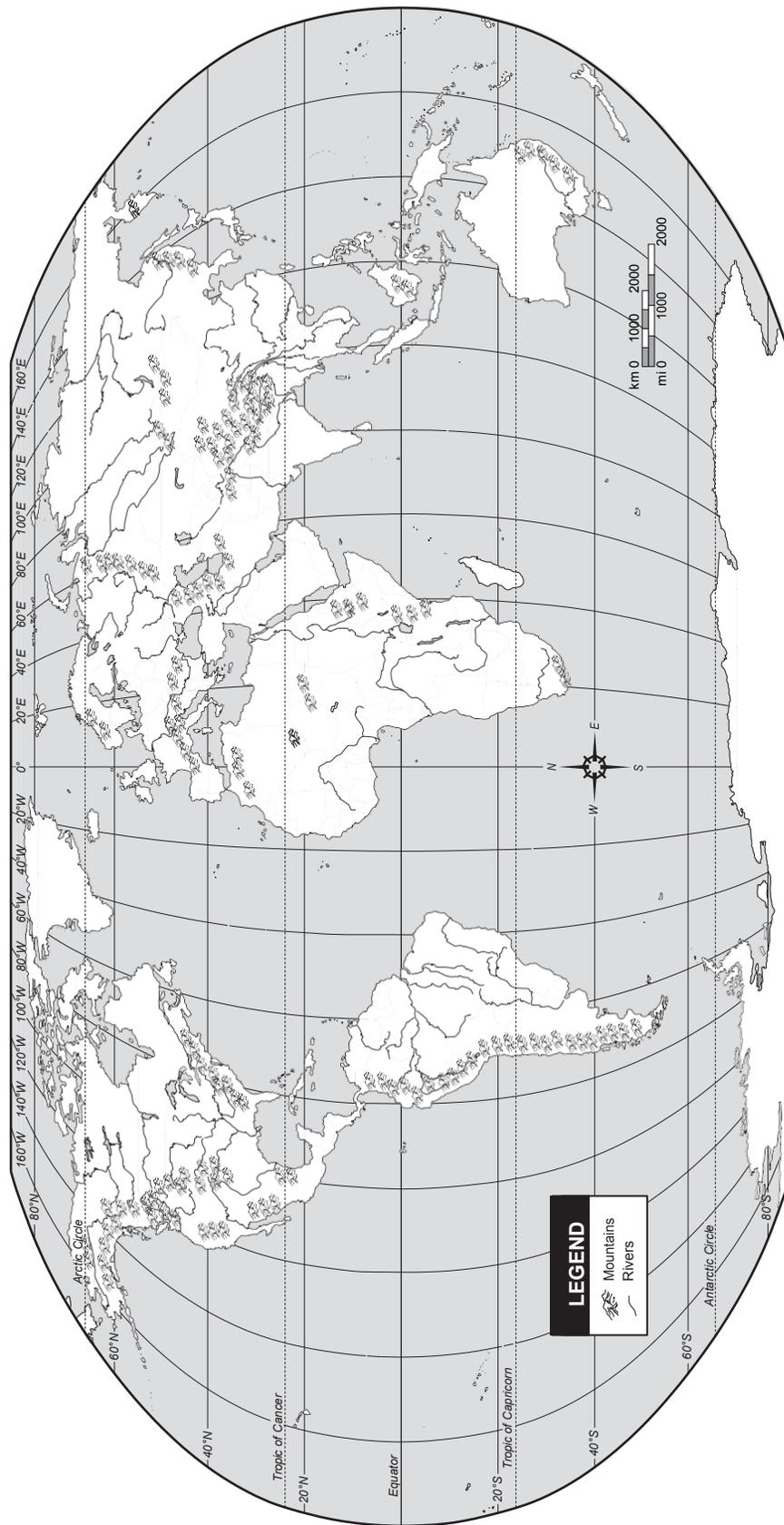
## The Oceans



## Continent Profiles

Continent	Number of Countries	Area	Population
Asia	48	17.2 million mi. <sup>2</sup>	4.43 billion
Africa	54	11.6 million mi. <sup>2</sup>	1.11 billion
North America	23	9.5 million mi. <sup>2</sup>	528.7 million
South America	12	6.9 million mi. <sup>2</sup>	337.5 million
Antarctica	N/A	5.4 million mi. <sup>2</sup>	0
Europe	50	3.93 million mi. <sup>2</sup>	742.5 million
Australia/Oceania	14	3.27 million mi. <sup>2</sup>	23.13 million

# Physical World Map



# Political World Map

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**Name:** \_\_\_\_\_

**Period:** \_\_\_\_\_

## North America

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North America is the 3rd largest continent in the world and is comprised of Mexico, the United States, Canada, and Greenland. The United States was the first independent nation of North America, declaring its independence on July 4, 1776. Of the seven continents, North America has the 4th largest population, with 529 million people. The United States is the most populous country, with 318,857,056 people. In addition, the United States has the largest GDP per capita of the three countries (\$53,041).

Three main bodies of water surround North America: the Pacific Ocean to the west, the Atlantic Ocean to the east, and the Arctic Ocean north of Alaska and Canada.

Canada has the largest land mass (9,984,670 square kilometers/3,885,101 square miles), but it is also the least densely populated.

Of the three countries, Mexico has the lowest GDP per capita (\$10,307 in current USD). The largest city by population is Mexico City, Mexico, with more than 9 million residents.

**Number of countries in this region: 4**

### Demographic Statistics

- Average literacy rate: 94.7%
- Average life expectancy: 77.5 years
- Average infant mortality rate: 9.42 deaths/1000 births
- Average GDP per capita in current USD: \$31,213
- Average % of population living in urban areas: 78.5%

### Country Close-ups

Most Literate: **Greenland** – 100%

Least Literate: **Mexico** – 95.1%

Highest % of population under poverty line: **Mexico** – 52.3%

Lowest % of population under poverty line: **Greenland** – 9.2%

Highest life expectancy: **Canada** – 79M/84F

Lowest life expectancy: **Greenland** – 69M/75F

Highest infant mortality rate: **Mexico** – 12.23 births/1000 deaths

Lowest infant mortality rate: **Canada** – 4.71 births/1000 deaths

Highest % of population living in urban areas: **Greenland** – 86%

Lowest % of population living in urban areas: **Mexico** – 78%

Most populous: **United States of America** – 321,368,864

Least populous: **Canada** – 34,834,841

### List of North American Nations and their Capitals

Country	Capital
Canada	Ottawa
Greenland	Nuuk
Mexico	Mexico City
United States of America	Washington, D.C.

# North America

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Locate and label the following countries on the map. Be sure to study your map to prepare for your test on this region. You should be prepared to locate each country on the map.

Canada	Greenland	Mexico	U.S.A.
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## North America

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Locate and label the following countries on the map. Be sure to study your map to prepare for your test on this region. You should be prepared to locate each country on the map.

Canada	Greenland	Mexico	U.S.A.
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**Name:** \_\_\_\_\_

**Period:** \_\_\_\_\_

## Central America and the Caribbean

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Although not a continent, Central America and the Caribbean are often separated from North America on cultural grounds. Central America is bordered by the Pacific Ocean to the west and the Caribbean Sea to the east, which contains the many island nations of the Caribbean. The landmass contained by Central America and the Caribbean consists of less than 1% of the land area of the world, yet at least 20 governments have established nations in this region. The primary spoken languages are Spanish, English, Dutch, and French, among many others. The total population of this region is 78 million people.

**Number of countries in this region: 20**

### Demographic Statistics

- Average literacy rate: 86%
- Average life expectancy: 74 years
- Average infant mortality rate: 19.4 deaths/1000 births
- Average GDP per capita in current USD: \$11,760
- Average % of population living in urban areas: 69%

### Country Close-ups

Highest literacy rate: **Cuba** – 99.8%

Lowest literacy rate: **Haiti** – 60.7%

Highest % of population under poverty line: **Haiti** – 58.5%

Lowest % of population under poverty line: **The Bahamas** – 9.3%

Highest life expectancy: **Virgin Islands** – 76M/83 F

Lowest life expectancy: **Trinidad and Tobago** – 69M/75F

Highest infant mortality rate: **Haiti** – 47.98 deaths/1000 births

Lowest infant mortality rate: **Cuba** – 4.63 deaths/1000 births

Highest % of population living in urban areas: **Puerto Rico** – 99%

Lowest % of population living in urban areas: **Antigua and Barbuda** – 30%

Most populous country: **Guatemala** – 14.9 million  
 Least populous country: **Saint Kitts and Nevis** – 51,134

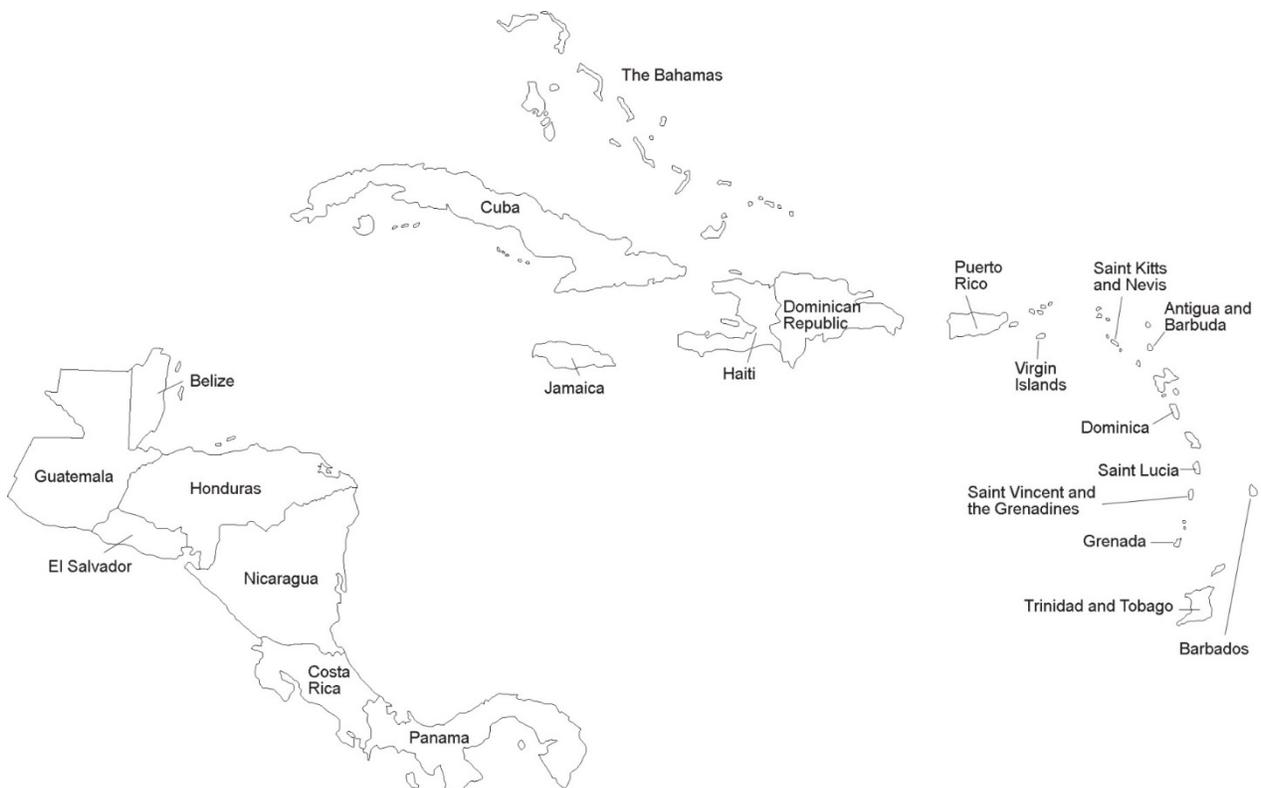
### List of Central American and Caribbean Nations and their Capitals

Country	Capital
Antigua and Barbuda	Saint John's
The Bahamas	Nassau
Belize	Belmopan
Costa Rica	San Jose
Cuba	Havana
Dominica	Roseau
Dominican Republic	Santo Domingo
El Salvador	San Salvador
Grenada	Saint George's
Guatemala	Guatemala City
Haiti	Port-au-Prince
Honduras	Tegucigalpa
Jamaica	Kingston
Nicaragua	Managua
Panama	Panama City
Puerto Rico	San Juan
Saint Kitts and Nevis	Basseterre
Saint Lucia	Castries
Trinidad and Tobago	Port of Spain
Virgin Islands	Charlotte Amalie

## Central America and the Caribbean

Locate and label the following countries on the map. Be sure to study your map to prepare for your test on this region. You should be prepared to locate each country on the map.

Antigua and Bermuda	Bahamas	Barbados	Belize
Costa Rica	Cuba	Dominica	Dominican Republic
El Salvador	Grenada	Guatemala	Haiti
Honduras	Jamaica	Nicaragua	Panama
Puerto Rico	Saint Kitts and Nevis	Saint Lucia	Saint Vincent and the Grenadines
Trinidad and Tobago	Virgin Islands		



## Central America and the Caribbean

---

Locate and label the following countries on the map. Be sure to study your map to prepare for your test on this region. You should be prepared to locate each country on the map.

Antigua and Bermuda	Bahamas	Barbados	Belize
Costa Rica	Cuba	Dominica	Dominican Republic
El Salvador	Grenada	Guatemala	Haiti
Honduras	Jamaica	Nicaragua	Panama
Puerto Rico	Saint Kitts and Nevis	Saint Lucia	Saint Vincent and the Grenadines
Trinidad and Tobago	Virgin Islands		



**Name:** \_\_\_\_\_

**Period:** \_\_\_\_\_

## South America

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South America is the 4th largest continent in terms of area, and comprises about 12% of the world's landmass. This continent is bordered by the Pacific Ocean on its western shore and the Atlantic Ocean on its northern and eastern shores. Its total population is 387.5 million. The primary languages spoken in this region include Portuguese, Spanish, Dutch, English, and French. Its newest independent nation is Suriname, which gained independence in 1975.

**Number of countries in this region: 13**

### Demographic Statistics

- Average literacy rate: 93%
- Average life expectancy: 73 years
- Average infant mortality rate: 20 deaths/1000 births
- Average GDP per capita in current USD: \$10,200
- Average % of population living in urban areas: 84%

### Country Close-ups

Most Literate: **Argentina** – 98.1%

Least Literate: **Brazil** – 92.6%

Highest % of population under poverty line: **Suriname** – 70%

Lowest % of population under poverty line: **Chile** – 15%

Highest life expectancy: **Chile** – 75M/81F

Lowest life expectancy: **Bolivia** – 66M/72F

Highest infant mortality rate: **Bolivia** – 37.49 births/1000 deaths

Lowest infant mortality rate: **Chile** – 6.86 births/1000 deaths

Highest % of population living in urban areas: **Venezuela** – 93%

Lowest % of population living in urban areas: **Guyana** – 29%

Most populous: **Brazil** – 204 million

Least populous: **Suriname** – 579,633

## List of South American Nations and their Capitals

Country	Capital
Argentina	Buenos Aires
Bolivia	La Paz; Sucre
Brazil	Brasilia
Chile	Santiago
Colombia	Bogotá
Ecuador	Quito
French Guiana	Cayenne
Guyana	Georgetown
Paraguay	Asunción
Peru	Lima
Suriname	Paramaribo
Uruguay	Montevideo
Venezuela	Caracas

# South America

Locate and label the following countries on the map. Be sure to study your map to prepare for your test on this region. You should be prepared to locate each country on the map.

Argentina	Bolivia	Brazil	Chile
Colombia	Ecuador	French Guiana	Guyana
Paraguay	Peru	Suriname	Uruguay
Venezuela			



## South America

---

Locate and label the following countries on the map. Be sure to study your map to prepare for your test on this region. You should be prepared to locate each country on the map.

Argentina	Bolivia	Brazil	Chile
Colombia	Ecuador	French Guiana	Guyana
Paraguay	Peru	Suriname	Uruguay
Venezuela			



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## GLOBAL PERSPECTIVES

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### *Section II: Global Citizens*





### Profile: Iron Man

**Abilities:**

- A genius level intellect that allows him to create a range of sophisticated inventions, most notably his Iron Man armor. Also possesses a keen business mind.

**Areas of Impact:**

- Environment
- International peace
- Philanthropy



### Profile: Captain America

**Abilities:**

- Injected with a supersoldier serum that granted him superhuman strength, stamina, and healing.

**Areas of Impact:**

- Preserving America's ideals
- Defender of the common man
- War hero



### Profile: Thor

**Abilities:**

- The Norse God of thunder who wields the hammer Mjölner. Blessed with flight as well as supernatural strength and climate control.

**Areas of Impact:**

- One of Earth's defenders
- Son of Odin; Prince of Asgard
- Maintains intergalactic diplomacy



### Super Heroes & Real Heroes

- Do you believe there are real heroes?
- Who do you consider to be a hero?
- What specific characteristics do they possess?
- What have they accomplished?

## Traits of Real Heroes

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Knowledgeable/Educated

Technologically Skilled

Creative

Communication Skills

Innovative

Moral & Ethical Values

Entrepreneurial Skills

## Real Global Issues

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**Social**

Directly impacts one's quality of life

**Political**

Related to one's rights as both a citizen of a nation and a member of the global community

**Economic**

Related to one's standard of living and ability to acquire wealth

**Environmental**

Addresses ecological conditions and needs

## Why study global leaders?

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- Understand our world today through the eyes and thoughts of real heroes
- Recognize that these leaders come from a variety of nations
- Analyze the problems they faced and the solutions they developed
- First up: Bill Gates





## Bill Gates: A Biography

William (Bill) H. Gates is founder, technology advisor and board member of Microsoft Corporation, the worldwide leader in software, services and solutions that help people and businesses realize their full potential. He served as chairman of the board until February 4, 2014.

On June 27, 2008, Gates transitioned out of a day-to-day role in the company to spend more time on his global health and education work at the Bill & Melinda Gates Foundation. He shares his thoughts about the foundation and other topics on Gates Notes, a website launched in January 2010. Gates continues to serve on Microsoft's Board of Directors and as an advisor on key development projects.

Born on October 28, 1955, Gates grew up in Seattle with his two sisters. Their father, William H. Gates II, is a Seattle attorney. Their late mother, Mary Gates, was a schoolteacher at University of Washington regent, and chairwoman of United Way International.

Gates attended public elementary school and the private Lakeside School. There, he discovered his interest in software and began programming computers at age 13.

In 1973, Gates entered Harvard University as a freshman, where he lived down the hall from Steve Ballmer. While at Harvard, Gates developed a version of the programming language BASIC for the first microcomputer - the MITS Altair.

In his junior year, Gates left Harvard to devote his energies to Microsoft, a company he had begun in 1975 with his childhood friend Paul Allen. Guided by a belief that the computer would be a valuable tool on every office desktop and in every home, they began developing software for personal

computers. Gates' foresight and his vision for personal computing have been central to the success of Microsoft and the software industry.

Under Gates' leadership, Microsoft's mission has been to continually advance and improve software technology, and to make it easier, more cost-effective and more enjoyable for people to use computers. The company is committed to a long-term view, reflected in its industry-leading investment in research and development each year.

In 1999, Gates wrote *Business @ the Speed of Thought*, a book that shows how computer technology can solve business problems in fundamentally new ways. The book was published in 25 languages and is available in more than 60 countries. *Business @ the Speed of Thought* has received wide critical acclaim, and was listed on the best-seller lists of the New York Times, USA Today, The Wall Street Journal and on Amazon. Gates' previous book, *The Road Ahead*, published in 1995, was at the top of the New York Times bestseller list for seven weeks.

Gates has donated the proceeds of both books to non-profit organizations that support the use of technology in education and skills development.

In addition to his love of computers and software, Gates founded Corbis, which is developing one of the world's largest resources of visual information - a comprehensive digital archive of art and photography from public and private collections around the globe. He is also a member of the board of directors of Berkshire Hathaway Inc., which invests in companies engaged in diverse business activities.

Philanthropy is very important to Gates. He and his wife, Melinda, started a foundation in 2000 to help reduce inequities in the United States and around the world. The Bill & Melinda Gates Foundation supports philanthropic initiatives in the areas of global health and learning, with the hope that in the 21st century, advances in these critical areas will be available for all people. To learn more about the foundation, visit [www.gatesfoundation.org](http://www.gatesfoundation.org)

Gates was married on Jan. 1, 1994, to Melinda French Gates. They have three children. Gates is an avid reader, and enjoys playing golf, tennis and bridge.

*For more information, visit:*

*<http://news.microsoft.com/exec/bill-gates/>*





## 2015 Annual Letter

By Bill Gates, Published: January 2015

### Introduction

We see an opportunity and we want to make the most of it

We're putting our credibility, time, and money behind this bet — and asking others to join us — because we think there has never been a better time to accelerate progress and have a big impact around the world.

Some will say we're irrational to make this bet too. A skeptic would look at the world's problems and conclude that things are only getting worse. And we shouldn't lose sight of the fact that a handful of the worst-off countries will continue to struggle.

When we travel, we meet with people to learn what they need to live a healthy, productive life. Mapinga, Tanzania, 2011

But we think the next 15 years will see major breakthroughs for most people in poor countries. They will be living longer and in better health. They will have unprecedented opportunities to get an education, eat nutritious food, and benefit from mobile banking. These breakthroughs will be driven by innovation in technology — ranging from new vaccines and hardier crops to much cheaper smartphones and tablets — and by innovations that help deliver those things to more people.

The rich world will keep getting exciting new advances too, but the improvements in the lives of the poor will be far more fundamental — the basics of a healthy, productive life. It's great that more people in rich countries will be able to watch

movies on super hi-resolution screens. It's even better that more parents in poor countries will know their children aren't going to die.

It is fair to ask whether the progress we're predicting will be stifled by climate change. The most dramatic problems caused by climate change are more than 15 years away, but the long-term threat is so serious that the world needs to move much more aggressively — right now — to develop energy sources that are cheaper, can deliver on demand, and emit zero carbon dioxide. The next 15 years are a pivotal time when these energy sources need to be developed so they'll be ready to deploy before the effects of climate change become severe. Bill is investing time in this work personally (not through our foundation) and will continue to speak out about it.

We're excited to see how much better the world will be in 15 years. Here are some of the breakthroughs we see coming.

### Breakthrough 1: Healthcare

Child deaths will go down, and more diseases will be wiped out

Until recently, the world was split in two.

In one half, virtually all children were vaccinated, had sufficient nutrition, and received proper treatment for common illnesses like diarrhea and pneumonia. The number of children in this half who died before they reached the age of 5 was well under 1 percent.

Then there was the other half.

Here, vaccination coverage was spotty at best, children tended to be malnourished, and standard childhood illnesses went untreated. About 10 percent of these children died before they turned 5; in some countries that percentage was much higher.

When we started our foundation, we were looking for the most strategic ways to help equalize the two halves of the world. We thought that if the world put a little more innovation behind saving the lives of poor children — for example, close to the same amount of innovation that goes into making computers faster and smaller — we could make a lot of progress.

When we look at the progress the world has made in the past generation, since 1990, we believe global health equity is an achievable goal. Increased investment in health care has led to better coverage with the vaccines and treatments that were already available, and intensified R&D has led to the development of new vaccines and treatments. The percentage of children who die before age 5 has been cut in half.

We predict that the next 15 years will see the pace of these developments increase even faster. The world is going to make unprecedented progress in global health.

Here are some achievements that are within the grasp of the “other” half of the world.

Cutting the number of children who die before age 5 in half again. In 1990, one in ten children in the world died before age 5. Today, it's one in 20. By 2030, that number will be one in 40. Almost all countries will include vaccines for diarrhea and pneumonia, two of the biggest killers of children, in their immunization programs. Better sanitation — through simple actions like hand-washing as well as innovations like new toilets designed especially for poor places — will cut the spread of disease dramatically. And we're learning how to help more mothers adopt practices like proper breastfeeding and skin-to-skin contact with their babies that prevent newborns from dying in the first month after they're born. (Newborn deaths have gone down at a slower rate than deaths of

older children and now account for almost half of all child deaths.) Many poor countries have built strong health care systems in the past 25 years, and in the next 15 years other countries will pick up on their ideas and provide more care — and higher quality care — for newborns and young children. Ultimately, this will mean millions of people alive and thriving who would have died.

Reducing the number of women who die in childbirth by two thirds. In countries around the world, more and more mothers are giving birth in health care facilities instead of at home. Since 2005, for example, the proportion of mothers delivering at facilities in Rwanda has gone from 31 percent to 72 percent. In Cambodia, it has shot up from 20 percent to 57 percent. By continuing to make sure that the caregivers at those facilities are well-supplied and well-trained, we can take advantage of this global trend and make childbirth much safer for women around the world. In addition, maternal mortality will drop as more women get access to contraceptives and information about spacing their pregnancies safely. As that number goes up, the number of mothers dying will go down.

Wiping polio and three other diseases off the face of the earth. Destroying a disease utterly is a very difficult thing to do — so difficult, in fact, that it's happened only once in history, when smallpox was eradicated in 1980. But if we keep working hard, we can eradicate four diseases by 2030. We can get polio out of Africa this year and out of every country in the world in the next several years. Guinea worm, an incredibly painful disease whose sufferers spend months incapacitated while worms that can be several feet long burst out of their legs, will also be gone soon, thanks in large part to the leadership of President Jimmy Carter and the Carter Center. We'll also see the last of diseases like elephantiasis, river blindness, and blinding trachoma, which disable tens of millions of people in poor countries. The drugs that can stop these scourges are now being donated in huge numbers by pharmaceutical companies, and they're being used more strategically thanks to advances in digital maps that show where diseases

are most prevalent. Last year these free medicines were distributed to 800 million people.

Finding the secret to the destruction of malaria. We won't be able to completely eradicate malaria by 2030, but we will have all the tools we need to do so. These will include a vaccine that prevents people with malaria from spreading it to the mosquitoes that bite them, a single-dose cure that clears the parasite completely out of peoples' bodies, and a diagnostic test that can reveal right away whether a person is infected. Early versions of all these tools are in development now. In 15 years, we'll be poised to send malaria the way of smallpox and polio.

Polio vaccination campaigns like this one in Mashakeri village have helped rid Africa almost entirely of the disease.

Forcing HIV to a tipping point. As we make progress toward a vaccine or a cure, the number of people beginning treatment in sub-Saharan Africa will finally outstrip the number of people newly infected. When we reach that point in the region with the most dense HIV transmission in the world, cases will start going down everywhere around the globe for the first time since the disease was discovered more than 30 years ago.

This (partial) list of breakthroughs gives a phenomenal picture of how much progress can be made in just 15 years. Life will get better, faster, because the number of innovations reaching the poor will be greater than ever before.

### **Conclusion: A Call for Global Citizens**

So what will it take to make sure that the lives of the poor improve faster in the next 15 years than ever before?

As we said earlier, it will take innovation in technology and in ways to deliver it to the people who need it most, which is what our foundation works on. There's another crucial factor: informed, passionate individuals working together to form effective movements for change. People who care about helping those in the world's

poorest places improve their lives. We call them global citizens. And with this letter, we're helping to kick-start an effort to recruit tens of millions more of them.

Becoming a global citizen doesn't mean you have to dedicate your life to helping the poor. It does mean you follow an issue of global importance—whether it's one we wrote about in this letter, or another, like human rights or governance. You take a few minutes once in a while to learn about the lives of people who are worse off than you are. (In fact, if you're still reading this far into our letter, you are probably a global citizen.) You're willing to act on your compassion, whether it's raising awareness, volunteering your time, or giving a little money.

Improving life for the poor will take contributions from everyone.

There is overwhelming evidence that people care about others who are suffering—when they can see the suffering. Just think of the global outpouring of support whenever a devastating tsunami or earthquake makes the news. The problem is that ongoing tragedies like deadly diseases and poverty don't make the news. They're invisible to many of us. And so the caring of millions of people goes untapped.

We hope to help change that. With the effort we're helping launch, we want to raise the visibility of these problems. We want to give global citizens a way to lend their voice, urging governments, companies, and nonprofits to make these issues a priority.

It is called Global Citizen, and you can sign up at [globalcitizen.org](http://globalcitizen.org). You will be able to get updates on how you can help, share what you're learning, and connect with other people and organizations who care about similar issues. But being a global citizen is not just about being part of one organization; it's about being part of a movement made up of many effective organizations including global groups like CIVICUS, Save the Children, the ONE Campaign, ActionAid, Oxfam, and Greenpeace, as well as smaller national organizations from Sri Lanka to South Africa. We

hope this effort will help these groups grow, building the movement of global citizens. Their millions of members are also global citizens, working on different global problems.

Global citizens have an especially important role to play this year. In September, the United Nations will agree on a set of goals about what should be done for the poor over the next 15 years. The UN did this once before, in 2000, and it was one of the best ideas for development either of us has ever seen. It focused the world on key measures of how many people get the basics of a productive life: good health and a chance to get an education and make the most of economic opportunities.

We hope the goals adopted this year continue that work. Nearly 1,000 organizations in 130 countries have come together to launch a campaign called action/2015 to make sure they do. But we need even more voices—and by joining Global Citizen, you can add yours. Along with other groups, Global Citizen will be asking their members to hold their leaders accountable for the goals they sign up for in September, particularly those relating to the health of women and children.

The more global citizens there are, and the more active and effective they are, the more progress the world will make. We hope you will show your support by signing up, because we believe that people can and must work together more to make the world a more equitable place. In fact, we're betting on it.

*For more information, visit:*

*<http://www.gatesnotes.com/2015-Annual-Letter>*

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## Bill Gates Writing Prompt

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Hero's Homeland:

Identify the local or global issues/problems. Are they social, political, economic, and/or environmental?

### Related Questions

1. Why do you think Bill Gates was sensitive to the issue? Did he possess special knowledge or unique resources that helped him find the solution?
2. Was there a specific group that benefited from his actions? Describe the group. Do you think that the accomplishments achieved will have a lasting impact? Can Gates' efforts benefit people in other areas? Globally?
3. Gates has become one of the wealthiest people in the world. His wealth is more than that of many countries. Is it right for a person to have that much wealth? Explain.
4. Did Gates have an obligation to donate his money to the various causes mentioned in the readings? Do you think he should not have contributed so much money to social causes? Explain.



Ertharin Cousin began her tenure as the twelfth Executive Director of the United Nations World Food Programme on April 5, 2012. Cousin brings more than twenty-five years of national and international non-profit, government, and corporate leadership experience focusing on hunger, food, and resilience strategies. Cousin guides the World Food Programme in meeting urgent food needs while championing longer-term solutions to food insecurity and hunger. As the leader of the world's largest humanitarian organization with approximately 13,500 staff serving over 90 million beneficiaries in 80 countries across the world, she is an exceptional advocate for improving the lives of hungry people worldwide, and travels extensively to raise awareness of food insecurity and chronic malnutrition.

In 2009, Ertharin Cousin was nominated by President Barack Obama and confirmed by the U.S. Senate to be the United States Ambassador to the United Nations Agencies for Food and Agriculture, and head of the U.S. Mission to the U.N. Agencies in Rome. During her nearly three years as the Chief U.S. Diplomatic Voice for Famine Relief and Hunger Solutions, Cousin helped guide U.S. and international policy around some of the most devastating and life-threatening situations in the world. She advocated for aid strategies that integrate a transition from relief to development, including following the 2010 earthquake in Haiti, and for country-led sustainable agriculture programmes, particularly in the aftermath of the 2010 flooding in Pakistan and in response to the 2011 drought in the Horn of Africa. As the U.S. Representative in Rome, she played a significant role in advocating for improved collaboration between, and promoting gender parity and mainstreaming in the operations of the three Rome-based food and agriculture agencies – the Food and Agriculture Organization,

the International Fund for Agriculture Development and the World Food Programme. During her tenure, she actively participated in reforming the Committee on World Food Security, enlarging the multi-stakeholder platform and helping to introduce a results-based framework. In 2011, she also assumed the presidency of the International Development Law Organization's Assembly of Parties.

Cousin worked in the Administration of U.S. President Bill Clinton for four years, including serving as White House Liaison to the State Department, and received a White House appointment to the Board for International Food and Agricultural Development. Cousin served as Executive Vice President and Chief Operating Officer of Feeding America (then known as America's Second Harvest), the largest domestic hunger organization in the United States. She led the organization's response to Hurricane Katrina, an effort that resulted in the distribution of various relief supplies, including food, to those in need across the Gulf Coast region of the United States.

Cousin has significant background in the retail food sector, leading government communications and community affairs for two large U.S. grocery chains, Albertsons Foods and Jewell Foods. While working for Albertsons, she served as President and Chair of the company's corporate foundation, managing the organization's philanthropic activities. Cousin is a native of Chicago and a graduate of the University of Illinois at Chicago and the University of Georgia School of Law. She is a published author and accomplished speaker on food insecurity and chronic malnutrition. She is based in Rome, Italy.

*For more information, visit:*  
<https://www.wfp.org/about/corporate-information/executive-director/biography>



## From Lawndale to Rome, Bangladesh and beyond

By Katherine Skiba, Published: April 3, 2012

Ertharin Cousin, who grew up in Chicago's Lawndale neighborhood, is a U.S. ambassador with a residence in Rome, round-the-clock bodyguards and a dog-eared passport.

Since 2009, she's been the U.S. representative to the United Nations agencies for food and agriculture, a role that has taken her to 23 countries to combat hunger and malnutrition. President Barack Obama, long and acquaintance, nominated her to the post.

But much is about to change for Cousin, 54. She'll leave a home on Via di Porta San Sebastino, lose her State Department security detail and no longer will have Obama as her boss.

On Thursday, she becomes the Executive Director of the U.N.'s World Food Program, one of the largest humanitarian organizations in the world.

In her new job, she will keep delivering food, and hope, to the world's poor, and she'll continue to live in the Italian capital, though in a different residence. She will report to U.N. Secretary-General Ban Ki-moon, working not just for the U.S., but "all the people of the world," as he put it to her.

A lawyer who calls herself "passionate, driven and hardworking," she cut her teeth in politics in Chicago and the Clinton White House. She's also had top jobs in the corporate world, including with the Albertsons grocery chain and Jewel-Osco stores. When Hurricane Katrina hit in 2005, she was an executive at the Chicago-based America's Second Harvest, now Feeding America, and

helped bring 62 million pounds of food to the Gulf Coast.

The World Food Program has an annual budget of about \$4.5 billion a year, 10,000-plus employees and operations in more than 70 countries. The U.S. contributes about 40 percent of its budget. Obama recommended Cousin for her new post, which has a five-year tenure.

It's a long way from her working-class roots on Polk Street on Chicago's West Side.

Cousin's mother was a city social worker and administrator for 38 years; her father owned property and was active in West Side politics. As a child, she was bused to La Grange Park to study at St. Louise de Marillac Catholic School. She graduated from Chicago's Lane Tech in 1975. Her undergraduate degree is from the University of Illinois at Chicago and law degree from the University of Georgia.

Though a citizen of the world, Cousin keeps a condo in Hyde Park and tries to make it home every few months. Divorced with a son, she has two grandchildren who call her "Gigi." Her mother, Annie Cousin, still lives in the home where Ertharin Cousin and her three sisters grew up.

"Ertharin" means nothing in particular, according to Annie Cousin, who said in an interview that she wanted all her daughters — the others are Tybra, Yvette and Zina — to have "pretty, distinctive" names.

"I wanted something that I thought was strong, and something unusual, and somehow it came out 'Ertharin,' " the mother said.

Ertharin Cousin traces her start to broad-minded parents who bought the World Book encyclopedia, sent her to acting classes and took the family on long Sunday drives all over the city and suburbs.

Annie Cousin, 77, said she and her late husband weren't disciplinarians, per se. "We were a talking family — we talked about everything," she said. "We respected one another. We raised the girls to be strong, not to be followers."

She compared child-rearing to tending roses. "If you are going to have a rose bush, you can't just put it in the ground and walk away. You're going to cultivate it. You're going to see that the weeds don't grow around it. You're going to help it grow in the right way, so that it can be beautiful."

Early on, there were signs that Cousin was destined for something big. Her husband's aunt baby-sat the young girl, and when she was 2, the aunt said: "I may not live to see Ertharin grow up, but Ertharin is going to be somebody. She's so smart."

When Cousin was a child, she read a story in *Life* magazine about the killing of baby seals for their skins and wrote to the White House and went door-to-door with a petition to try to halt the practice, her mother said.

Talking about her own career, Annie Cousin said: "That's what she saw me do all those years: working with the underprivileged, feeding the hungry, clothing the naked. I was very passionate about what I did. Ertharin just took it to another level."

After law school, she campaigned for Chicago's first black mayor, Harold Washington. She flopped at her only try for public office, a 1988 bid for a seat on what is now the Metropolitan Water Reclamation District, but she caught the eye of other top Democrats.

After work at the city and state level, she joined the Democratic National Committee and was a White House liaison to the State Department for President Bill Clinton.

In a commencement speech last year to John Cabot University in Rome, Cousin admitted she was not the best student in college or law school. She said she had graduated not magna nor summa cum laude, but what her mother called "Thank you, laude."

Looking back, Cousin said she also had outside pursuits. During law school she led search teams for Atlanta's missing, murdered children and put together a rally to keep the Ku Klux Klan from organizing on campus.

Her interests — and politics — meshed with Obama and his commitment to the world's poor, set out in his inaugural address, when he pledged that the U.S. would "work alongside you to make your farms flourish and let clean waters flow; to nourish starved bodies and feed hungry minds."

In mid-March she visited him in the Oval Office to thank him for naming her an ambassador and encouraging her new appointment. "There was a lot to say thank-you for," she said. "And in response to that, he said, 'You served us well and we're expecting big things of you.' "

A friend, Gwen Ifill, a senior correspondent for the *PBS News Hour*, said Cousin's energy and vibrancy are her secret weapons.

"I think she blew Ban Ki-moon away when she met him," she said. "It's one thing to know the numbers and the diplo-speak, but another to be able to show your passion for the topic."

Cousin knows the rules surrounding food-security issues and the diplomatic challenges of getting food to starving people, Ifill said, "but she can also tell you about the people, which makes the difference."

Another friend is Michele Norris, of National Public Radio. She called Cousin a friend who will be there for you when you need one but who will "also tell you when your slip is showing."

"The reason she's right for the job is she's got this wonderful combination of grace and grit," Norris said. "She knows how to push a rock up a hill and do it in such a way that you believe she's going to do it, and you put your shoulder up under the rock too."

In a sharply partisan Washington, Cousin has strong, respectful relationships on both sides of the aisle, Norris added.

Cousin's work already has taken her to impoverished stretches of Africa, Asia and Central America. Today's aid, she said, comes in many forms, including rations such as wheat, maize, sorghum and rice, high-energy biscuits, food vouchers and cash.

She wants to bolster the World Food Program's work with the private sector in transportation, logistics and manufacturing food products arising from the yields of small farmers.

Cousin, in an interview with the Tribune during a visit to Washington, observed that to a hungry person, a piece of bread is the "face of God." She said she is inspired to work harder when she sees malnourished children with bellies bloated and eyes coated with flies.

"We have meal supplements that are micronutrient-fortified," she said, "and if I get that intervention to a child, within 6 weeks that listless baby will be up and running."

Nowhere was she moved more than in Bangladesh, where she and her group distributed food to children. As thanks, the children painted a picture for her, danced and, in English, sang the civil rights anthem "We Shall Overcome."

"I just started bawling," she said. "Because these children believe. They believe as we believe. And shame on us, the global community, if we can't deliver for them."

*For more information, visit:*

*[http://articles.chicagotribune.com/2012-04-03/news/ct-met-ertbarin-cousin-food-program-20120403\\_1\\_ertbarin-cousin-un-s-world-food-program-jewel-osco](http://articles.chicagotribune.com/2012-04-03/news/ct-met-ertbarin-cousin-food-program-20120403_1_ertbarin-cousin-un-s-world-food-program-jewel-osco)*

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## Ertharin Cousin Writing Prompt

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Hero's Homeland:

Identify the local or global issues/problems. Are they social, political, economic, and/or environmental?

### Related Questions

1. How has Ertharin Cousin's upbringing and past experiences contributed to her passion for her work today?
2. Many would consider Cousin a "global citizen," although she was born and raised in the United States. What led her to embrace the people of other nations?
3. Cousin is a lawyer and humanitarian. She combined her studies of law and politics with her passion to help others. Do you think that having multiple areas of interest helped her envision a new solution to global hunger? What two areas of study are you interested in?



We hope you enjoyed this preview of

## **GLOBAL PERSPECTIVES**

For a complete edition, please contact:

**Jessica Bit**

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Director, Global Connect @ UCI

Phone: (949) 824-9407

Email: [jjbit@uci.edu](mailto:jjbit@uci.edu)