

# Understandings of Globalization

## Chapter Focus

*To what extent should globalization shape identity?* This is the Main Issue for Part 1. To begin exploring it, you might first want to think about what globalization is, and how it affects people, including you.

Why should we think about globalization? Some people would say that we should become more aware of globalization because it affects our lives economically. Others would point to the social influences. Or the political influences. They would all be right because globalization is many different things for many people. People have different understandings about what globalization is because their perspectives and experiences of it are different. Experts may differ in their descriptions of globalization because it is a complex topic.

Perhaps we can begin by thinking about **globalization** as a process that is making the world's citizens increasingly connected and interdependent.

## Chapter Issue

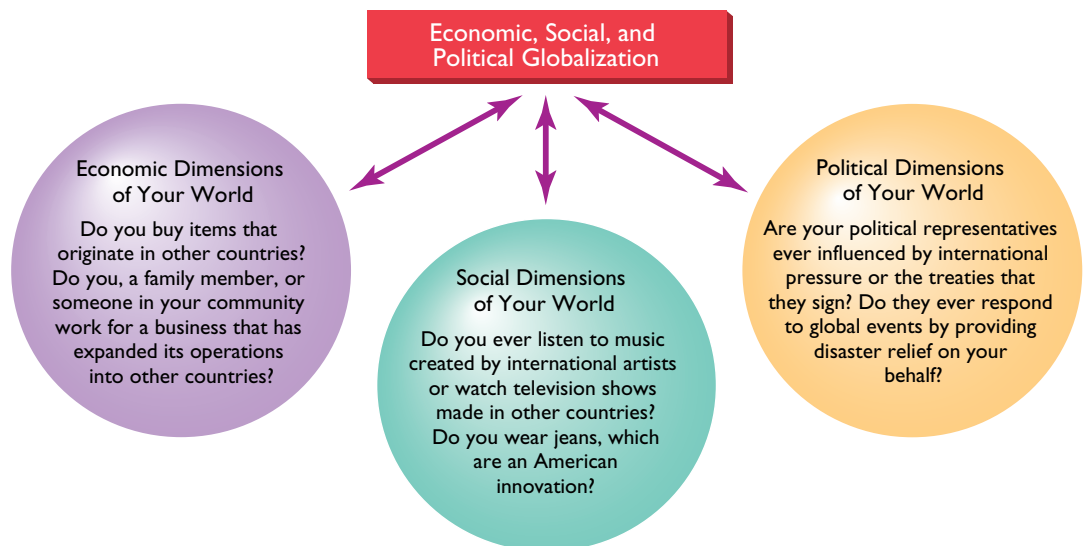
In this chapter, you will have a chance to consider a few examples of economic, social, and political forms of globalization. These examples will help you explore the Chapter Issue: *To what extent does globalization influence my life?*

## Chapter

# 1

Figure 1-1

Why should you care about globalization? Forces of globalization affect people and their cultures around the world. By becoming aware of these forces at work, you will be in a better position to decide how much you want to embrace or reject globalization in your life.





SKILL PATH

## Brainstorm and Make a Concept Web

**To what extent does globalization influence my life?** Before you can meaningfully address this issue—or any other issue—you must thoroughly grasp the underlying topic, in this case, globalization.

Brainstorming is a tried-and-true process for jogging your memory and generating creative solutions to problems. The best brainstorming sessions are explosions of ideas, facts, concepts, and strategies. Use this Skill Path to **brainstorm what you already know about globalization**. Then make a concept web—also known as a mind map—to organize your ideas and generate new ones.



### Step 1 Get Ready

**1** Begin by assigning one person to start as the recorder. You can take turns in this role if your session is long. Prepare chart paper or a transparency, so that everyone can see the recorder’s notes during the brainstorming session. The recorder should write down the topic of your session, for example, “What We Know about Globalization.” He or she should jot down every idea, no matter how unusual.

### Step 2 Brainstorm in a Small Group

**2** As you brainstorm, keep in mind this list of Do’s and Don’ts.

Figure 1-2

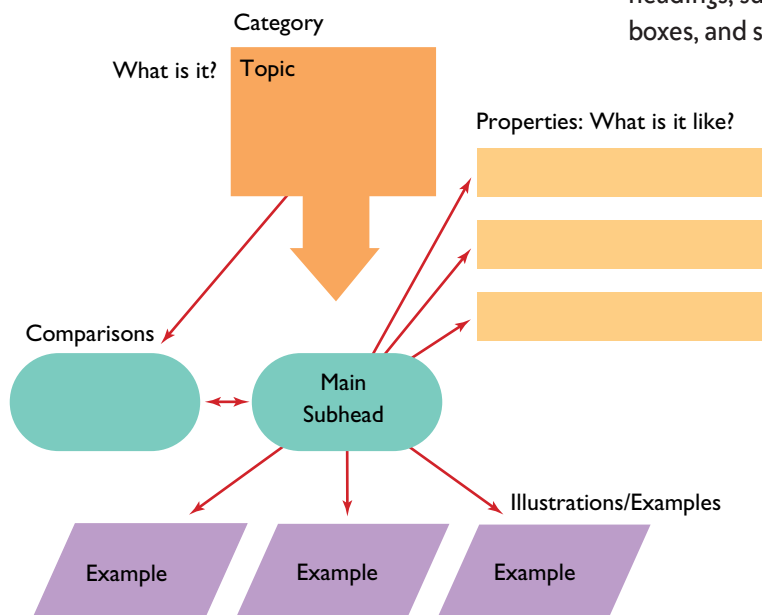
Think about it: how does globalization touch your life?

#### DO

- Do** go for quantity: come up with as many ideas as possible. Write everything down.
- Do** suggest practical ideas.
- Do** suggest impractical ideas.
- Do** use single words or phrases, people, and events.
- Do** piggyback on other people’s ideas.
- Do** get everyone contributing.

#### DON'T

- Don't** hold back. Say whatever comes to mind.
- Don't** criticize others’ ideas—there are no wrong ideas.
- Don't** debate or discuss the ideas.
- Don't** debate what gets written down.



**Figure 1-3**

You can use a concept web to help you organize what you know about a topic, generate ideas about an issue, generate solutions, or illustrate a structure. This concept web is for organizing what you know about a topic. How can you tell? How might you adjust this web to explore an issue?

### Job Link

Brainstorming is useful in many professions. In a group, brainstorm various jobs in which brainstorming skills would be useful. After you are done, explain your ideas to students in another group.

## Step 3 Develop a Rough Concept Web

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Concept webs give you another way to think creatively. In concept webs, headings, subheadings, and data are organized within ladders, ovals, boxes, and so on. Lines and directional arrows indicate relationships.

Make a concept web to organize the ideas your group has brainstormed, as follows:

- Decide on the relative importance of the ideas.
- Group similar facts together. For example, you may decide to group them according to how globalization is affecting the **economic**, **social**, and **political** dimensions of your lives.
- Decide on the ways in which one set of facts or ideas relates to others.
- Write the main topic, issue, or idea in a circle or box on a sheet of chart paper.
- Write major subheadings in ovals. Minor subheadings can be in another shape. (Supply point-form notes or data in boxes or ladders.)
- Draw lines with arrows at one or both ends to indicate relationships.
- Use point-form notes, symbols, and colour to help you organize your ideas.

## Step 4 The Final Draft

4

After you are satisfied that your rough is complete, make a final draft. You can use coloured pencils, markers, or computer graphics.

## Step 5 Practise Your Skill!

5

- 1 **Apply It.** As a class, spend 15 to 20 minutes brainstorming what you know about globalization by following Steps 1 and 2. Individually, or in pairs, follow Steps 3 and 4 to create a concept web.
- 2 **Share It.** Add your concept web to a classroom display. Tour the display to find similarities and differences in the ways that you organized the ideas. How might you create a more effective concept web in future?
- 3 **Remember It.** Concept webs can be effective recall tools. Play a recall game with a partner. First, create a blank version of your concept web. Then help each other memorize the original. Finally, try to fill in your blank concept web to match the original. The partner with the most cells filled correctly wins!

# Globalization Affecting the Economic Aspects of Your Life

## Question for Inquiry

- How does globalization affect economic aspects of people's lives?

It is a sunny Saturday afternoon that draws you outside before your shift at Home Depot. You pop by your favourite boutique to pick out a snazzy pair of Nepalese earrings for your best friend's birthday. Then you stop by Wal-Mart to find a reasonably priced pair of jeans. After grabbing a burger at Wendy's, you rush to catch the bus to get to work on time. Think back. How does each of these activities relate to the effects of globalization on the economic aspects of your life?

In this section, you will encounter a few examples of economic globalization. This will give you the opportunity to start thinking about the issue for this chapter: *To what extent does globalization influence my life?* You will be exploring economic globalization in much more depth in Part 3 of this book.

## Global Trade

For almost as long as people have lived in communities, they have taken part in long-distance trade. Using their economic skills, the people traded for things they needed. For example, salmon was the staple food of coastal tribes such as the Heiltsuk [HYL-tsook], Nuxalk [noo-HAHLK], and Kwakwaka'wakw [kwah-KWAH-kee-wahk] in British Columbia. In years when salmon were plentiful, the people preserved some fish to trade with neighbouring nations. They obtained volcanic glass, furs, and other goods from the Carrier Nation across the Coast Mountains.

Do you buy items that originate in other countries? Unless you have made a choice to make your own clothes or buy Canadian, your answer is yes. All you have to do to prove this is to take a look at the labels in your clothing. Are you wearing a shirt made in Bangladesh or Indonesia? Are your jeans made in the United States or Taiwan? How about your shoes—were they made in China or Brazil?

Stroll through the fresh produce section in your local supermarket, or scan the aisles of frozen foods to remind yourself that much of what you eat is not produced in your own community, or even your own country. International trade networks now extend across the planet. Globalization has created the international economy that makes these products available to you.



Figure 1-4

Next time you bite into a tropical fruit, think about this: Canada is cold, so much of our fruit gets shipped to us from distant countries. Does it make sense to eat food grown on the other side of the world? What might be the cost to the environment? In other words, extensive trade networks may create opportunities, but they also create problems.

## Fast Facts

In 2004 alone, Canada exported \$429 billion worth of goods and services. In the same year, we imported \$363 billion worth of goods and services.

What do you think has made this level of trade possible?

## Ideas and Opinions

“Globalization protests are about social justice, about protecting the environment, and stopping transnational corporations from taking control of governments. But the banks and transnationals influence even local governments. Honolulu closed nearby parks to keep us from organizing, and we had to sue to get a simple parade in Waikiki.”

—Aaron Vogel, globalization protester, Honolulu, 2002.

What does this globalization protester allege that transnationals influenced? Why would transnationals want to stop public protest? You will learn more about this topic in Part 3 of this book.

### Fast Facts

By 2005, Wal-Mart had a market share of almost 52 per cent of the department store retail trade in Canada. In other words, more than half of all sales in department stores took place in this one chain.

What evidence from your own life indicates that Wal-Mart enjoys a huge portion of the retail market?

The import and export of goods and services is only the simplest form of global integration of the world's economies. Globalization has reinvented the way companies operate in our world. Let's take a look at just one form of economic globalization that is directly affecting people's lives: the growth of transnationals. As you read, think about how this form of globalization is affecting people's lives in both positive and negative ways.

## Transnational Companies

Globalization has facilitated the expansion of thousands of companies. Instead of operating in one country, they now operate in many countries. Some of these produce goods. Others are **retail operations**—they sell goods and services to the public. When you think of the major companies that provide you and your community with goods and services, many of them are international retailers such as Wal-Mart. You may even get your first job in a service industry company such as McDonald's or Blockbuster. Both of these are **transnationals**—corporations that operate in two or more countries.

The expansion of transnational corporations such as Wal-Mart, Home Depot, Burger King, and thousands of others into new markets in dozens of countries has been driven by the desire for profit. By operating at a larger scale, they can make more money. To make their expansions possible, they have worked to change world market regulations. How does this affect you? For one thing, it affects what you buy and where. Let us consider the case of Wal-Mart.

### The Wal-Mart Phenomenon

Wal-Mart, an American department store chain, arrived in Canada in 1994 when it purchased 122 former Woolco stores. In little more than a decade it grew to 288 stores in this country. Dedicated to providing the lowest prices on products and services, Wal-Mart has been admired by many for its business strategies. Keep in mind that success in the marketplace is only one criterion for forming an opinion about a company. You might also consider its dealings with its employees, its effects on communities, or its effects on your identity. As you read the next few pages, think about why people's opinions about Wal-Mart vary.



## When Wal-Mart Comes to Town

The possibility of getting a Wal-Mart in town has generated great controversy within communities across Canada and the United States. Why do people get so vocal about this possibility? Read what three of them have to say. Which of them most convinces you to care?

One frustrated consumer, Carol Foote, decided that it would be in her community's best interest to bring a Wal-Mart store to her hometown of Miramichi, New Brunswick. She was tired of making the one-and-a-half hour drive to Moncton's Wal-Mart, where she liked to shop for school supplies, clothes, and household goods. She was also concerned that jobs were going to Moncton instead of staying in Miramichi. So Foote led a five-year effort to get Wal-Mart to open an outlet in Miramichi, which it finally did in 2005.

*We weren't trying to hurt our city, we just wanted it to grow. The stores here charged so much, people had to go to Moncton. And when they did, they'd buy their fuel there, they'd eat there. All our money was leaving town. I thought, "This has got to stop."*

—Source: Steve Maich, *Maclean's*, July 25, 2005.

In 2005, city councillors of Campbell River, British Columbia, needed to decide if they wanted to change zoning to allow Wal-Mart to build a store on the outskirts of town. The site chosen was estuary lands owned by the Wei-Wai-Kum [wee-way-koom] First Nation. Wal-Mart promised training and jobs for band members. Chief Bob Pollard felt that the development would bring a much-needed economic boost to the area:

*The majority of our community wants to come back here now, so we're trying to develop new property [for housing], but we have to be able to get into economic development too. We have to be self-sufficient somewhere down the line.*

—Source: Jeff Jedras, "Wal-Mart Sets Sights on Campbell River," *Business Edge*, Vol. 2, No. 14, July 7, 2005.

### READING STRATEGY

Before you read a quotation, always take note of who is speaking by checking the preceding text or the source line. This context will help with your understanding.

Figure 1-5

Malcolm Mayes, editorial cartoonist for the *Edmonton Journal*, created this cartoon in 2004. What messages is the artist communicating through this editorial cartoon? Do you think the cartoon is effective? Why or why not?



—Source: Malcolm Mayes, *Edmonton Journal*, August 4, 2004.

Philip Stone, candidate for the Green Party on Vancouver Island, British Columbia, had this comment in a letter to the editor of the *Campbell River Mirror*:

*What will it take for Campbell River to wake up and realize that turning itself into a clone of every other small North American town is no way to plan for the future. The attractions of the estuary lands have far better potential for bringing economic benefit to the community as greenspace. Not to mention the improved quality of life that the estuary offers for the town's residents, especially the band members living in the new housing along the Spit.*

*Are the people of Campbell River so obsessed with a bargain that they are ready to sacrifice the livelihood of many of the smaller retailers certain to shut their doors after yet another American money-siphon moves to town?... Now we're going to send millions of dollars into Wal-Mart's coffers south of the border. We might as well just empty the bank and head to the border and hand it all over.*

—Source: Philip Stone, Letter to the Editor, *Campbell River Mirror*, January 17, 2005.

- 1 Think of one question you would like to ask each speaker that would help you to understand each point of view better.
- 2 Why does each person care so much? Identify the concerns that are raised in each of the opinions. In an organizer, summarize the arguments presented. With a small group of classmates, discuss each concern and present your opinion about it.
- 3 Do you shop at Wal-Mart? How far would you be willing to travel to shop at a Wal-Mart? Explain.

## OPINIONS ABOUT WAL-MART

### What Wal-Mart customers might say

- I always buy at the lowest price. Wal-Mart is so large it can buy in bulk. Therefore, it can offer lower prices than smaller local retailers can.
- To survive, competitors must match Wal-Mart's low prices. This is also good news for budget-conscious consumers like me.
- I like one-stop shopping. I can buy almost anything I want at Wal-Mart—from gasoline to vegetables, and from clothes to electronics.
- Wal-Mart stores provide employment for local workers, particularly teenagers and seniors.

### What Wal-Mart critics might say

- Local, Canadian shop owners go out of business because they cannot make enough money to survive. Town main streets become “dead retail zones,” with nothing but second-hand stores and coffee shops.
- People lose their jobs in businesses that close down.
- Wal-Mart offers low wages, with limited employee benefits or opportunities for advancement.
- Wal-Mart contributes to urban sprawl because people see less need to live in traditional “downtown” locations.
- Wal-Mart buys 70 per cent of what it sells from China. This takes business away from Canadian producers.

▲  
**Figure 1-6**

Opinions about Wal-Mart. Can you add to this? Which side puts forward the strongest arguments? What do you think? Do the benefits of lower price and convenience justify the problems cited by the critics? How might these impacts of economic globalization affect you, now or in the future?

## Wal-Mart and Unions

## INVESTIGATION

**Something to Think About:** Canada allows transnationals to operate within our borders. What aspects of identity might we be changing by doing so?

**An Example:** No Wal-Mart stores anywhere are **unionized**. That changed briefly in 2005, when workers at the Wal-Mart in Jonquière, Québec, successfully unionized, becoming members of the United Food and Commercial Workers Union (UFCW Canada). Shortly thereafter, the company shut down the store. As far as the company was concerned, it was a financial decision. What do you think might be the point of view of a former employee? What aspects of people's identity might be affected by the closure?



Figure 1-7

Two Wal-Mart employees who started up the unionization drive in the Jonquière Wal-Mart store in Québec. Why might it have been a difficult decision to unionize the Wal-Mart store?



To read about Wal-Mart's views about unions, see the *Perspectives on Globalization* website. Then get involved in a class discussion:

- 1 Generate ideas about the benefits and drawbacks of belonging to a unionized workforce. What are the benefits and drawbacks to companies? Draw on your experience of unions in your family or community as well as the excerpt.
- 2 More Canadians are unionized per capita than Americans. Belonging to a union is part of many Canadians' sense of identity. Speculate on how the operations of foreign transnationals in Canada might affect that sense of identity.
- 3 What elements of this discussion affect your life?

Note: For guidance in sharing views respectfully, see the Skill Path for Chapter 13 (page 270–271).

**News Story about the Closure:** “The retailing behemoth, whose \$10 billion annual profits are based on low prices, low expenses, and its relentless pace of store openings, announced it will shut the doors here May 6 after workers voted to make this the first unionized Wal-Mart in North America.

“The closure will leave 190 bitter employees out of work, the town uneasy over the future of unions, and the mayor angry at the company. Supporters of organized labour also say it serves as a warning for workers at other Wal-Mart stores who might contemplate defying founder Sam Walton’s sharp distaste for unions.

“‘It’s like we are digging our own grave,’ said store employee Nathalie Dubois, 38, a single mother with no other job to go to, as she helped pack up the store.”

—Source: Doug Struck, “Wal-Mart Leaves Bitter Chill,” *Washington Post*, April 14, 2005.



## Explore the Issues

### 1 Gather Data and Consider.

Create a four-column chart similar to the one started below.

- With a partner, take a trip to check out the prices of sports equipment. First visit a Canadian store such as Canadian Tire or a locally owned store in your community. Collect lowest-price data for 10 items of your choice. Then visit a Wal-Mart or other international department store (or its website) and gather lowest-price data for the same items.
- Calculate the difference in price for each item and for the total shopping bills.
- Write one paragraph to summarize and comment on your data.
- Write a second paragraph to explain why you

would prefer to shop at one store over the other. Consider both the data you collected and what you have read in this chapter.

- 2 **Concept Web.** Although the presence of Wal-Mart in Canada is an example of economic globalization, it has repercussions that extend far beyond economics. Create a concept web to explore the possible effects on a small community of a Wal-Mart setting up a store at the outskirts. Consider if it is affecting the collective identity of the community. Be sure to think about multiple perspectives. **SKILLS:**

- 3 What have you learned about economic globalization and its ability to affect people's lives, including your life?

Item	Local Store Price	Wal-Mart Price	Price Difference
hockey stick			

## Globalization Affecting Social Aspects of Society

### Question for Inquiry

- How does globalization affect social aspects of people's lives?



### READING STRATEGY

**Understanding boldfaced words will aid your understanding of the Chapter Issue. First look at the surrounding text for context. Then check out the glossary or a dictionary for definitions.**

A society is a group of people who form an ordered community centred on kinship, an ideology, a religion, a language, or a particular world view. This does not mean that everyone within a society is the same or that they all think alike. Even in small societies, people fall into different groupings. They have different perspectives based on their age, gender, household, and ethnic heritage. In traditional societies, though, most interactions are with other people in the community, so people tend to share a similar world view. Within larger societies, members often have highly contrasting values.

In Canada, for example, the region in which you live hugely affects your world view. It means you might identify with both Albertan and Canadian society. You may also identify with people of your own age, people from a particular cultural group, or people who share your interests.

Other forces can affect who you are. Permanent separation from your family or community would change you forever. A sudden event, such as winning a million dollars, could turn your life upside down. Some forces are just as powerful but harder to see. Globalization is one such force. Over time, globalization has been slowly changing who you are.

In this section, you will have an opportunity to begin to explore the ways that globalization can affect your social identity. We will focus on the effects of one particular globalizing force: television. Finding out about this force will help you further explore the issue for this chapter: *To what extent does globalization influence my life?*

## Globalization Affecting Who You Are

Globalization is more than the mere transfer of goods—it is also the transfer of culture. The clothing that you wear, the music that you listen to, the movies and television shows you watch—these are all part of the social dimension of your life. It is highly likely that globalization has affected your choices in all four areas.

First consider clothing. Trends for Generation Y girls in 2005 included low-cut jeans, bare midriffs, and T-shirts with provocative slogans. Teenaged girls in Edmonton, Alberta; London, England; and Hong Kong, China, were all imitating the clothing worn by international pop stars in the music videos they watched and the international teen magazines they read. In 2005, teenaged boys in Tokyo, Japan; Rio de Janeiro, Brazil; and Calgary, Alberta, were also responding to global media influences. Many saw what they wanted to be on MuchMusic and in American teen soaps such as *The O.C.* Some started working out to build sculpted pecs and abs. Others began wearing baggy clothes and bling (flashy jewellery), gobbing on eyeliner, and spiking their blond-tipped hair. What clothing styles in your school are global fashion trends?

## Ideas and Opinions

“Born in Nîmes, France, and raised in America, jeans have hugged the frames of icons for years. It hasn’t always been this way—at one point, denim was simply a faux pas, rather uncool, if you will (seriously)! ... Then came the 1950s, teenage rebellion, and a young stunner named James Dean. Denim was the quintessential item for revolt, and some schools even banned them.”

—Samantha Read, fashion writer.

According to Read, a teenaged movie star inspired teens all over the world to send a message through their clothing. How is this an example of the globalization of ideas? Does this happen today?

### Figure 1-8

Canadian Mike Myers, starring in the *Austin Powers* series of Hollywood films that he wrote and directed, and which he set in Britain. Conduct an informal class survey. From where do the movies and television shows that you watch originate? To what extent does globalization influence your viewing habits?



## Fast Facts

The Indian film industry, sometimes referred to as Bollywood, produces between 800 and 1000 films every year.

How might this influence the identities of East Indians all over the world?

## Fast Facts

Statistics Canada reported the following data for 2003:

- Hours Canadian teens aged 12 to 17 spent watching TV each week: 15
- Canadian homes with one TV set: 99%
- With two or more: 59%
- With at least three: 34%
- With cable: 76% (more than any other country)

Find more recent data if you can.

Do the trends continue? How much time do you spend watching television? In the long term, how could it affect who you are?

Now consider music. Do you listen to music created by international artists such as the United States' Green Day, Finland's HIM, Iceland's Bjork, or Georgia's Katie Melua? You may be one of the many Canadian teens who download music from the Internet. The globalized computer network means that you can get music as easily from South Africa as you can from Canada. Some of you may choose to buy your music on a CD from a store. Even here, the world's globalized trade network has meant that you can purchase CDs made virtually anywhere in the world. Other people in the world are similarly affected by global influences that originate in Canada. The music of Alberta's own k.d. lang or Nickelback, for example, has been played around the world.

Do you go to movies made by Hollywood (in the United States) or "Bollywood" (in India)? Anime—Japanese animation—has become hugely popular in the United States and Canada. Think about the films you watched in the past month. How many were made outside Canada? Globalization also affects how movies are made. For example, some films are made in more than one country, feature stars from a variety of countries, and get their financing from more than one source.

You may have seen the 2003 Oscar-nominated animated film *Les Triplettes de Belleville* (*The Triplets of Belleville*). This feature film was a Canada–France–Belgium co-production made jointly by animators in Montréal and Paris. To appeal to a wider range of audiences, and to avoid the use of subtitles, the movie had very little dialogue and was made in two versions—one with French voices, the other with English. The success of this project shows how artistic undertakings can take advantage of the opportunities made possible by globalization.

## Television and Its Impacts

Information technologies such as television, radio, and the Internet have dissolved our sense of cultural boundaries. According to Pulitzer Prize winner Daniel Yergin, more and more access to television and the Internet has created a "woven world." Television, in particular, has crept into every living room. It is difficult, now, to get away from it. What makes television such an overpowering global force? How can it affect social identities, including yours? To answer this question, we must first consider the way that television works.

### The Dazzle of TV Land

The most obvious power of television is its ability to capture our attention. According to some experts, television removes the viewer's consciousness from the immediate social and physical environment, often for extended periods of time. While you watch television, do

you interact much with the people in your immediate surroundings? What can compete with television's spellbinding attraction? Think about having a quiet conversation at the kitchen table. What happens when the television is turned on for a rerun of *Friends*?

Anthropologists point out an effect of television on cultures: when people watch television, they fail to participate in, and thus sustain, the living culture around them. Much of television's influence comes from its reliance on speed and sensation. Reflected in the light of television's dazzle, traditional ways of communicating can seem comparatively dull. In pre-television cultures, the transmission of cultural understanding involves cultivating a slow and subtle appreciation of life. There is a distinct risk that generations drawn to the television screen will lose a critical aspect of their cultures.

### Globalization via Television

Now that you know how television can work against traditional cultures, you can better understand why it is a powerful globalizing force, deeply affecting societies both positively and negatively.

Some people say that television is harmless entertainment. Others argue that television is the most powerful medium in the world today. It has helped create what Canadian Marshall McLuhan called "the **global village**." In 1964, McLuhan foresaw that virtually everyone in the world would become connected through television. The world would shrink, he said, bringing people together, as in a village. In the 1960s, televisions were a luxury, quite rare in most countries in the world. McLuhan understood the potential of this technology to change us.



Figure 1-9

Some people in Canada and elsewhere think of globalization as something that happens to other people in other places. What does this editorial cartoon suggest about that idea? Has your opinion on this idea changed since you began reading this chapter? If so, how has it changed?

## Ideas and Opinions

“Television brings to the peoples of the Middle East a previously unknown spectacle—that of lively and vigorous public disagreement and debate. In some places, young people even watch Israeli television. In addition to seeing well-known Israeli public figures ‘banging the table and screaming at each other’ (as one Arab viewer described it with wonderment), they sometimes see even Israeli Arabs arguing in the Knesset, denouncing Israeli ministers and policies—on Israeli television. The spectacle of a lively, vibrant, rowdy democracy at work, notably the unfamiliar sight of unconstrained, uninhibited, but orderly argument between conflicting ideas and interests, is having an impact.”

—Bernard Lewis, “Freedom and Justice in the Modern Middle East,” *Foreign Affairs*, Vol. 84, No. 3, May 1, 2005.

According to this point of view, television has the potential to change society. Do you agree with this opinion? How are you and your classmates influenced by what you view on television?

Today approximately one billion television sets entertain us in homes around the world. Since the 1980s, access to television increased rapidly throughout Asia and the Arab world. International satellite television services offer a variety of television and radio networks there. For example, one Saudi Arabian company, Orbit Satellite, provides Disney’s entertainment and sports channels, CNN, and the Discovery Channel to its viewers. You will learn more about the globalizing force of television in Chapter 3.

### Control of the Airwaves

Increased communication is not, in itself, such a bad thing. A problem appears, however, when you think about who controls the message. If American-owned multinational media companies own the airwaves, it means that a largely American message gets broadcast all over the world. A dilemma arises when the values of Americans, broadcast via television, conflict with the values of the people watching the program. People may end up valuing the American lifestyle, and rejecting their own traditional cultures.

Some national governments screen what media are allowed into their countries. For example, in the Republic of Iran, the Majlis-e Shora-ye Eslami (the Iranian government) decreed that watching international television was a “sinful act.” Islamic leaders in government blamed foreign television for spreading “corrupt” Western culture. International television was exposing Iranians to the liberal values of the West. This was a problem for a conservative society that wished to retain its traditional values and culture. Satellite dishes

were banned. Nonetheless, many homes in Iran now possess satellite dishes. To what extent do you think that individual television viewers should have the right to select the programming of their choice?

In Chapter 3, you will learn about ways that minority and cultural groups in Canada create their own television shows and networks. Through these efforts, people are having some success at preserving their cultures in the face of the globalizing force of television.



◀ **Figure 1-10**

Three teenagers in a Paytakht shopping mall in north Tehran, Iran, May 2004. What evidence in this photograph points to Western influences? What evidence points to traditional influences? What do you think the photographer was trying to say with this photograph?

## Explore the Issues

- 1 Discuss It.** When societies are exposed to outside influences, they begin to transform. That's how you end up with young people shaking their hips to the racing drumbeat of Bhangra pop at Berlin's Café Global. Bhangra started as a simple folk dance performed in the harvest season in Punjab, India. Emigrants from Punjab brought Bhangra to Britain. Here the music started changing. It has been transformed by reggae rhythms, hip hop, R&B, and Garage influences. Bhangra pop now sounds a bit like Jamaican reggae played on traditional Indian instruments, and then amplified. Discuss these statements:
  - Via globalization, music is both susceptible to change and encourages change.
  - Music is globalizing our identities because it is both personal and public.
- 2 Brainstorming.** Globalization can both benefit and harm the social aspects of societies. **SKILLS**
  - a) In a small group, brainstorm ways that globalization affects people's identities both here in Canada and around the world. Before you begin, refer to the Skill Path in this chapter (pages 7–8) to review the Do's and Don'ts of brainstorming.
  - b) For each impact, think of the social benefits and challenges that might result. Some benefits and challenges you will not be aware of because you see the world through the visor of your own experience and worldview. You will begin to learn about various people's understandings of the effects of globalization on their identities in Chapter 2. After you complete that chapter, revisit the list you generated during this activity, and try to add to it from the perspectives of other peoples.



To find out more about one Bhangra star, Sukhbir, follow the links on the *Perspectives on Globalization* website.

## Ideas and Opinions

“During the waging of the war against ‘terrorism’ and the subsequent war against Iraq, there was an unprecedented coordinated global response, with millions of concerned citizens simultaneously staging protest marches in cities around the globe. This large cry of public conviction was heeded by specific countries [such as Canada] and was perhaps instrumental in their choice not to join the ‘coalition of the willing.’”

— Susan Burron, a student at Malaspina University, British Columbia, 2004.

According to Burron, active global citizenship affected a political choice. How could the globalization of communication networks make possible the “coordinated global response” that Burron describes here? Globalization takes many forms. As you continue to read, consider how it might be possible to embrace one form of globalization and not another.

Figure 1-11 ▶

This photograph shows a Sri Lankan woman’s reaction to seeing her devastated home immediately following the December 2004 tsunami. Do you think that this image would inspire Canadians to respond to the crisis? What makes it effective? What do you think the photographer was attempting to capture when taking this picture? How did you, your school, community group, or religious organization participate in the global effort to help the victims of the 2004 tsunami?

## Globalization Affecting Political Aspects of Society

### Question for Inquiry

- How does globalization affect political aspects of people’s lives?

We have touched on the ways that globalization can affect the social and economic dimensions of your life. It can be a little harder to see the ways that globalization can affect the political dimensions of your life. Understanding this aspect of globalization, however, will be key in coming to some conclusions about the Chapter Issue: *To what extent does globalization affect my life?* We will focus on how globalization has affected political decision making in East Timor.

### Political Decision Making—Global and Local

Let us begin by looking at how globalization can affect the highest level of political decision making in our country. The influence can come in the form of international political pressure. For example, our government representatives must abide by international agreements the government has signed with other countries. They make political decisions to take part in military, peacekeeping, and humanitarian ventures because of events taking place far beyond our borders. Canada belongs to global organizations such as the United Nations, the G8 (Group of Eight) countries, La Francophonie, and NATO.



Leaders of the countries in these groups hold meetings to address international economic, social, and political issues. Sometimes global problems can be resolved only through the co-operation of many countries. Canada's political leaders attempt to meet Canada's obligations to provide support and assistance to people in need, wherever they are in the world.

Yet we can look at this in a different way. Our government representatives act only because of pressure from people like you who care about what goes on in the world. On December 26, 2004, the Sumatra–Andaman earthquake caused a tsunami and subsequent floods that took the lives of more than 150 000 people in Southeast Asia. (A **tsunami** is an extremely large ocean wave caused by an undersea earthquake or volcano.) Within hours, Canadians were glued to their televisions and computers to see images like the one in Figure 1-11. We heard the stories and saw the news clips that flashed onto our computer screens. Our reaction was swift. Active citizens began donating funds and calling on our political representatives to take action. Around the world, individuals pressured governments to send humanitarian aid. The quick reaction of governments everywhere was political globalization at work.

## Global Political Change

Political globalization can affect more than humanitarian efforts. It can even influence the form of government that the citizens of a nation choose for themselves. This is the globalization of political ideas. **Democracy** is an example of a political idea that has been spreading from country to country for centuries. Those who support democracy believe it boosts people's standards of living and improves the ethics of government. They believe that democracy brings people freedom: freedom to choose their government, freedom to make personal choices, freedom from government control. In 2005, of the world's 193 countries, 118 were considered electoral democracies.

The oldest living democracy in the world is the Iroquois Confederacy of Nations. For centuries the Haudenosaunee [hah-duh-nuh-SAH-nee] people have had a government that practises collective decision making among all the people. This practice, which continues today, demonstrates the Haudenosaunee respect for the cultural value of equality. Benjamin Franklin and Thomas Jefferson were interested in learning about these democratic ideas in the Iroquois Great Law of Peace. They drew on some of these ideas when they wrote the constitution of the United States in 1787.

The gradual adoption of democracy by more and more countries

## Fast Facts

Canadian citizens contributed \$137 million to aid tsunami victims. The federal government kept its promise to match these donations.

How did the international aid effort, which was political globalization at work, touch your life?



## READING STRATEGY

**If you come across a statistic in a text, you might understand it better if you convert it to a percentage. For example, what percentage of countries are democracies?**



## Ideas and Opinions

“Wherever only a few people decide for the rest of the population, it oppresses people.”

—George Barnaby,  
Dene philosopher.

Why do different peoples have different perspectives on how decisions should be made?

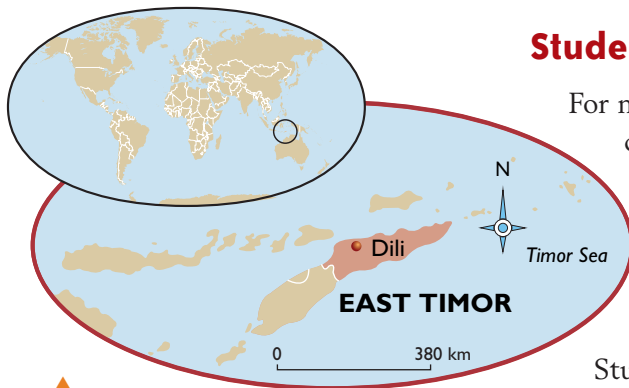


Figure 1-12

Location of East Timor.

## Ideas and Opinions

“It is the responsibility of each generation to ‘remake the world.’”

—Hannah Arendt,  
German-American  
political philosopher.

Arendt believed that every generation in every society must either adopt the government and laws of the previous generation or fight to reform them. We all make a choice. How does your choice reflect who you are?

over time is a form of globalization. As societies are exposed to the political ideas of others, they adopt some of them. Many societies modify political ideas to suit their own history, traditions, religion, geography, and economic development. For example, traditional Inuit communities have embraced democracy in the Legislative Assembly of Nunavut. However, they also adhere to Inuit traditions of decision making. This explains why the members seek out the advice of the Elders, and make decisions by building consensus.

Let’s take a look at a political movement in East Timor that achieved political change, partially thanks to the globalization of media and information technologies. As you read, think about if and how you might want to be involved in a political movement in the future.

## Student Activism in East Timor

For nearly four centuries, the Portuguese ruled the tiny island country of East Timor. Then, in 1975, while the world looked the other way, the Indonesian army invaded East Timor and stayed. For years, nothing was done. The world’s attention was focused on other problems in other areas of the world.

Then the citizens of East Timor began to protest.

Students became very active in campaigning to convince the Indonesian military to leave. They believed in peaceful protest.

In 1991, an event caught the world’s attention. It was the Santa Cruz massacre. On November 12, the occupying Indonesian army gunned down hundreds of East Timorese students who were demonstrating peacefully in the cemetery in Dili. Two hundred seventy-one were killed, 382 were wounded, and 250 disappeared. In the following Voices feature, you can read one student’s account of what happened that day. As you read, think about why the students believed it was so important to get the story of the massacre out to the world.

## Independence Achieved

The Indonesian government finally agreed to allow the United Nations to run a referendum in East Timor in 1999. Eighty per cent of East Timorese citizens voted for independence. On Sunday, May 19, 2002, tens of thousands of East Timorese celebrated their freedom.

In the years following, the citizens of East Timor have created a democratic government of their own choosing. It is a unicameral (single-chamber) parliamentary system modelled on Portugal’s parliament, and has some similarities to Canada’s bicameral system.



## Global Networks and East Timor

*When we learned of the cancellation of the Portuguese Parliamentarians' visit, there was great frustration among us East Timorese. The presence of the Portuguese delegation was, at the time, the only chance of showing the world what was happening in East Timor. It was a rare opportunity that could help the international community change its attitude toward the Indonesian regime, which occupied East Timor for 19 years by then. There was great frustration and a sense of helplessness among the youth ... that was when the [Indonesian] military started digging mass graves in many places around Dili. A great deal of young people who were known to be "rebels" were persecuted.*

Later, at the funeral of a student murdered by the military:

*Some of our fellows who had a megaphone told the crowd that the military wouldn't shoot at us because we were only peacefully demonstrating, with a clear intention: "Let's stay quiet, let's keep on praying, and then we will carry on with the demonstration until the afternoon."*

*It was then that the Indonesians started their gunfire. They shot from the wall of the other cemetery at the demonstrators who were near the gate of Santa Cruz. There was a great commotion among the crowd of demonstrators. I heard much shouting, many people crying for their mothers and fathers.*

—Zito Soares, a 20-year-old East Timorese student, <http://www.uc.pt/timor/stc2.htm>.

Although the world learned about the massacre in Dili, national governments still did not take action, and the oppression in East Timor continued. Here is one Canadian activist's comment on what Canadians could do about that:

*Since the mass media does not tell us about what we could be doing to help bring peace and justice to this world, we must find alternate sources of information. We must support the activists who produce and distribute this information for they are part of an essential global society which must now emerge and we must use the information to make our governments act to end their complicity with killing.*

— Jan Slakov, Weymouth, Nova Scotia, September 27, 1999.  
Source: Open letter at the website for Peace Movement Aotearoa, <http://www.apc.org.nz/pma/etnever.htm>.



Figure 1-13

Photographer Steve Cox took this photograph of a young protester just after the Santa Cruz massacre on November 12, 1991. A British filmmaker, Max Staahl, was also at the protest undercover. His video brought the Santa Cruz massacre to the attention of the world.

A **network** is a complex, interconnected system. You could think of globalization as the growth of networks of various types. They can be anything from a transportation network to a network of peace activists.

- 1 Brainstorm other types of networks in today's world. **SKILLS**
- 2 Speculate on what global networks led from the Santa Cruz massacre to independence for the East Timorese.
- 3 Describe a situation that would inspire you to "speak up" using a global network.

## Explore the Issues

- 1 Compare and Decide.** Government representatives often act when pressured to do so. In a small group discussion, compare the potential effectiveness of a) an international letter-writing campaign to government officials in a country with b) public marches and demonstrations. Use consensus to decide under what conditions each method would be most effective.
- 2 Evaluate Your Point of View.** After reading this section, has your opinion changed about how globalization can influence the political dimensions of people's lives, including yours? If so, how did it change? What changed your opinion?



## Reflect and Analyze

In this chapter, you encountered many understandings of globalization. You now have a good foundation for responding to the Chapter Issue: *To what extent does globalization influence my life?* Discuss this issue in your class. Consider globalization's influence in the three dimensions of society touched on in this chapter: economic, social, and political. Think about how globalization affects your life personally, as well as how it affects both Canadian society and societies around the world. Think about the ways that it is influencing your identity.

You have now begun your exploration of the Main Issue for Part 1: *To what extent should globalization shape identity?*

### Respond to Ideas

- 1** Begin creating an electronic folder or paper booklet of important terms and concepts you encounter in this text. Start by looking through this chapter and choosing 10 concepts that you feel are necessary to achieve a solid understanding of the Chapter Issue. Organize your terms alphabetically. Justify each choice and give your understanding of it. You can check for definitions in the text, in the glossary for this book, or in a dictionary. You will be able to
- review and revise the contents of your folder as you come across the terms and concepts again during the course of your study.

### Recognize Relationships between Content and Issues

- 2** In November 1997, an Asia–Pacific Economic Cooperation (APEC) Summit was held in Vancouver. Indonesian President Suharto was in attendance. A number of Canadians held a public demonstration to protest the Indonesian occupation of East Timor. They also wanted to let the public know that the Canadian government had not opposed this occupation.
  - a) Do some research to find out more about why the Canadians felt impelled to act. Would you have supported their protest? Why or why not? For hints on making good use of your library or resource centre, see the Skill Path for Chapter 6 (pages 117–118).
  - b) Make an organizer to compare the two protests in Dili in 1975 and in Vancouver in 1997. What growing global networks helped each group get its message out? Which group was most effective? Why?

c) The protest in Vancouver was reported nationally and internationally. How do you think this exposure affected Canada's international reputation? Does your knowledge of the protest clash with or support your sense of identity as a Canadian? Explain.

3 Create a concept web for one of the three sections of this chapter. Use it to answer the Question for Inquiry for the section, and connect it to the Chapter Issue. Draw lines with arrows at one or both ends to indicate relationships, and use point-form notes, symbols, and colour to help you organize your ideas. Refer to the Skill Path in this chapter (pages 7–8) for more guidance in creating concept webs. **SKILLS**

4 Employ computer technology or other artistic means to develop a series of diagrams to show one example of globalization affecting economic, social, or political aspects of your life. Use an example from this chapter or your personal experience.

### Focus on Research and Inquiry

5 Economic globalization is a topic that has sparked many people to action. Since the turn of the century, young people have been staging massive demonstrations at G8 summits, protesting the harmful effects of economic globalization on the world's poor. At this point in the course, you cannot be expected to decide whether or not you agree with their views. However, you can begin to look at protest as a form of active citizenship.

- a) Consider the points of view of the various people in the photograph in Figure 1-14. Discuss what each of these individuals might be thinking:
- a protester
  - a police officer
  - a customer in the restaurant



Figure 1-14

Demonstrators making the sign of peace as they protest at the Summit of the Americas in April 2001 in Québec City. The area surrounding the summit location was completely blocked off. How would this influence the effectiveness of the protest? What do you think the photographer was trying to capture when taking this picture?

- b) Work in pairs to complete research and inquiry about public protest. Focus your research on one country of your choice. For guidance on analyzing source material, see the Skill Path for Chapter 2 (pages 27–28). Explore these questions about your chosen country. In your answers, cite examples to support your position.
- Is public protest allowed?
  - Has public protest ever led to a riot?
  - Has the government ever attacked peaceful protesters?
  - Has public protest ever led to a change in government policy?
- Refer to the six phases in the Inquiry Model graphic located inside this text's front cover to help you in your research.
- c) Turn to One Guideline for Debate inside the back cover of this text. Follow the outlined processes to debate this question: *To what extent should an individual citizen participate in public protests?*