

# Global Challenges

## Chapter Focus

So far in Part 1, you have seen that globalization has many dimensions. You have seen that identity is influenced by numerous factors, and that, in turn, globalization can influence the factors that help shape identity. You have also seen that media and communications technology have changed the way that people live their lives, and that globalization has had an impact on that change. All of these ideas are moving us closer to an understanding of the Main Issue for Part 1: *To what extent should globalization shape identity?*

Globalization increases our exposure to identities and cultures from around the world. Each of these identities involves beliefs, ideas, values, morals, and ways of living. In what ways does exposure to other cultures challenge identities? How are groups and individuals shaped by their interactions with others resulting from globalization? In a pluralistic society, all peoples are expected and invited to express their cultures and identities, as long as they do not contravene the Canadian Constitution or Canadian law. How can we protect those aspects of identity that are unique to us when we are under pressure to become more similar to others?

## Chapter Issue

In this chapter, you will have the chance to look at some of the key challenges associated with globalization. Using examples from Canada and around the world, you will explore the impact of these challenges on different identities and the responses to these challenges.

You will be asked to consider the following issue: *To what extent should we respond to the challenges that globalization poses to identity?* Your reflections should help you build on your understandings of the Main Issue for Part 1: *To what extent should globalization shape identity?*

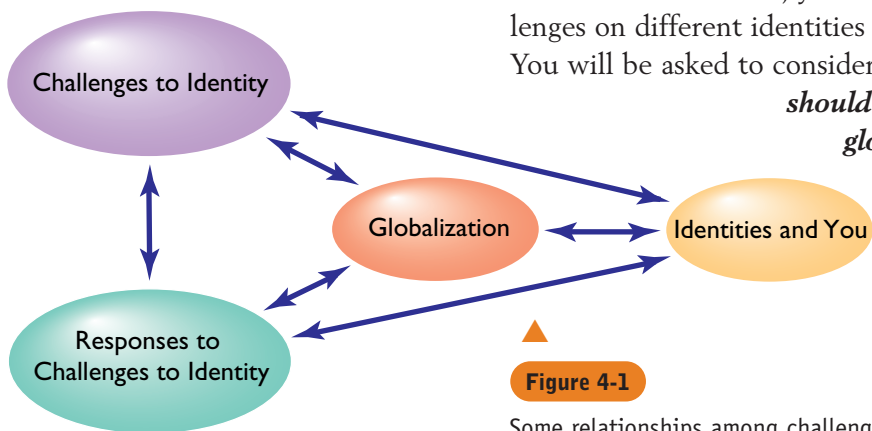


Figure 4-1

Some relationships among challenges, globalization, identities, and you. How can these relationships be explained?

## Chapter

# 4

### READING STRATEGY

Before reading this chapter, look at each of the visuals. Think about the ways in which each one might reflect a challenge of globalization. Then, as you read the material, think about the connections that are being made between the text and the images.



## SKILL PATH

### Set Criteria Collaboratively

Social participation skills enable people to work in co-operative teams to draw on one another's strengths and to assist one another in completing a task. These interpersonal skills include co-operation and collaborative decision making. In order to assess your work on a task, you need to develop criteria: standards by which you evaluate your work.

In this Skill Path, you will work in teams to explore the impacts of globalization on your individual and collective identities. You will develop criteria to decide on the most significant impacts and then create a list of criteria for successful teamwork. Developing this skill will help you to formulate a position on the Chapter Issue: ***To what extent should we respond to the challenges that globalization poses to identity?*** The following five-step process outlines one way to set criteria collaboratively.

#### Step 1 Brainstorm Ideas About the Issue

1

(Refer to the Skill Path in Chapter 1, pages 7–8, for tips on effective brainstorming.)

- Working in your team, come up with ideas about the impact of globalization on your individual and collective identities. The box on the right provides some examples.
- As your team brainstorms, one team member should list all ideas on chart paper.

#### Step 2 Develop Criteria to Assess Ideas

2

- Organize into categories your team's ideas about the impact of globalization on your individual and collective identities.
- Develop a set of criteria for assessing the extent of each impact on identity. Approach this task by transforming each key idea about impact on identity into a criterion for assessing the extent of the impact. For ideas, see the side bar at top right.
- Ensure that there is consensus among all team members.
- Record the criteria on chart paper.

#### Step 3 Use Your Criteria to Arrive at a Consensus

3

- Using the ideas that your team recorded in Step 1 and the criteria developed in Step 2, determine the five most significant impacts of globalization on individual and collective identities.
- Rank these five impacts by order of significance.
- Again, ensure that there is consensus among all team members.

A **criterion** is a measure by which to judge something or make a decision. For example, an appropriate criterion to measure the idea in the first question in the list below might be “Degree to which food preferences have changed as a result of globalization.” You can see examples of criteria on page 59 and on the next page too.

#### Impact of Globalization on Identity

##### **Individual identity:**

- Have your food preferences changed as a result of contact with other cultures?
- Have you learned other languages so that you can work in or travel around different countries easily?
- Have the spiritual beliefs of other groups touched your life in any way?

##### **Collective identity:**

- Have the values and attitudes of your cultural group, your community, your religion, your linguistic identity, and so on, been affected by contact with other groups around the world?
- Has your group adopted or adapted some of the customs and practices of other cultures, communities, religions, or other influences?

Figure 4-2

Students working in a group. Each of these students has a unique identity. How does working together with others affect you? What do you find challenging about it? Why is it important to set criteria for teamwork?



### Some Criteria for Successful Teamwork

- degree of participation in discussions
- level of active listening
- ability to avoid being judgmental
- degree of openness to multiple points of view and perspectives
- level of active participation in group work
- degree of willingness to negotiate task sharing

### Job Link

Teamwork skills are an important element of many jobs. Working in your team, create a T-chart. In the left column, list jobs that require teamwork skills. In the right column, explain why these skills are necessary to the job. Share your list with the rest of the class.

### Step

4

### Reflect on the Process

- Consider the entire process that your team used to determine the five most significant impacts of globalization on individual and collective identities.
  - Which parts of the process were effective? Why?
  - Which parts of the process did not work well? Why not?
  - What could your team do differently next time?
- Based on your team's learning experience during this process, draw up a list of criteria for working successfully as a team. The box on the left provides some examples.
- Share your list of criteria with the rest of the class. Did any other teams also list one or more of the same criteria? Did any other teams list criteria that your team agrees should be added to its list?

### Step

5

### Practise Your Skill!

**Apply It.** As a team, follow Steps 1 through 4 to determine the most significant impacts of globalization on identities and cultures. Then, assign one impact to each team member. Split up to research your topics. Next, regroup to look at what you have learned. Based on your findings, work together to think of at least one way in which each impact of globalization on identities might challenge you. Organize your findings graphically. Use computer technology or art supplies to create the final version of your graphic organizer. Be sure that each member of your team has a copy. Refer to this organizer as you read this chapter to make connections between your team's ideas and the ideas presented here.

# Challenges to Identity

## Question for Inquiry

- In what ways does globalization challenge identity?

Do you have favourite local musicians or bands? Do they have a close regional following? Do people identify with them because they have a sound that distinctly reflects an aspect of identity or culture that is unique to your town? Think about some small-town Canadian artists who have made it big in the United States. Have people like Shania Twain or Barenaked Ladies changed their sound since they started? Is there anything regional about their music today, or are they appealing to a wide audience by having a universal sound? Now think back to your local band. What do you think would happen if they got a gig playing in Las Vegas? Would their sound change for a new audience?

In a globalizing world, identities are shaped by many factors. Pressures of homogenization and assimilation can challenge individuals and groups to give up parts of their identities, especially if they are in the minority. One position is that it is natural for minorities to be absorbed into a majority. People who hold this position might argue that there is nothing harmful about teenagers worldwide playing the same video games or using the same brand of cellphone. The issue of identity is more complex than a question of “fitting in,” however. In this section, you will look at some of the issues surrounding homogenization and assimilation to explore the Chapter Issue: *To what extent should we respond to the challenges that globalization poses to identity?*

## Homogenization and Youth Culture

In Chapter 1, you saw that, as a youth in Canada, you are exposed to a wide variety of commodities. Clothing, music, television, video games, and books are all products that you consume, and they help shape your identity. In a globalizing world, commodities are imported from many different places. Many of the cultural imports are in the English language. How do global commodities create challenges to identities? To you? If you are watching only American movies and wearing only clothing that is in style in Paris, are you less Albertan than people who watch only Canadian films and wear clothing made in Alberta?

## Ideas and Opinions

“To be nobody-but-yourself—in a world which is doing its best, night and day, to make you everybody else—means to fight the hardest battle which any human being can fight, and never stop fighting.”

—e.e. cummings (1894–1962),  
American poet.

In a globalizing world, are we being challenged to “battle” for our diversity? How are people affected when they feel they must fight to protect their identities?



Figure 4-3 ▲

McDonald's in Shanghai, China. As more and more cultural products are exported, some critics have pointed to “cultural imperialism” as a threat to traditional cultures and identities. How does wearing an American brand name affect your identity as an Albertan?

**Figure 4-4**

The spread of culture through advertising. How might this chain of events affect shoe manufacturers? If people all over the world suddenly demand the pop star's branded sneakers in local stores, how might that affect the diversity of sneakers being bought and sold in 64 countries around the world? What impact might that have on identities? What challenges could result from the impact? ▼

An American pop singer releases a new music video. He is wearing a new style of brand-name sneakers that a shoe company paid him to wear. This is called product placement.

The music video is broadcast on MTV. In 2004, 400 million families received an MTV station in their homes. The 400 million families live in no fewer than 64 countries around the world.

Just by wearing the sneakers, the pop star is showing the brand-name sneakers in a desirable light to a potential 400 million families worldwide—an advertisement that does not look like an advertisement.

**Figure 4-5**

Beyoncé Knowles, David Beckham, and Jennifer Lopez promoting Pepsi. As global communications raise the profile of celebrities worldwide, advertisers are eager to market their products with famous faces. In what ways might celebrity marketing affect the homogenization of popular culture?

Some critics of globalization claim that we are witnessing an increasing **homogenization** of culture. They claim that differences between the values, attitudes, beliefs, customs, and traditions of individuals and groups are being reduced. Instead of participating in diverse regional cultures, many people are tuning in to a single popular **monoculture**. Consider the chain of events in Figure 4-4.

An important aspect of the challenge of homogenization is that, in our globalizing world, popular culture is spreading much faster than it used to through such media as television and the Internet. What are the effects of eliminating differences between local cultures? If teens in Australia wear the same sneakers as teens in Brazil and Russia, what is the effect on local styles or traditions? What about values? If acquiring designer sneakers becomes a priority for youths in a previously non-materialistic culture, how might that affect the culture?



## Migration and Assimilation

Global migration is transforming the world's populations. Millions of people are on the move. Some are skilled workers seeking the best standards of living and quality of life. Others migrate to join relatives who act as sponsors in new communities. Many are refugees who leave their homes to find safety and economic opportunity.

The **assimilation** of ethnic or racial groups usually means that a dominant group absorbs a minority group. A minority group may be expected to take on the language, values, and beliefs of the dominant group until the identity of the minority group disappears. Assimilation can occur in different ways. Sometimes, a dominant group forces assimilation on minorities. Other times, assimilation is voluntary on the part of a person or group in the minority who believes that assimilating will make life easier. In Chapter 5, you will explore the process of acculturation, which sometimes leads to assimilation.

Sometimes assimilation is voluntary. Other times it is an unconscious process.



### Fitting In, Giving In

College student Rawan Hmoud describes her experience of assimilation as an immigrant from Qatar to the United States.

*My process of assimilation began the first year that I had arrived to the US, which was sixth grade. The priority on my agenda was to learn every aspect of English. ... The one thing I had never experienced ... was sarcasm. Kids ... would make smart remarks to me and I never took them the way they were intended (rudely). Then I began to watch television due to my loneliness and finally began to understand what those kids meant ... I remember ... a question asked by one of the boys in my class. ... "What are you? A Hindu?" I said "No." Then he asked if my father was a cab driver, and I said "why would he be?" innocently not knowing that he was still trying to say that I am of Indian descent.*

*The three years I spent in Junior High School were probably the worst years of my entire life ... [In high school] I suddenly began to understand how "cliques" at school functioned. All I needed to do to assimilate is to alter my appearance by switching wardrobes, dyeing my hair, and fitting the standard American fashion. ... My skin was always the lightest of my family, which confused people when it came to deciding whether they should speak to me or not. My skin tone became lighter because of the cold, dark winter of New Jersey. ... I suddenly began to be self conscious about my skin; this was unprecedented.*

—Rawan Hmoud, "What It Means to be Arabic in America," in *Untold: Writings on Race, Nation and Borders*, Rutgers Newark, 2002, <http://raceamlit.newark.rutgers.edu/rawan.html>.

- 1 What makes some immigrants want to assimilate? What challenges might an immigrant face while trying to assimilate?
- 2 In a discussion with your team, talk about the expectation of assimilation in your school. How do you treat students who are new to your community? In what ways are you challenged by assimilation?

## Ideas and Opinions

“Over the past 20 years there has been a dramatic increase in the number of people crossing borders in search of a better life. Today, roughly one of every 35 people on the planet is an international migrant. To put this number into context, if these 175 million people were a single country, they would rank as the sixth-largest nation on the planet.”

—William D. Thomas, president for the Americas of Western Union Financial Services Inc., in a speech to the Economic Club of Toronto; quoted in the *National Post*, November 17, 2004.

Media are not the only means of moving information and culture worldwide. What impact might globalization have on the identities of migrants? In what ways could that impact challenge you?

Why do you think the number of languages spoken in the world is diminishing? In what ways might homogenization of language create challenges to identity?

## Assimilation and Language

Canada has been a land of immigration since the first Europeans arrived here. The French established settlements in Acadia and New France in the 1600s and early 1700s. The second major wave of immigration started in the 1770s with the Loyalists, British settlers from the Thirteen Colonies who remained loyal to the British Crown following the start of the American Revolution.

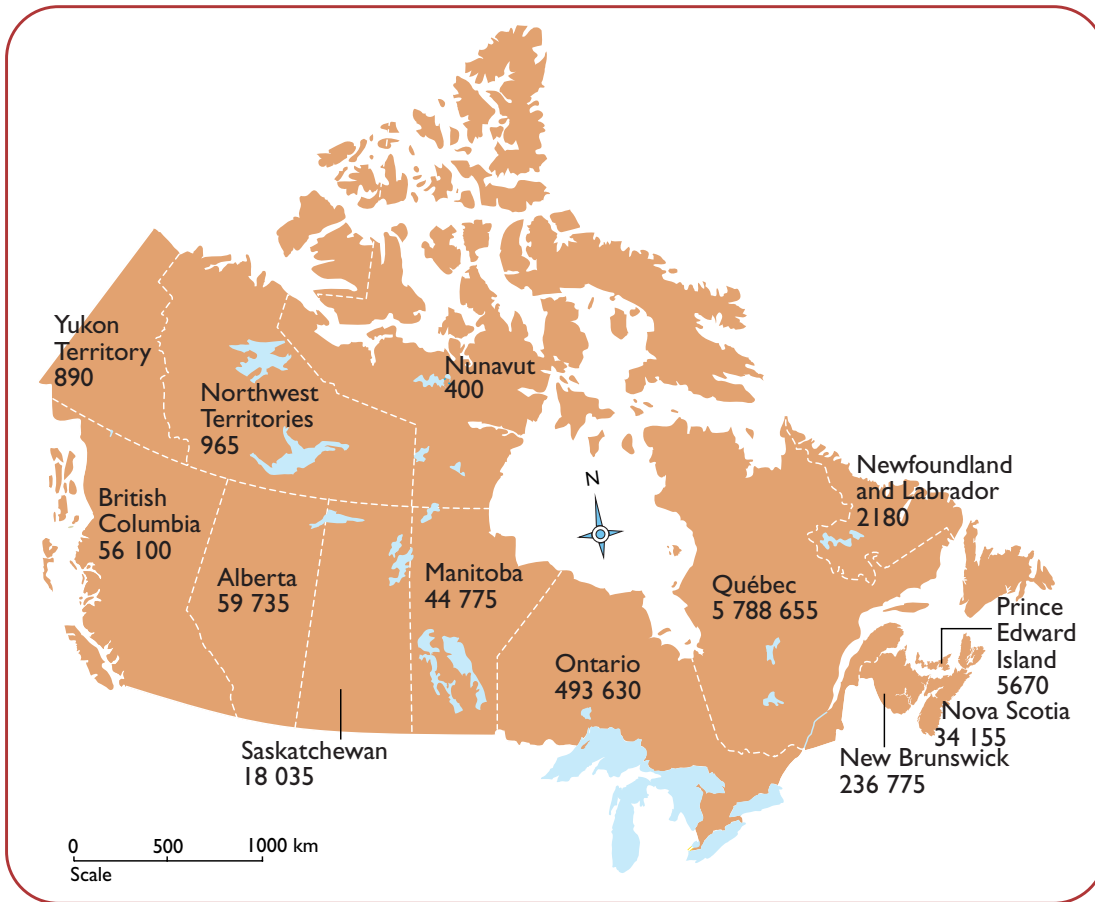
When Canada was formed in 1867, the British North America Act protected the right of French Canadians to keep their language. English and French would be the official languages of the federal government and the provincial government of Québec. However, the dominance of English language in Canada eventually led to exclusionary measures, such as changes to the Immigration Act of 1919, that required immigrants to pass an English literacy test. Why would a dominant group, particularly one in a position of power, want to assimilate all newcomers?

Although Canada is a bilingual country with two official languages, the Francophone population outside Québec is sometimes challenged by assimilation. While our country is officially bilingual, the only bilingual province today is New Brunswick. In areas where Francophone populations are small, official government services, such as health care and education, may not be available in both official languages. However, as Stéphane Dion points out in the Voices feature on page 78, this situation has improved greatly since the 1980s.

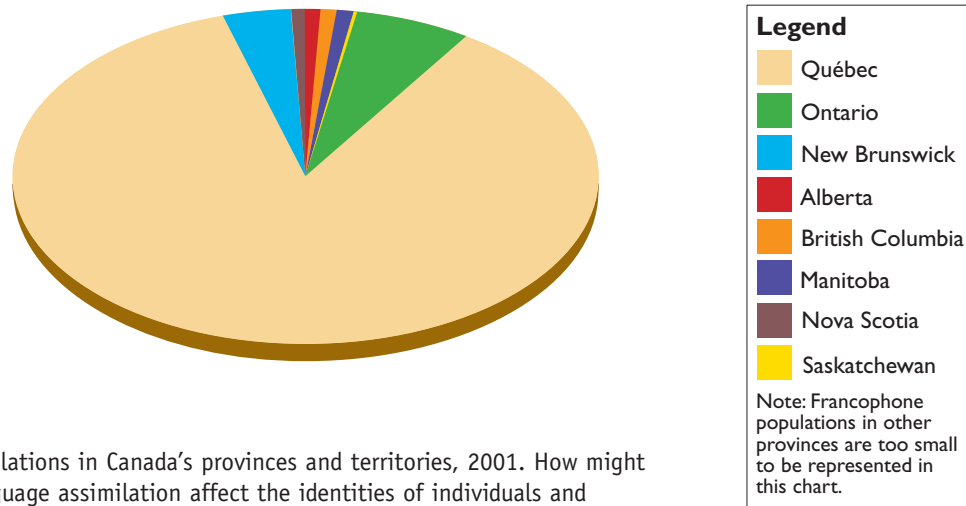
## Ideas and Opinions

“Canada has inherited from its history the opportunity, the privilege and the obligation to promote the French language and French-speaking cultures in Québec, Acadia, throughout Canada and throughout the world, and to make that heritage accessible to Canadians of all origins. It is an exhilarating but demanding challenge, in a massively Anglophone North America, at a time when the forces of assimilation are such that, for the first time in human history, the number of languages spoken in the world is diminishing rather than increasing.”

—Honourable Stéphane Dion, leader of Canada's Federal Liberal party in 2006; from “When Anglophones Increasingly Become Allies of the French Cause: The Example of Canada,” notes for the keynote address at the Symposium on the Influence of French, October 17, 2003.



Source: Statistics Canada, Mother Tongue, 2001 Counts for Both Sexes, for Canada, Provinces and Territories—20% Sample Data.



**Figure 4-6**

Francophone populations in Canada's provinces and territories, 2001. How might experience of language assimilation affect the identities of individuals and communities? How might smaller Francophone populations respond differently to the challenges that globalization poses to identity?





## Francophone Canadians Respond to Assimilation

*Québec Francophones are clearly more open to closer ties with the United States than are English speakers outside Québec. Far from perceiving closer ties as a threat to their language and culture, Québec Francophones seem to see the language as a barrier to assimilation.*

—**Elisabeth Gidengil, André Blais, Richard Nadeau, and Neil Nevitte, “Language and Cultural Insecurity,”** in **Alain-G. Gagnon, ed., Québec: State and Society, 3rd ed. (Peterborough, ON: Broadview Press, 2004).**

*With the current inaction in regard to assimilation, the eventuality is that the Francophone population will be strictly concentrated in Québec and New Brunswick, therefore creating poles of cultures in Canada. [... This] would mean the deterioration of the fabric which built this nation. ...*

—**Senator Jean-Maurice Simard, quoted in Kate Jaimet, “Senator Slams Francophone ‘Cleansing,’”** *The Ottawa Citizen*, June 11, 1999.

*... there are undertakers who want to bury us alive. Some of them have been in Parliament, in the universities. ... I call them statistical vultures, kill-joys, obituary-seekers who scrape the bones of census data to predict the disappearance of our communities. Who tell our youth that they are dying and then wonder why they prefer speaking English. ... I do not want to deny the reality of assimilation, but I think ... that asking the question: will Francophone communities outside Québec survive, is asking the wrong question.*

—**Jacqueline Pelletier, Francophone TV personality, quoted in Michael O’Keefe, Francophone Minorities: Assimilation and Community Vitality, 2nd ed. (Ottawa: Department of Canadian Heritage, 2001).**

*In every other province and territory [than New Brunswick and Québec], Francophones make up less than 5 per cent of the population. But despite the assimilating force of English, those communities are thriving and now have institutions and rights unparalleled in their history. For example, there were no French schools in one half of the provinces in 1982. Even in 1990, Francophones managed their own schools only in Québec, New Brunswick and, to a limited extent, Ontario. Today, Francophone school governance structures are in place in all 10 provinces and three territories.*

—**Honourable Stéphane Dion, leader of Canada’s Federal Liberal party in 2006; from “When Anglophones Increasingly Become Allies of the French Cause: The Example of Canada,”** notes for the keynote address at the **Symposium on the Influence of French, October 17, 2003.**

- 1 How do these points of view affect your understanding of assimilation of Francophone language and cultures in Canada?
- 2 In what ways does assimilation challenge the diversity of Canadian identities?
- 3 How might globalization present opportunities for Francophones to affirm their identity?

## Explore the Issues

- 1 Reflect and Analyze.** In your co-operative team, devise a concept web that illustrates the pros and cons of homogenization and youth culture. Remember to follow the process that you learned in this chapter's Skill Path (pages 71–72) to make the best of the time you spend together. Present your concept web to your teacher as a team. **SKILLS**
- 2 Take Community Action.** Visit the *Perspectives on Globalization* website for a link to Citizenship and Immigration Canada. Search the Community Involvement section of the site. Divide the class into four teams and assign each team one of the four programs for involvement. Use the steps of the Skill Path to set criteria collaboratively. Investigate the programs and make a presentation to the rest of the class. How does each program help immigrants become part of the community? How might programs like these help immigrants face the challenges of assimilation and homogenization? **SKILLS**



- 3 Analyze Your Position.** Farhang Rajaei, author of *Globalization on Trial: The Human Condition and the Information Civilization*, made these remarks about homogenization:

... [A]ll globalized products, unless they are localized in some fashion, will not take root. In my part of the world, Iran, the device which keeps things cool or warm—a thermos—is called a Coleman. It was only after I came to Canada that I discovered it's the name of a company which makes the thermos. So therefore it has been localized that way. ... I don't think globalization can easily be called homogenization. However, there are a lot of common standards, or forms of standardization, by which we do things.

Have you observed homogenization of culture among youths in Alberta or the Northwest Territories? If so, how might it pose a challenge?

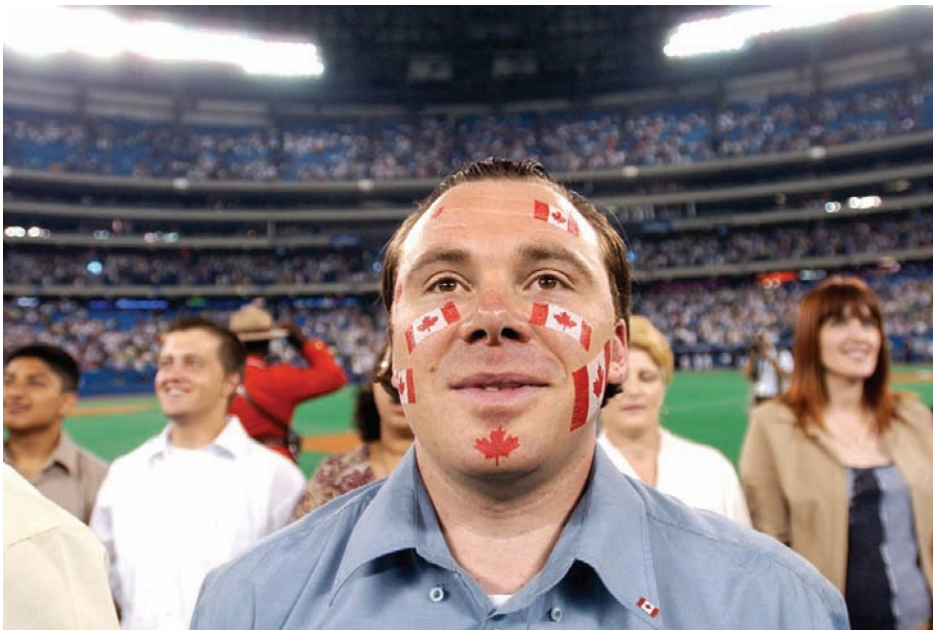


Figure 4-7

New Canadians being granted citizenship in Toronto, a city with a large immigrant and multicultural population. The ceremony was held prior to a Major League baseball game in 2003. How might a ceremony like this affect an immigrant's sense of identity?

# Responses to Challenges to Identity

## Question for Inquiry

- What responses to the challenges to identity are possible?

## Ideas and Opinions

“There are ... issues of Canadian identity,” [Alain Juppé] said, pointing to the debates over sharia law in Ontario, the right of Sikhs to wear the kirpan, recently settled by the Supreme Court, and the issue of finding prayer space for Muslim students in Montréal universities.”

—Graham Fraser, “Former French Prime Minister Overcomes Controversy in Canada,” *The Toronto Star*, August 5, 2006.

How does this excerpt illustrate challenges to identities in Canada? What is your response to these challenges? If you’re unfamiliar with the terms “sharia law” and “kirpan,” find out what they mean before you answer the questions.

In 1999, 50 000 to 100 000 people from around the world gathered in Seattle to protest the annual meeting of the World Trade Organization (WTO). Ranging from human rights groups, students, environmental groups, religious leaders, labour rights activists, and others, they opposed the current model of free trade embraced by the WTO, which they saw as unfair. For example, a spokesperson for the King County Labor Council in Washington State said that his organization wanted the WTO to impose “sanctions against [countries that violate] workers’ rights: child labour, slave labour, the right to organize, the right to bargain collectively, ending discrimination in the workplace.” Steven Staples, of the Council of Canadians, explained that activists from Canada were protesting what they believed was the WTO’s threat to Canada’s education and health care systems.

Globalization can create challenges to identity for a number of reasons. Economic advantages and disadvantages play a big role, which is why the 1999 WTO meeting sparked such strong reactions. As globalization increases our exposure to other peoples, cultures, and identities, it becomes increasingly important to acknowledge and respect different responses to the challenges to identity. In this section, you will explore some of these responses as you expand your understanding of the Chapter Issue:

*To what extent should we respond to the challenges that globalization poses to identity?*



Figure 4-8

Protesters at the 1999 meeting of the WTO in Seattle, Washington, USA. While the majority were non-violent, some protesters engaged in violent acts. This violence received extensive news coverage and shocked the world. How did these protesters respond to the challenges of globalization? In what ways did their response affect others?

## The Challenge of Marginalization

If you have ever been left out of a game or a social activity, then you have an idea of what it feels like to be marginalized. Marginalized peoples are left out of a main group—politically, socially, and economically. Their identities and cultures are devalued by society. They are prevented from gaining power or influence.

**Marginalization** happens to many groups and individuals. The world's Indigenous peoples have a long historical experience with marginalization that began when European countries colonized North America, South America, Africa, and Australia. Most historians believe that colonizers systematically reduced populations of Indigenous peoples. Those who survived were pushed to the margins of society. Today, many of these groups thrive in spite of this challenge to their identities. Government bodies have acknowledged that these practices were unlawful. In spite of this recognition, however, many Indigenous populations continue to face the challenge of marginalization. As you will discover in the following pages, they have taken action to respond to this challenge in a variety of ways.

### The Indigenous Australians of Cape York Peninsula

On Australia's Cape York Peninsula, nearly half the population is made up of Indigenous Australians. Their communities are a stronghold of Indigenous culture, language, traditions, and societal practices. These communities face many challenges, however. Poverty, disease, dependence on social assistance, and a life expectancy of only 50 years are some of the key challenges with which Cape York's Indigenous Australians are dealing. How might the impacts of globalization present challenges to the peoples of Cape York?



## Fast Facts

In 1995, the UN's International Decade of the World's Indigenous People began. The theme was "Indigenous People: Partnership in Action," and the idea was to encourage, but not mandate, member countries to address the issues that challenge Indigenous peoples around the world.

How might drawing attention to challenges to identity affect people's attitudes, biases, and prejudices?



Figure 4-9

Cape York Peninsula, Australia.

Figure 4-10

The Sea of Hands at the Yepereny Festival in September 2001. By 2001, some 250 000 Australians had signed a "hand" to support Aboriginal Australian land claims and restoration. What impact might this response to land claims have on the identities of Indigenous Australian groups?



## Resisting Marginalization

Noel Pearson, a legal adviser and negotiator, is a Bama Bagaarmugu of the Guuguwarrra Nation. As you read, think about how Pearson's remarks address the

Chapter Issue: **To what extent should we respond to the challenges that globalization poses to identity?**

*I have been struggling with social justice because it's difficult to put some substantive meaning and some substantive reality to it for people who live in difficult regions like my own in Cape York Peninsula. I've been struggling with it because social justice and a fair place of the Indigenous people of Cape York in Australian society will require more than what laws and political achievements can deliver.*

*Social justice will require substantial economic improvement in the position of our people. My experience and my observation is that things just don't happen as a matter of legal and political right. We could have the best laws. We could pursue the most vigorous political programs to support a fair place and a fair entitlement for people but this does not seem to deliver economic participation for people.*

*So I have been urging, at least with my mob, the importance of taking responsibility, taking responsibility for the struggle for our rights and that's a right that we've not sought in the past. But there is an additional right and that is the right to a fair place in the economy and this is what government and laws don't seem to be able to deliver. A fair place in the economy seems to be something that you have to take. It's a hill we have to climb. ...*

*We're having a discussion about the dilemmas and choices we have because we live in the most difficult regions. Even if we weren't Indigenous people with the disadvantages we face, we live in a very difficult region where economic opportunities are so few. ...*

— Noel Pearson, in a speech at the Berkelouw Bookshop in Leichardt, Queensland, Australia, March 16, 2001.

- 1 What is Noel Pearson's message? How does he think the Guuguwarrra Nation can respond to the challenges that marginalization poses to identity?
- 2 a) Conduct research on the Indigenous peoples of Australia to discover
  - what their relationship was with the land before European contact
  - how and why they lost their land
  - why they have not been able to exercise, until recently, their political rights to assert their claims
  - how globalization has led to new types of political activismb) Based on your findings, write a position paper that responds to the Main Issue for Part 1: **To what extent should globalization shape identity?**



Figure 4-11

Noel Pearson, who grew up in Cape York and now works with a large team to improve the economic situation in the region. In what ways can challenging experiences encourage positive action?

For assistance in developing a position, follow the outline given on page 113.

After years of damaging policies toward the Indigenous community, legislation and court decisions through the 1990s have restored some land rights to Indigenous Australians. In Cape York, Indigenous groups have begun to exercise newly won rights to negotiate land claims.

In 1999, the government issued an official statement of regret—but not an apology—for mistreatment of Indigenous Australians. Visit the *Perspectives on Globalization* website to read about the National Sorry Days in Australia at Journey of Healing. Indigenous spokespersons continue to call for compensation from the Australian government for years of suffering. International aid organizations have also criticized Australia for failing to recognize the Indigenous Australians' prior occupation of land and for failing to protect the basic rights of Indigenous Australians.



**Figure 4-12**

Peter Garrett, lead singer of Australian band Midnight Oil. The band performed at the Olympic Games in Sydney, Australia in 2000, wearing shirts that said “Sorry.” They were trying to send a message to the public and to the government that an official apology should be issued to Indigenous Australians. Their performance was broadcast across Australia and around the world. How do people use aspects of globalization, such as communications technology, to respond to the challenges to identity?

## INVESTIGATION

### The Lubicon Land Claims

**Something to Think About:** How have Aboriginal peoples in Canada responded to challenges to their identities?

**An Example:** The growth of the global economy and an increased demand for oil worldwide have led to extensive development of Alberta's oil resources. In 2005, Deep Well Oil and Gas began clearing forest from land it had leased from the province of Alberta for oil development. The province granted the lease in spite of an unsettled land claim for protection of the traditional lands of the Lubicon Lake Nation. The people of the Lubicon Lake Nation protested the development for legal and territorial reasons, but also because of environmental concerns—oil and gas development in the area has had a negative impact on the lives and livelihoods of Lubicon people for many years.

**Factors to Consider:**

- An early step toward globalization in Canada, the North American Free Trade Agreement (NAFTA) includes a clause that compels Canada to maintain its level of oil exports to the United States unless Canada's own domestic consumption is reduced.
- The Alberta government has actively sought development of oil sands by national and multinational corporations, including Deep Well Oil and Gas, with an aim to improve the economy through global involvement.
- Between 1979 and 1982, no fewer than 400 oil wells were dug within 24 km of the Lubicon community. By 1982, the resulting disruption of moose habitat had caused the average income of trappers in the community to plummet—some figures show a drop from \$5000 to \$400. People were unable to continue living traditionally. By the early 1980s, more than 90 per cent of the community relied on social assistance.
- Relations between Lubicon representatives and representatives of the corporations are strained by a history of mistrust and lack of communication; in March 2005, when Lubicon protesters blocked access to sites that were being logged for development, both sides met for the very first time, in spite of multiple prior requests for talks from the Lubicon.
- Relations between Lubicon representatives and the government of Alberta are also strained by a history of marginalization. The Lubicon land claim has been unsettled for nearly 70 years. The government has refused to register the land in the name of the Lubicon Nation, and at times even refused to acknowledge the Lubicon people as a First Nation. Talks in 1988 produced the



**Figure 4-13**

Traditional Lubicon lands in Northern Alberta.

### Fast Facts

By 2001, more than 1700 oil and gas wells had been drilled in Lubicon traditional territory. Dozens more are approved every year.

How might the activity of simply building these wells affect people's lives?

Grimshaw Accord, which would have created an official reserve with a 1.6 km, development-free buffer zone surrounding it, but the Alberta government withdrew from the agreement before it was finalized.

- The most recent talks with the federal government broke off in 2003, prompting the Lubicon Nation to send a delegation to Geneva, Switzerland, in October 2005 to ask the United Nations Human Rights Committee for help. The committee has cited Canada for violating the human rights of the Lubicons twice. On May 19, 2006, the UN Committee on Economic, Social and Cultural Rights issued a third, similar ruling. It urged the federal government to resume negotiations. As of July 2006, talks were on hold and there was no federal negotiator working on the case.
- Groups such as Outaouais Lubicon Solidarity, Friends of the Lubicon, Greenpeace, the Sierra Club, Amnesty International, the World Council of Churches, and the UN Human Rights Committee have spoken out against the marginalization of the Lubicon and the development of the oil industry in the area.
- **The corporation's position:** "Legal ownership and beneficial title to the land involved is with the Province of Alberta." (Representative of Deep Well Oil and Gas, quoted in *The Dominion*, April 28, 2005)
- **The Lubicon position:** "The Lubicon Lake Indian Nation has never ceded Aboriginal title to our lands in any treaty and we have never been consulted about these leases or the company's resource exploitation plans. ... We will continue to oppose any further development until our concerns have been addressed." (Chief Bernard Ominayak of the Lubicon Lake Nation, quoted in *Alberta News*, March 30, 2005)
- **The federal government's position:** "As early as 1939, the federal government acknowledged the failure to negotiate with the Lubicon and the need to establish legal agreements and a reserve on Lubicon territory. To this date, despite numerous gestures and promises from Ottawa, the government has yet to rectify the situation." (Richard Milligan, *Briarpatch Magazine*, December 2005)

- 1 In what ways has the marginalization of the Lubicon people been magnified by globalization? As a class, create a list of the positive and negative impacts of globalization in this situation. Discuss how globalization has affected the identity of the Lubicon Nation.
- 2 Conduct research to find further information on actions the Lubicon have taken to push forward their land claim. Write a statement about these actions and their outcomes.



Figure 4-14

Chief Bernard Ominayak of the Lubicon Lake Nation in Northern Alberta. As a leader, Chief Ominayak has worked hard for justice for the Lubicon Lake Nation. In what ways can leadership and social participation skills be used to respond to the challenges to identity?



## Fast Facts

In Alberta, the Human Rights, Citizenship and Multiculturalism Act creates a duty to accommodate people within the law. Visit the *Perspectives on Globalization* website to read the section of the Act entitled “The Duty to Accommodate.”

Does your school meet the needs of students who require accommodation under the Act?



## Accommodation and Identity

As you learned in Chapter 2, one of the most important aspects of identity is its expression. One way to respond to the challenges to identity is by freely expressing your own identity. In this way, you feel as though it has value. When you are expected to keep aspects of your identity, such as language or spirituality, out of the public eye, you may feel marginalized or devalued by society.

Around the world, many religious groups use attire to express their identities. Among some groups, religious attire is not only encouraged, it is required. Groups whose members are expected to wear religious attire often need to be accommodated by their societies in order to protect this aspect of their identity. In 1990, the Royal Canadian Mounted Police decided to allow Sikh officers to wear *dastaar*, or turbans, while on duty. This **accommodation** meant changing the standard uniform of RCMP officers. As Canada works to become a pluralistic society, accommodation for people wearing religious attire continues to be an important issue.

### Secularism in France

Canada is not the only country that faces the challenge of accommodating religious attire. In 2004, the French government passed a law that caught the attention of the global media. The law prohibited students in public schools from showing affiliation with a religious group through their attire. A student wearing a Jewish *yarmulke*, a Christian cross, a Muslim *hijab*, or any other type of religious attire at a public school could be punished or even expelled.

What was at issue in the prohibition of religious attire in France? Since 1905, the French government has been based on **secularism**—a distinct and total separation between state institutions and religious institutions. As part of this policy, religious symbols are not allowed in any state-funded building, including government offices and public schools. The new law about attire in schools is part of this policy. This law was also enacted for other reasons, which included preventing

Figure 4-15

Arguments in favour of and opposed to the French law banning religious attire from public schools. Education and freedom of religious expression are both protected under the European Convention on Human Rights. Should France be expected to accommodate the religious expressions of students in publicly funded schools? Can religious students and parents expect a secular government to make exceptions?



### Prohibiting religious attire in public schools can...

- help protect students from being pressured by their families or communities to wear religious attire
- help protect students from discrimination based on religious affiliation
- interfere with a student's right to a free education
- interfere with a student's right to freedom of thought and religious expression



## Two Worlds

In November 2005, tensions over discrimination in France came to a head when two teenaged boys were accidentally killed while trying to hide from the police.

Twenty-one-year-old Adama, whose parents came to France from Mali, explains his point of view on the response to this discrimination:

*It seems that people in France either didn't know or they didn't want to see what was going on here. ... By just looking at us, people know that we are immigrants. It's like having a limp. We're in a race, and we're limping from the start. ... [W]e were born here. We are French. Where are they going to send us back to? We are in France, but we are not French. And at the same time, we don't know the culture of the countries we come from. ... We're sitting between two worlds. We're stuck.*

—Adama, quoted in Darren Foster, “Paris Riots: Voices from the Ghetto,” *Frontline World*, [http://www.pbs.org/frontlineworld/blog/2005/11/voices\\_from\\_the.html](http://www.pbs.org/frontlineworld/blog/2005/11/voices_from_the.html)



Figure 4-16

Rioting in France, November 2005. In what ways do responses to the challenges to identities of people in other parts of the world affect you?

- 1 How do you think France might take steps to meet the challenge of accommodating marginalized youth?

violence against visible religious minorities, discouraging the division of society into ethnic communities, and promoting integration into French society.

The law came into effect in September 2004. In November, three Sikh boys were expelled from the Louise-Michel School in Bobigny, near Paris, for wearing an under-turban, a covering worn by young Sikh men. Sikh men do not cut their hair and wear turbans to cover it for both religious and cultural reasons. The boys appealed the decision but lost their court case.

Countries around the world were interested in the outcome of the situation. French government officials visiting India were encouraged to find a solution. The issue was even raised at the UNESCO Conference on Religions for Peace in June 2005. Why was this a global question? What stake did other countries have in the outcome?

## Valuing Diversity through Integration

How do Canadians meet the challenge of integrating immigrants? Young people who immigrate to Canada are challenged to find a place in their new neighbourhoods and schools by integrating. If you have ever had to change schools, you know how hard it can be to be “new” or “different.” The challenge of integrating into a new school community can be made more difficult by language barriers and cultural distinctions. In schools with a large number of diverse immigrant students, the challenge of integrating everyone fairly and effectively may seem almost impossible to meet.

Schools are an excellent example of community institutions where accommodation and **integration** of students does not mean simply tolerating differences among individuals or groups. Many people believe that the real challenge of integration is to create an environment in which diverse identities are supported and nurtured. Groups who seek accommodation and integration face the challenge of acquiring both—finding a place in an existing society without having to give up the aspects of their identities that are most important to them.

In 2005, *Maclean's* magazine conducted its second annual “Canada’s Best Schools” survey. Ten Canadian “extraordinary schools” and 20 “high achievers” were singled out for recognition. One of these schools, Kipling Collegiate Institute, has made it a priority to accommodate and integrate students who have recently immigrated to Canada.



### READING STRATEGY

As you read, try to notice how terms are related, such as “accommodation” and “integration.”

## Kipling Collegiate Institute

**Something to Think About:** How can a community accommodate and integrate people fairly and respectfully?

**An Example:** Kipling Collegiate Institute is located in Toronto, a city that was home to some 2 million immigrants in 2001. Until recently, Kipling Collegiate had a reputation as a rough, poorly funded school where success rates were low. In 2005, however, the school was identified by *Maclean's* as an “extraordinary school” in the category “rising to a challenge.” The challenge was the successful integration of a student population derived from more than 50 countries.

**Responding to the Challenge:** Two-thirds of the students at Kipling Collegiate have a first language other than English. Just feeling welcome in such a diverse school population is crucial to students seeking integration into a common school community.

**The Goal:** The school aims to create a sense of mutual respect among students and teachers of diverse backgrounds. In 2005, Principal Roger Dale claimed that at Kipling Collegiate, “We want every kid in the building to know that we care.”

**The Actions:** The school pursues several innovative policies to this end, including

- encouraging teachers to greet students when they meet around campus



Figure 4-17

Kipling Collegiate Institute, Toronto, Ontario. What is the impact on a community when needs are being accommodated and people are integrated fairly and respectfully?

- 1 What “actions” would you add to the list?
- 2 How can new students be more effectively welcomed into your school community, in the short term and in the long term?
- 3 To what extent is integration important at school?

- hosting monthly meetings that bring together community organizations and local support groups
- encouraging parent participation in parent–teacher interviews
- allotting duties and responsibilities to students
- planning leadership and conflict resolution training for all students.

**The Results:**

- The school is no longer identified as having “a rough reputation” or being “a place where kids who aren’t likely to succeed bide their time.”
- In 2005, 44 per cent more students passed provincial examinations than in 2002, and the rate of course failure dropped by 40 per cent.

## Explore the Issues

- 1 **Connect It.** The United Nations has drafted a Declaration on the Rights of Indigenous Peoples. Find a copy of the declaration on the Internet. Choose three articles from this document, and write a paragraph or give a short oral report explaining how each one applies to the Lubicon Lake Nation or to a group of Indigenous Australians. How might the declaration help them respond to the challenges to identity?
- 2 **Reflect and Analyze.** In August 2005, a junior soccer team from Calgary withdrew from a tournament in British Columbia after team member Gurindar Durah was told that he could not wear his *patka*, a scarf that young Sikh men wear over their hair, on the playing field. According to the team’s coach, Mario Moretti, “This is a decision our players made. ... I supported my players. They all supported Gurindar, which was a no-brainer for us.” In what ways can rules that restrict religious attire challenge individuals and groups? What might have been some other responses to this challenge to identity?

- 3 **Focus on Issues.** Choose an example, either from this chapter or from your own community, of a situation in which a government is challenged to accommodate a minority group in order to integrate its members into society. Consider the needs of every party by looking at each of the multiple perspectives involved. For example, what is the government’s position? Is there more than one government organization involved? Do they share a position? What is the position of the community? Is the community’s position unanimous? Do men, women, youths, adults, and seniors all view the situation in the same way? Have any third-party groups become involved? Where do they stand?
  - a) Work in teams to examine the example. Each member conducts research to find voices that represent members of each party.
  - b) After all the perspectives have been examined, meet again as a team. Brainstorm ideas about how the accommodations could be made. Develop criteria to assess these ideas. Based on these criteria, determine the best accommodations—in other words, those that would lead to effective integration. **SKILLS**

## Reflect and Analyze

In this chapter, you explored many of the issues surrounding challenges presented by globalization to identities and cultures. By looking at these challenges and possible responses to them, you developed your understanding of the Chapter Issue: *To what extent should we respond to the challenges that globalization poses to identity?* Based on your responses to that question, you can further assess your position on the Main Issue for Part 1: *To what extent should globalization shape identity?*

### Respond to Ideas

- 1 In your team, select a local group or community that has been affected by globalization in terms of identity. Arrange to meet with a member of the group. Plan your teamwork to be sure that you have enough questions to hold a strong interview. Conduct your interview in person, over the telephone, or via email. After the meeting, develop criteria to assess the impacts described by the interviewee and then determine the most significant impacts. As a team, explain the group's situation to your class. **SKILLS**
- 2 Has globalization challenged you in a way that has affected your identity? Write a reflection paper on the experience. If you cannot think of an example in your life, write about what this tells you about the impact of globalization on your life.

### Recognize Relationships between Content and Issues

- 3 How would you feel if you had to learn a new language to participate in everyday events? What if your behaviours, customs, and traditions were disrespected? With two

or three other students, devise a role play that portrays your interpretations of assimilation, homogenization, marginalization, accommodation, or integration.

- 4 In a country like Canada, with its policy of pluralism, is it the federal government's responsibility to ensure that different groups are integrated into Canadian society? Compose and revise a position paragraph to state your informed point of view. Support it with credible evidence, and offer one complete argument to advance your position.

### Focus on Research and Inquiry

- 5 **Debate the Issue: Challenges of Globalization.** Debates are used to address resolutions. The creation and selection of resolutions is part of Step 1 in Preparing for Debate. (Refer to One Prototype for Debate inside the back cover of this text. You may use another prototype for debate if the whole class agrees.) As a class, spend some time creating resolutions that are appropriate to the issues presented in this chapter, such as the two below:

- Globalization challenges identity.
- It is possible to respond to these challenges to identity.

Once you have settled on some resolutions, conduct further research that will support your chosen or assigned position in an upcoming debate. Consult with your teacher to establish criteria for your research process, product, and final marking scheme. Establish deadlines for completion of your pre-debate research and participation in classroom debates. **SKILLS**

