

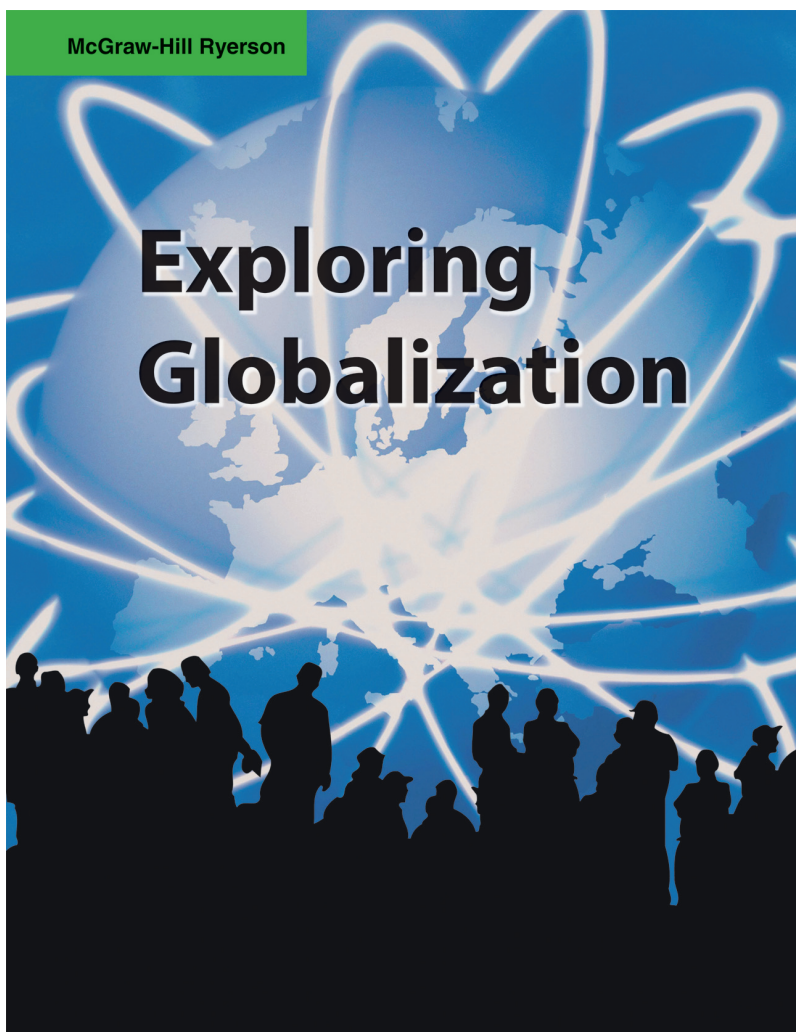
TOUR OF THE TEXTBOOK

Welcome to *Exploring Globalization*. Take some time to go over these pages and understand how this textbook is set up to help you complete this course successfully.

By the time you finish *Exploring Globalization*, you will be in a better position to answer the key question for this course: To what extent should we embrace globalization? As you work your way through the book, keep this key question in mind as you think about the various ideas, points of view, perspectives, and insights you encounter. They will help you formulate a response to this question.

Cover

The photograph on the front cover of *Exploring Globalization* shows a group of people silhouetted against a stylized globe. Around the globe are bright, orbit lines — but no space ship. This image symbolizes the concepts behind this textbook and course: people, global connections, and global communication and transportation. Look carefully at the globe. Why do you suppose the artist showed Europe and Asia rather than North and South America?



Globalization, as you will discover, is not something happening to other people in other places. As the cover illustration suggests, it is happening to you, here and now. As with any human endeavour, globalization is made by everyone, every day. Your decisions, actions, and involvement change the face of globalization and its many effects on people everywhere. Every action, every decision, no matter how small, changes globalization. You shape the future, just as those who came before you shaped the past.

How This Book Is Organized

Review the table of contents to get a feel for how *Exploring Globalization* is organized. The book is divided into four related issues. Each related issue includes four chapters. Each chapter includes three or four inquiry questions to help guide your exploration, analysis, and evaluation of the chapter issue.

Table of Contents	
Tour of the Textbook	
Prologue	
What Is Globalization?	1
Points of View and Perspectives on Globalization	2
Your Exploration of Globalization	3
What Is an Issue?	4
Critical Thinking	6
Habits of Mind	7
Powerful Questions	8
The Inquiry Process	9
Globalization: The Word	10
Terms Used in <i>Exploring Globalization</i>	10
Related Issue 1	
To what extent should globalization shape identity?	
The Big Picture	14
Your Challenge Create a presentation that responds to the related issue: To what extent should globalization shape identity?	16
Chapter 1 Globalization and Identity	
Chapter Issue <i>To what extent does globalization shape your identity?</i>	19
Who are you?	20
How do you express who you are?	23
Ideas <i>Does your identity change when you speak another language?</i>	24
How do collectives express who they are?	26
Impact <i>The Struggle of the Lubicon Cree to Affirm Their Identity</i>	32
Focus on Skills <i>Developing an Informed Position</i>	34
How are identities connected through globalization?	36
Profile <i>Aysha Wills — Global Citizen</i>	37
Points of View <i>Satyra Das, Kofi Annan, and Long Litt Woon on globalization and identity</i>	39
Think . . . Participate . . . Research . . . Communicate . . .	40
Chapter 2 Identity and the Forces of Globalization	
Chapter Issue <i>To what extent do identity and the forces of globalization shape each other?</i>	43
What are some forces of globalization?	44
Ideas <i>How are the ideas expressed by the word “global” reflected in your identity?</i>	48
How is identity affected by some economic, political, environmental, and social dimensions of globalization?	50
Making Choices <i>Guillermo Touma — Speaking Out about the Banana Trade</i>	53
Focus on Skills <i>Detecting Bias</i>	56
How do some forces of globalization present challenges to identity?	58
Points of View <i>Tyler Cowen and Benjamin Barber on globalization and cultural diversity</i>	59
How do some forces of globalization provide opportunities to affirm and promote identity?	61
Profile <i>Evo Morales — Peace with Social Justice</i>	63
Think . . . Participate . . . Research . . . Communicate . . .	64
MHR v	
Chapter 16 The Global Citizen	
Chapter Issue <i>To what extent should I embrace global citizenship?</i>	367
What does global citizenship mean?	368
Ideas <i>What does global citizenship mean to you?</i>	369
What does a global citizen do?	371
Focus on Skills <i>Developing Cross-Cultural Understanding</i>	372
Making Choices <i>Irrshad Manji — Speaking Out for Her Faith</i>	374
Points of View <i>Michael Collins, Steven Pinker, and Rick Salutin on the responsibilities of global citizenship</i>	376
What is my role in the globalizing world?	377
Think . . . Participate . . . Research . . . Communicate . . .	380
Glossary	382
Index	386
Credits	396
MHR ix	

The **prologue** introduces key ideas as you begin the course.

The **related-issue question** provides a focus as you explore, analyze, and evaluate the material.

Each related issue opens with an overview titled **The Big Picture**.

Your Challenge is a guide to the assignment you will complete as you progress through the related issue.

The **chapter-issue question** provides a more specific focus that feeds into the related-issue question.

The **glossary** is a quick reference that explains key terms.

The **index** provides a quick way of locating specific information.

The Big Picture

The Big Picture provides a general overview of what will be explored in the related issue. Like a trailer for a movie, this opening two-page spread touches on the highlights of the related issue and prepares you for the “feature presentation.”

The **related-issue number** appears at the top of the page.

The **related issue** provides the focus for the following four chapters.

The **colour bar** identifies the related issue throughout the four chapters of the section. It is a different colour in each of the four related issues.

RELATED ISSUE 2
To what extent should contemporary society respond to the legacies of historical globalization?

Key Issue
 To what extent should we embrace globalization?

Related Issue 1
 To what extent should globalization shape identity?

Related Issue 2
 To what extent should contemporary society respond to the legacies of historical globalization?

Related Issue 3
 To what extent does globalization contribute to sustainable prosperity for all people?

Related Issue 4
 To what extent should I, as a citizen, respond to globalization?

Chapter 5
FOUNDATIONS OF GLOBALIZATION
 To what extent did early globalization affect peoples of the world?

Why and how did globalization begin?
 How did the foundations of historical globalization affect people?
 How did the consequences of historical globalization affect people?

Chapter 6
LEGACIES OF HISTORICAL GLOBALIZATION
 To what extent do the legacies of historical globalization affect peoples of the world?

What are some legacies of historical globalization?
 How has cultural contact affected people?
 How has the exchange of goods and technologies affected people?
 How are the legacies of historical globalization continuing to affect people?

Chapter 7
LEGACIES OF HISTORICAL GLOBALIZATION IN CANADA
 To what extent have the legacies of historical globalization affected Canada?

How did historical globalization affect Canada?
 What are some legacies of historical globalization in Canada?
 How has historical globalization affected Indigenous peoples in Canada?
 How do some legacies of historical globalization continue to affect Canada?

Chapter 8
LIVING WITH THE LEGACIES OF HISTORICAL GLOBALIZATION
 To what extent have attempts to respond to the legacies of historical globalization been effective?

How effectively have people responded to the legacies of historical globalization?
 How effectively have governments responded to the legacies of historical globalization?
 How effectively have organizations responded to the legacies of historical globalization?
 How does historical globalization continue to affect the world?

THE BIG PICTURE

Events that happened in the past often affect people's lives today. In some ways, it is as if the past were still alive. Past events can affect the choices that are available to you now — but other choices are not yours to make.

Your birth, for example, was not a choice. You were born in a specific country, in a specific community, and to a specific family, and you had no choice in this. But you do have a choice in deciding how to respond to the forces that have shaped — and been shaped by — your country, your community, and your family.

These forces are legacies — things that have been passed on by those who lived in the past. These legacies of the past can colour the present — but the ability to analyze these legacies, to understand how they evolved, to recognize their effects on the present, and to respond thoughtfully is essential to becoming an informed participant in today's society.



- how decisions made and actions taken in the past are legacies of historical globalization
- how struggles between peoples with differing points of view and perspectives continue to affect the world today
- how governments, groups, and individuals are attempting to respond to the effects of historical globalization
- how you can develop a deeper understanding of the relationship between historical globalization and your own life
- how you can respond to the effects of historical globalization

In Related Issue 1, you explored some of the relationships between identity and the globalizing process, and you analyzed and evaluated how globalization affects aspects of your life — and the lives of others. In this related issue, you will discover that globalization is an evolving phenomenon with roots that stretch far back in time. As you explore the legacies of historical globalization, you will encounter actions, ideas, values, and forces that promoted globalization in the past. You will also analyze and evaluate how historical globalization continues to affect societies today.

One of the ideas you will encounter in this related issue is that historians and economists do not agree on exactly what historical globalization is or when it took place. But some argue that no matter when this phenomenon started and ended, people today continue to struggle with its repercussions.

Descendants of Aboriginal peoples around the world, for example, continue to struggle with the effects of historical globalization on many aspects of their daily lives and their identity. The specifics may differ, but in some respects, this common struggle has united Indigenous peoples in various countries. Understanding historical globalization and its effects will help you develop an appreciation of contemporary, cross-cultural perspectives.

The chart on the previous page shows how you will progress through Related Issue 2. As you explore this related issue, you will come to appreciate

The **key issue** is the overarching issue for the course.

This **organization chart** clearly maps how you will proceed through each related issue.

Visuals provide clues about what will be covered in the four chapters of the related issue.

Your Challenge

Each related issue presents one challenge. The challenge is presented at the beginning so you know ahead of time what assignment you may be required to complete. This helps you think about, develop, and prepare the ideas and materials you will need to successfully complete the challenge as you progress through the related issue

Specific instructions explain what the challenge involves.

An **example** of parts of the challenge or of a finished product helps you envision what you need to do to be successful. Your finished challenge need not look like the example. It is meant to provide ideas only.

Your Challenge

Create a presentation that responds to the question for this related issue:
To what extent should globalization shape identity?

Checklist for Success

As you prepare your presentation, use this checklist to make sure it includes all the elements necessary to be successful.

My Knowledge and Understanding of the Issue
Issue is defined in a way that shows my understanding of it. Facts are clearly expressed. Evidence supports my conclusions.

My Selection, Analysis, and Evaluation of Information
I have drawn information from a variety of sources. The voices selected represent diverse views and acknowledge the existence of alternative views and perspectives. My criteria for judgment are clearly explained. My conclusions are clearly based on my criteria for judgment. Sources and references are cited accurately.

My Presentation
My audience is engaged. I have provided opportunities for audience feedback and interaction. My message is consistent. My presentation is interesting, supported by graphics, and uses technology appropriately.

Your Presentation

As you progress through the four chapters of this related issue, you will develop understandings of, and opinions and ideas about, the connections between identity and globalization — and about how much globalization *should* shape identity. These ideas will become the focus of your presentation, which may take a variety of forms. It may involve

- a display
- a video presentation
- an oral presentation (you may wish to support this using computer presentation software)
- an exchange of ideas in the form of e-mail messages or letters

The purpose of your presentation is to inform the public at large, including your classmates and teacher, of your views on the related issue — and to persuade your audience to consider the issue from your point of view. At the end of each chapter, you will have an opportunity to think about and start preparing the material you will need to meet this challenge.

What Your Presentation Will Include

The four chapters of this related issue encourage you to explore, analyze, and evaluate identity, the forces of globalization, and the role of communication technology and the media in a globalizing world, as well as how various people and collectives have responded to the challenges and opportunities presented by globalization. Your presentation will include ideas, data, opinions, points of view, and perspectives that clearly show how globalization and identity are connected and how they shape — and are shaped by — each other. On the basis of this evidence, it will also include your conclusions about how much globalization *should* shape identity. As you prepare to complete this challenge, use the Checklist for Success to make sure your presentation includes all the elements necessary to be successful.

Steps to Assembling Your Presentation

Step 1
Decide on the form your presentation will take. Your decision will affect the kind of data you assemble as you prepare.

Step 2
As you progress through the four chapters of this related issue, keep notes for your presentation. To help do this, you may wish to use a chart like the one shown.

Topic	Notes	Sources
Identity	<ul style="list-style-type: none"> • I am connected globally through the things I buy. 	Exploring Globalization, p. 36
Forces of globalization and identity		
The media, communication technology, and identity		
Global responses and identity		

Step 3
As you complete your notes or chart for each chapter, share them with a partner or your teacher. Use their feedback to revise and refine your material.

Step 4
At the conclusion of the four chapters in this related issue, organize your material into the presentation format you have selected. Add titles, headings, graphics, and other features to make your presentation more effective. As you assemble your presentation, remember to keep the related-issue question clearly in focus — and to ask for feedback from a partner or your teacher.

The **Checklist for Success** is a quick review of how various elements of your challenge may be evaluated. This checklist can also be used as a self-assessment tool to help you complete the challenge successfully.

Steps provide specific instructions for organizing, developing, and completing your challenge.

The **chapter issue** is presented in the colour bar across the top of the page. This is the focus of the chapter.

An **introduction** provides insight into the visuals and connects them to the chapter issue

CHAPTER ISSUE

To what extent does globalization shape your identity?

THE WORK OF ART shown on the previous page is a self-portrait — a portrait of the artist by the artist herself. But Joane Cardinal-Schubert's self-portrait is different. Rather than portraying herself at a particular moment, Cardinal-Schubert uses words and images to create a collage that shows the people and events, ideas and beliefs, that played an important role in her developing sense of herself. *Before and After* shows her becoming who she is and indicates that her identity is a work in progress. It is not yet complete. In the portrait, Cardinal-Schubert portrays herself as she shapes — and is shaped by — others. Even the frame that surrounds the piece expresses an important aspect of her identity.

Examine *Before and After* carefully. Find and make note of elements, objects, words, and people that show or symbolize

- Cardinal-Schubert's roots, heritage, and history
- her connection to the land
- her family
- at least three different stages in her life
- who she was when she completed the work
- what the title she chose — *Before and After* — expresses about her sense of identity

Examine the images that make up the frame of the painting. Cardinal-Schubert created this frame to give her audience a message. What do you think this message is? How does this message further your understanding of Cardinal-Schubert's identity?



Figure 1-1 Kainai artist Joane Cardinal-Schubert created the work of art, titled *Before and After*, on the previous page.

KEY TERMS

context
role model
collective

Questions guide you to think about the visual and explore its connections to the chapter and related issue.

Key Terms alert you to vocabulary that is important to understanding the concepts.

Looking Ahead contains the inquiry questions that focus the explorations in the chapter. You will find these questions repeated as the main headings in the chapter.

LOOKING AHEAD

In this chapter, you will explore answers to the following questions:

- Who are you?
- How do you express who you are?
- How do collectives express who they are?
- How are identities connected through globalization?

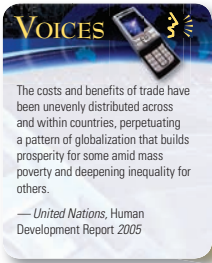
My Point of View on Globalization

Based on your current understanding, use words or images — or both — to express your current point of view on globalization. Date your ideas and keep them in a notebook, learning log, portfolio, or computer file so that you can return to them as you progress through this course.

My Point of View on Globalization encourages you to rethink, re-evaluate, and reshape your evolving understandings of globalization.

Special Features

The special features present information, data, ideas, and issues in different ways.



Voices

A quotation that substantiates an idea or provides an alternative point of view or perspective.



FYI

These are interesting facts and ideas that enhance your understanding of the issues. This feature often provides a broader context for exploring the issues.



Web Connection

The web address in this feature takes you to a central site that provides connections that will expand your research and exploration of an issue.

Activity Icon

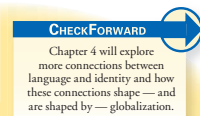
These quick activities are designed to help you think about and explore the issues you are reading about.

REFLECT AND RESPOND

Recall what you learned in Chapter 9 about the ideas of economists John Maynard Keynes, Friedrich Hayek, and Milton Friedman. Then think about what you have learned about trade liberalization. Whose ideas do you believe have been most influential in

shaping contemporary economic globalization? Explain the reasons for your judgment.

Create a cartoon or poster to illustrate your judgment. You may use words or images — or both.



Reflect and Respond

These activities conclude each inquiry section by encouraging you to reflect on aspects of the related issue, the chapter issue, and the inquiry question. They provide you with an opportunity to assess your understanding and review ideas from various points of view and perspectives.

CheckForward and CheckBack

These icons appear at various points in the textbook. They direct you to chapters where the ideas you are reading about are explored further.

Ideas

How do my personal communication systems make me part of expanding globalization?

The students responding to this question are Tom, a fourth-generation Albertan who lives on a ranch near Okotoks; Ling, who was born in Hong Kong but is now a Canadian who lives in Edmonton; and Deven, who was born in India but is now a Canadian who lives in Calgary.

I enjoy finding out about people and places around the world. With just a few keystrokes, I can find out about new ideas, watch important events as they happen, or just watch people in other places. People have never had such immediate access to so much information. Sometimes the ideas overwhelm me, but I feel fortunate to have digital communications in my life.



I like having my cellphone and using my computer, but I'm concerned that there are advantages that other young people don't have. What will happen to people in other parts of the world if we keep moving forward and the digital divide gets even wider? If the inequalities are too great, at some point global systems won't be able to operate. We should be thinking about making the world a fairer place for everyone.



My communication systems make my life good. I can keep in touch with the people who are important to me. I especially like to use my computer for entertainment, like playing games and watching movies. Right now, my parents pay for all this — but in a few years, I'll have to start doing this myself. So I worry about the high costs of staying connected. I don't know how I would manage without my cellphone or my high-speed Internet access.



Your Turn

How would you respond to the question Tom, Ling, and Deven are answering? What are some positive ways that personal communication systems connect you to expanding globalization? What communication challenges might you face over the next few years as a result of expanding globalization? Explain the reasons for your answers.

Ideas

In every chapter, three students respond to a question suggested by the focus of the chapter. You are asked to add your point of view by responding to the same question.

FOCUS ON SKILLS
DEVELOPING AN INFORMED POSITION

FOCUS ON SKILLS
FOCUS ON SKILLS
FOCUS ON SKILLS
FOCUS ON SKILLS

When award-winning Montreal journalist John Doolittle first learned about the Lubicon Cree in the early 1980s, he was a reporter for Canadian Press, a news agency. He became interested in the Lubicon's struggle to assert their rights and affirm their identity and wanted to find out more. He set about doing this, and in 1981, he published a book *Lost Land: Story of the Lubicon Cree*. In the book, he wrote:

The story of the Lubicon Cree shows what can happen in Canada when a native community tries to assert rights to a territory vital to it. It demonstrates that many people in Canada can deeply care about the well-being of native people, but it also reveals to what extremes of abuse and cruelty federal and provincial governments are prepared to go to crush native rights.

Over time, I began to make a connection between the assertion of Lubicon land rights and the affirming way in which Lubicon chief Bernard Chenevix and others in the world. Canada's, I saw how thinking of Aboriginal rights as historical baggage—a relic of native people were using to get more money from—was ignoring how essential the recognition of such rights is to the well-being of Canadian native people, and to the general prosperity of the country.

Suppose you were developing an informed position in response to this question: What is the best way of resolving the issues that divide the Lubicon Cree and the Alberta and federal governments? The following steps can help you do this. You can use the same steps to respond to many other questions you will encounter as you progress through this course.

Steps to Developing an Informed Position

Step 1 Consider many perspectives
 Work with a partner to discuss answers to the following questions:

- If *Lost Land* of the Lubicon Cree were your only source of information about the Lubicon's struggle to assert their rights and affirm their identity, what conclusions might you reach?
- When developing an informed position, it is important to consider many perspectives. How would considering many perspectives before writing of a conclusion strengthen your position?

With your partner, review the features on the previous two pages. Then brainstorm to create a list of at least eight individuals, groups, and organizations that have a stake in the outcome of the Lubicon's struggle to assert their rights and affirm their identity.

To do this, you may wish to create a chart like the one shown on the following page. Record your list of stakeholders in the first column. Some examples have been partly filled in for you. You will fill in the other columns as you complete Step 3 in 4.

With your partner, review the list of stakeholders. In the second column, record what you think their interests in the Lubicon struggle might be.

Step 2 Decide where to look for information
 Work with your partner to research possible sources of information. These may include books, magazines, newspapers, web sites, personal interviews, and so on. Record your ideas in the third column of the chart.

Step 3 Evaluate the strengths and weaknesses of the information sources
 Different information sources provide differing information. The reliability and objectivity of sources may also vary. With your partner, review your list of possible sources and, in the fourth column of the chart, make notes on possible strengths and weaknesses of each.

Step 4 Compare your ideas with a group
 With your partner, join one or two other pairs. Compare your charts. Discuss the information and notes you have recorded on your charts. On your chart, record new ideas you may have developed as you participated in this discussion.

Summing up
 If you were to continue your research and formulate an informed position in response to the question of the best way to resolve the issues that divide the Lubicon Cree and the Alberta and federal governments, what do you think your response would be? Would considering the perspectives identified on your chart influence your position? Explain how.

Stakeholder	Possible Perspectives	Possible Sources of Information	Possible Strengths and Weaknesses of Source
Lubicon Cree	• May be, life has been improved • Would like to land recognized	• <i>Lost Land</i> of the Lubicon Cree • Focus of the Lubicon web site	• Detailed but... published 1981 • Up to date. May be biased
Alberta and Canadian governments	• Would be protect jobs • Would contribute to economic progress	• Canadian web site • <i>Focus on Alberta</i> • <i>Maclean's</i> magazine • <i>Time</i> magazine • Other news, magazines, or other people involved in public industry	• May be biased • Up to date. Subject to opinions • Not just a personal point of view. May be biased
Other citizens of Alberta	• Would like to see the Lubicon Cree	• <i>Time</i> magazine • <i>Focus on Alberta</i>	• May be biased • Up to date. Subject to opinions

14 • To what extent should globalization steps... • 2008

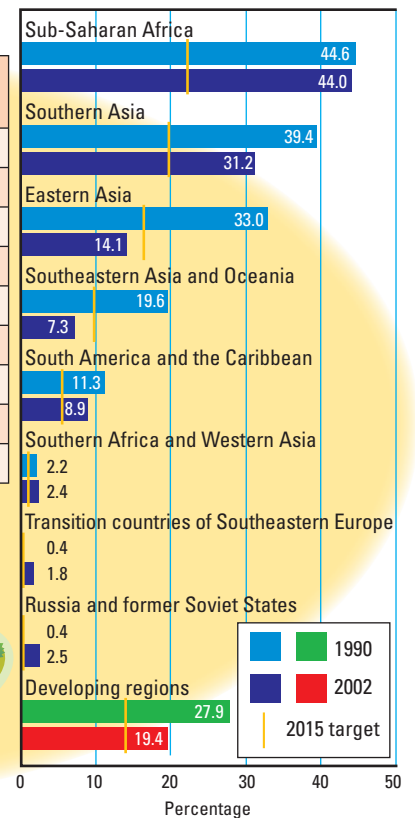
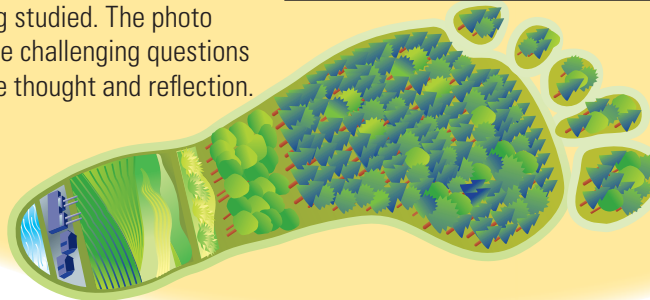
Focus on Skills helps you develop a specific social studies skill in every chapter. Each skill relates to the chapter content.

Photographs, charts, graphs, and other visuals support your learning and provide context



for the material being studied. The photo captions often include challenging questions designed to stimulate thought and reflection.

Country	GDP per Person (U.S. Dollars)
United States	\$39 676
Norway	\$38 454
Canada	\$31 263
South Africa	\$11 192
China	\$5896
Ecuador	\$3963
India	\$3139
Honduras	\$2876
Kenya	\$1140



Legend

European Overseas Empires

- British
- French
- Spanish
- Portuguese
- Dutch

Trade Networks


- British
- French
- Spanish
- Portuguese
- Dutch
- Baltic
- Mediterranean

Maps show you where events happened, provide information in a graphic format, and expand the meaning and context of the ideas and issues you are exploring.

Making Choices presents the issue-related choices made by an individual or organization. Exploring, analyzing, and evaluating these actions will provide you with opportunities to consider the range of choices open to you.

MAKING CHOICES
TOM JACKSON
A LIFE-CHANGING CHOICE

MAKING CHOICES
MAKING CHOICES
MAKING CHOICES



As a teenager, Tom Jackson seemed to be headed for trouble. After dropping out of school, he lived on the streets of Winnipeg, then studied for Toronto to follow his dream of becoming a singer and actor. In Toronto, Jackson carved out a career as a folk singer — and an experience in life-changing events. One day he came upon a man who had fallen on the street and needed help. Passerby were stopping around him and helping him, but Jackson stopped to help. This incident marked the beginning of his dedication to help others, and his other years of the main saved his life, set the other way around.

By the 1980s, Jackson — who was born to a Cree mother and an English father on the Chinatown waterfront near British Columbia — had established himself as a singer and actor. In 1987, he organized the first Home Care Centre. Until 2003, this concert was an annual event, and the money it raised helped support food banks.

In the meantime, Jackson's career was flourishing. In addition to appearing in films and TV shows and receiving two Gemini Award nominations, he recorded 14 albums and received two Juno Award nominations. Some of the money from album sales goes to the Canadian Association of Food Banks. Jackson's work was honoured in 2005 when he received the Humanitarian Award of the annual Juno Awards gala.

Explorations

1. Tom Jackson says that the man he helped support food banks, and the money it raised, set the other way around. What do you think this statement means?
2. In what ways does Jackson's life reflect the values of historical globalization?

To whom does this globalization story respond to the legacy of historical globalization? • 1019

Impact

enabled them to contribute through co-operation, not competition. Although incomes in Ladakh were low by Western standards, Ladakhis believed that their quality of life was excellent. Nothing had changed since the time of the village who were content with what they had and did not want to change. "We don't have any poor people here," he said.

Contact with Western tourists began to change this perspective. Ladakhis viewed tourists as wealthy, especially young people — began to think of themselves as poor and primitive. They started abandoning their own traditions to imitate the dress, lifestyle, and behavior of tourists.

Tourism also brought other challenges. Water, for example, had always been scarce in Ladakh, where people used compost toilets that require no water. But tourists demanded flush toilets, as well as water for bathing and showers. This depleted the water supply, and created pollution because sewers did not exist. Water is emptied into large cesspits, which leak into rivers and pollute underground water supplies.

Ladakhis Respond to Globalization

Many Ladakhis reject taking steps to attract and promote their culture. The Women's Alliance, for example, is a group of Buddhist nuns who came together to preserve the region's small-scale farming traditions. The group also tries to find solutions to environmental problems.

Explorations

1. Think about what you have learned so far about globalization and its effects on the world. Prepare a short presentation to share with your class. Decide on a topic and prepare a brief oral presentation. Write a script for your presentation. Use the following questions to guide you:
 - What is the topic?
 - What is the purpose of your presentation?
 - How do you think globalization has affected the world?
 - How do you think globalization will affect the world in the future?
2. Suppose Ladakh community leaders had asked several people to give their views on globalization. How should the Ladakhis react to the opinions? How should they respond to the opinions? How should they respond to the opinions?

To whom does this globalization story respond to the legacy of historical globalization? • 1019

Profile

NELSON MANDELA
PRISONER AND PRESIDENT

As a young man, Nelson Mandela was one of many South Africans who took up the struggle for an apartheid-free South Africa. He was arrested, tried for sabotage and treason, and sentenced to life in prison. In prison, Mandela did not give up his work. He developed a philosophy of non-violence and reconciliation. After his release from prison, he became a hero among Black South Africans and among other people around the world.

South African rights have remained a prisoner of F.W. de Klerk had not become president of South Africa in 1990. De Klerk was committed to reform, and one of his first acts was to order the release of political prisoners such as Mandela. Once out of prison, Mandela and de Klerk worked together to continue the reform process.

In 1993, the two shared the Nobel Peace Prize for "their work for the peaceful termination of the apartheid regime, and for laying the foundations for a new democratic South Africa."

In his Nobel lecture, Mandela praised those who had the ability of spirit to stand in the face of tyranny and injustice, and who "recognize that in history it is not the victors who are remembered, but the victims who are remembered and therefore act together in defiance of justice and a common human decency."

Explorations

To whom does this globalization story respond to the legacy of historical globalization? • 1019

Points of View

How does globalization shape who it is shaped by — the culture and identity of people around the world? Here are three people who have tried to grapple with answering this question.

Sarva Datta is an Indian parliamentarian who was born in India and emigrated to Canada as a young boy. The following excerpt is from his book *Dispatches from a Borderless World*, New Brunswick.

Who are you? The answer to this question takes many forms in a borderless world. Do we define ourselves as individuals or as part of a collective identity? Do we define ourselves by ethnicity, class, and race? Do we define ourselves by religion, gender, and age? In Canada, the fundamental question of identity has many answers. In accommodating the diversity of the world, Canada has found that its multiculturalism is not a mere experiment, a constructive exercise in living together. A Canadian identity, both individual and collective, often a becoming existence, to explore both and encounter in a borderless world.

Lawi Livi Wan was born in Malaysia but now lives in Norway and has been active in a variety of organizations that deal with international migration and border issues.

I am originally from Malaysia, but I obtained my degree in social anthropology at the University of Oslo. I have worked experience from both the Norwegian central administration and from the private sector. I have been the Norwegian representative to the Council of Europe working committee for migration for several years. I am currently the director of the Norwegian Centre for Gender Equality. I am the co-ordinator and director of a consulting firm specializing in organizational development and diversity management.

I am often asked how long I have been in Norway. "Twenty years," Lawi has said recently. "It's not 'almost' Norwegian!" The assumption here is that how long one has lived in Norway makes a difference to how one defines oneself as a person. You are not a person until you have lived in Norway for a certain amount of time. You are not a person until you have lived in Norway for a certain amount of time. You are not a person until you have lived in Norway for a certain amount of time.

Explorations

1. With a partner, examine the words of these three people. What evidence do you have of how globalization shapes cultural identity — and vice versa?
2. In your journal, use the three excerpts as the starting point for a brainstorming session to develop answers to the questions. To what extent should we embrace globalization?

To whom does this globalization story respond to the legacy of historical globalization? • 1019

Impact

LADAKH — RESPONDING TO GLOBALIZATION

When the remote Indian region of Ladakh was opened to tourists in the early 1970s, Dinesh Tenzing was arrested. Over the next decade, he and his fellow Ladakhis embraced the values that arrived with the tourists.

To Tenzing, it seemed as if Ladakh was slowly but surely losing their distinctive identity and culture. But then, things began to change — and today, Tenzing, who leads the Women's Alliance of Ladakh, is optimistic about her people's ability to shape their own future on their own terms.

"For a while," Tenzing told an interviewer, "we in Ladakh did not respect our own culture and our own values. But now we know we have no reason to feel inferior. Now we feel more confident about who we are. In fact, we know now that the world can learn a lot from us. It is important that we young people understand that. There is much that Ladakh can teach the world."

Living in Ladakh

Located high in the Himalayas Mountains, Ladakh is part of the northern Indian state of Jammu and Kashmir. About 200,000 Ladakhis exist in one of the most remote and least developed regions in the world. Ladakh is covered in snow for about eight months of the year — and the extreme altitude, cold, and isolation have created a unique, self-sufficient culture that thrived for centuries.

Figure 4-10 Ladakh Region



New Economic Opportunities

The opening of the highway brought new economic opportunities to the region. Ladakhis found much larger markets. India, for example, began to buy large amounts of barley and grain. In addition, adventure tourism and trekking brought in even more money and significantly increased the income of many Ladakhis. And cheap imported food and products have become widely available, especially in the region's biggest town.

In addition, Ayurvedic, a traditional herb and mineral-based medicine, has attracted the attention of the outside world. The ancient knowledge of Ayurvedic is now being studied by other medical systems, such as yoga, to see how it can benefit others.

Globalization Comes to Ladakh

As the world opened up to Ladakh — and Ladakh found out about the world — the region took many challenges in the form of globalization. Swedish activists were one of the first to document the effects of globalization in Ladakh. In the late 1970s and early 1980s, Ladakh had developed a highly individualistic culture. Ladakhis were proud of their independence and their ability to take care of themselves. They were proud of their ability to take care of themselves. They were proud of their ability to take care of themselves.

Explorations

To whom does this globalization story respond to the legacy of historical globalization? • 1019

Profile

NELSON MANDELA
PRISONER AND PRESIDENT

As a young man, Nelson Mandela was one of many South Africans who took up the struggle for an apartheid-free South Africa. He was arrested, tried for sabotage and treason, and sentenced to life in prison. In prison, Mandela did not give up his work. He developed a philosophy of non-violence and reconciliation. After his release from prison, he became a hero among Black South Africans and among other people around the world.

South African rights have remained a prisoner of F.W. de Klerk had not become president of South Africa in 1990. De Klerk was committed to reform, and one of his first acts was to order the release of political prisoners such as Mandela. Once out of prison, Mandela and de Klerk worked together to continue the reform process.

In 1993, the two shared the Nobel Peace Prize for "their work for the peaceful termination of the apartheid regime, and for laying the foundations for a new democratic South Africa."

In his Nobel lecture, Mandela praised those who had the ability of spirit to stand in the face of tyranny and injustice, and who "recognize that in history it is not the victors who are remembered, but the victims who are remembered and therefore act together in defiance of justice and a common human decency."

Explorations

To whom does this globalization story respond to the legacy of historical globalization? • 1019

Points of View

How does globalization shape who it is shaped by — the culture and identity of people around the world? Here are three people who have tried to grapple with answering this question.

Sarva Datta is an Indian parliamentarian who was born in India and emigrated to Canada as a young boy. The following excerpt is from his book *Dispatches from a Borderless World*, New Brunswick.

Who are you? The answer to this question takes many forms in a borderless world. Do we define ourselves as individuals or as part of a collective identity? Do we define ourselves by ethnicity, class, and race? Do we define ourselves by religion, gender, and age? In Canada, the fundamental question of identity has many answers. In accommodating the diversity of the world, Canada has found that its multiculturalism is not a mere experiment, a constructive exercise in living together. A Canadian identity, both individual and collective, often a becoming existence, to explore both and encounter in a borderless world.

Lawi Livi Wan was born in Malaysia but now lives in Norway and has been active in a variety of organizations that deal with international migration and border issues.

I am originally from Malaysia, but I obtained my degree in social anthropology at the University of Oslo. I have worked experience from both the Norwegian central administration and from the private sector. I have been the Norwegian representative to the Council of Europe working committee for migration for several years. I am currently the director of the Norwegian Centre for Gender Equality. I am the co-ordinator and director of a consulting firm specializing in organizational development and diversity management.

I am often asked how long I have been in Norway. "Twenty years," Lawi has said recently. "It's not 'almost' Norwegian!" The assumption here is that how long one has lived in Norway makes a difference to how one defines oneself as a person. You are not a person until you have lived in Norway for a certain amount of time. You are not a person until you have lived in Norway for a certain amount of time. You are not a person until you have lived in Norway for a certain amount of time.

Explorations

1. With a partner, examine the words of these three people. What evidence do you have of how globalization shapes cultural identity — and vice versa?
2. In your journal, use the three excerpts as the starting point for a brainstorming session to develop answers to the questions. To what extent should we embrace globalization?

To whom does this globalization story respond to the legacy of historical globalization? • 1019

Think ... Participate ... Research ... Communicate ...

At the end of each chapter, two pages titled **Think ... Participate ... Research ... Communicate ...** include activities designed to help you reinforce your skills, enhance your understanding of issues, and explore, analyze, and evaluate ideas and issues developed in the chapter.

Think ... Participate ... Research ... Communicate ...

1. You express different aspects of identity in different situations. When your teacher, for example, asks you to introduce yourself to the class at the beginning of the school year, you might respond by giving your name (age), your year level, your age (age), your personal history, and your cultural background (language, heritage). List three aspects of your identity that you might highlight in each of the following situations:

- a) Police officers stop you at a concert and ask you who you are.
- b) A potential employer asks you to describe yourself during a job interview.
- c) An adult whom you have never met arrives for a visit and asks you to tell her about yourself.
- d) You are helping to join the school swim team, and the coach asks you how you belong to the team.
- e) You are new at the school and are introducing yourself to a group of students at a lunch table.

2. Observe a group of adults and a group of teens in similar settings. The two groups may be at a mall or restaurant, waiting in line at an event, at a concert, at a house of worship or spiritual gathering, or in another setting. Observe things like:

- the clothing worn by the members of the two groups
- their body adornments
- their actions
- their body language (e.g., distance from one another, facial expressions)
- the language they speak
- other aspects of identity expressed

Record your observations on a chart like the one in this page.

Compare your observations with those of a partner. Discuss the aspects of identity revealed by people in the groups you observed and decide whether these aspects represent their individual identity or their identity as a member of a culture — or both.

To whom does this globalization story respond to the legacy of historical globalization? • 1019

Think about Your Challenge

is a one-page feature that examines an issue through the words of people who are directly involved. The writers' or speakers' differing ideas provide you with an opportunity to deepen your understanding of an issue by exploring, analyzing, and evaluating various points of view.

Think about Your Challenge

Look back at the challenge for the related issue. It asks you to develop a presentation that explains your position on this issue. To do that, you need to explore globalization through the challenge for the related issue. Review the material in this chapter and the activities you completed as you progressed through the chapter. Make notes about ideas that would be useful in completing the challenge for the related issue. Consider the criteria and critical questions you use to evaluate the data you will explore and use in your presentation.

To whom does this globalization story respond to the legacy of historical globalization? • 1019