

## EXPLORING GLOBALIZATION

*Exploring Globalization* is built around a single key issue: To what extent should we embrace globalization?

You do not need to answer this question today. But as you progress through this course, you will come to understand the relationships and recognize the forces that shape — and are shaped by — globalization. By the time you finish the course, you will be equipped to make a reasoned judgment on this issue.

### What Is Globalization?

As you explore, analyze, and evaluate various aspects of globalization in response to the issue and inquiry questions that comprise the framework of *Exploring Globalization*, you will discover that people have differing understandings of what “globalization” means.

To understand the range of points of view and perspectives on how this word could be defined, scan the definitions in the margin of this page. How are they similar? How are they different? Why do you suppose the range of points of view and perspectives is so broad? If you were required, right now, to choose one of these definitions to defend, which would you select? Explain the reasons for your judgment.

### Your point of view

As this course unfolds and you learn more about globalization, you are likely to find that your views on this phenomenon — and how the word could be defined — will change. To help you keep track of these changes, a brief activity titled “My Point of View on Globalization” begins every chapter and asks you to note your current understandings of globalization.

At the end of the course, you can use this record to look back and trace the evolution of your thinking about globalization. This process will help you respond to the key issue question, which is also a focus of the challenge for Related Issue 4: To what extent should we embrace globalization?

#### RESEARCH TIP

Just as people disagree over how to define globalization, they also disagree over how to spell this word. In Britain, it is often spelled with an s: globalisation. In the United States, it is usually spelled with a z: globalization. Most Canadian publications, including this textbook, use the z spelling.

This difference in spelling may become important when you are carrying out Internet searches. The spelling you enter into a search engine can affect results, so it is a good idea to conduct separate searches using each spelling. This will ensure that your search results are as complete as possible.

#### Definitions of Globalization

##### *The Canadian Oxford Dictionary*

The act of making or becoming global.

##### Horst Köhler, managing director, International Monetary Fund

A process of increasing international division of labor and the accompanying integration of national economies through trade in goods and services, cross-border corporate investments and financial flows. This integration is boosted by technological progress, in particular in transport and communications.

##### Forum on Globalization

The present worldwide drive toward a globalized economic system dominated by supranational corporate trade and banking institutions that are not accountable to democratic processes or national governments.


##### Pascal Lamy, director general, World Trade Organization

A historical stage of accelerated expansion of market capitalism, like the one experienced in the 19th century with the Industrial Revolution. It is a fundamental transformation of societies because of the recent technological revolution which has led to a recombining of the economic and social forces on a new territorial dimension.

##### Alberta Social Studies Kindergarten to Grade 12 Program of Studies

The process by which the world's citizens are becoming increasingly connected and interdependent.

**VOICES**



There is so much more of the world outside you, that it is your duty to search for what the rest of the world has to offer. Global education is an exciting invitation to a rich world.

— Ahmed Kamal, diplomat in Pakistan's foreign affairs department

## Points of View and Perspectives on Globalization

As the definitions on the previous page suggest, the phenomenon of globalization arouses strong feelings in many people. They may agree that globalization is changing the world, but they have radically differing points of view and perspectives on the value of these changes and how people should respond to them.

But no matter how people define globalization and no matter what they think about it, most agree that it is happening. And many people would also agree with J. Michael Adams and Angelo Carfagna, who wrote in *Coming of Age in a Globalized World* that the extraordinary changes this phenomenon is bringing about are nothing short of revolutionary.

We see sweeping changes in all dimensions of human existence. The driving forces of globalization are technological changes that begin with the power of digital computing. We are living in the age of the Internet, the laptop, mobile phones, iPods, dramatic advances in genetic science, and a longer list of trivial and significant programs and gadgets. These advances enable us to extend our reach faster and further than ever before.

For Adams and Carfagna, a global education that leads to an understanding of global citizenship is the key to responding effectively to the revolutionary forces of globalization. They believe that this will help people to understand the links that unite the people of the world and to develop the global outlook necessary to adapt to the changes that are happening now and that will continue to happen in the future.

As you progress through this course and learn more about how you, your community, your country, and the world are affected by the forces of globalization, you will encounter a variety of points of view and perspectives — and you will develop the skills necessary to draw your own conclusions about this phenomenon and to make your own judgments about how you should respond to the forces that are driving it.

**Figure P-1** These protesters belong to a group called Global Call to Action against Poverty. In September 2006, they gathered in Singapore, where officials of the World Trade Organization and the International Monetary Fund were meeting. Both these organizations support globalization. Which definition on the previous page do you think the people in the photograph would support? Explain the reasons for your judgment.




## Your Exploration of Globalization

*Exploring Globalization* is designed to provide you with many opportunities to explore, analyze, and evaluate points of view and perspectives on globalization. Your goal as you progress through the course is to develop a response to the overarching issue question: To what extent should we embrace globalization?

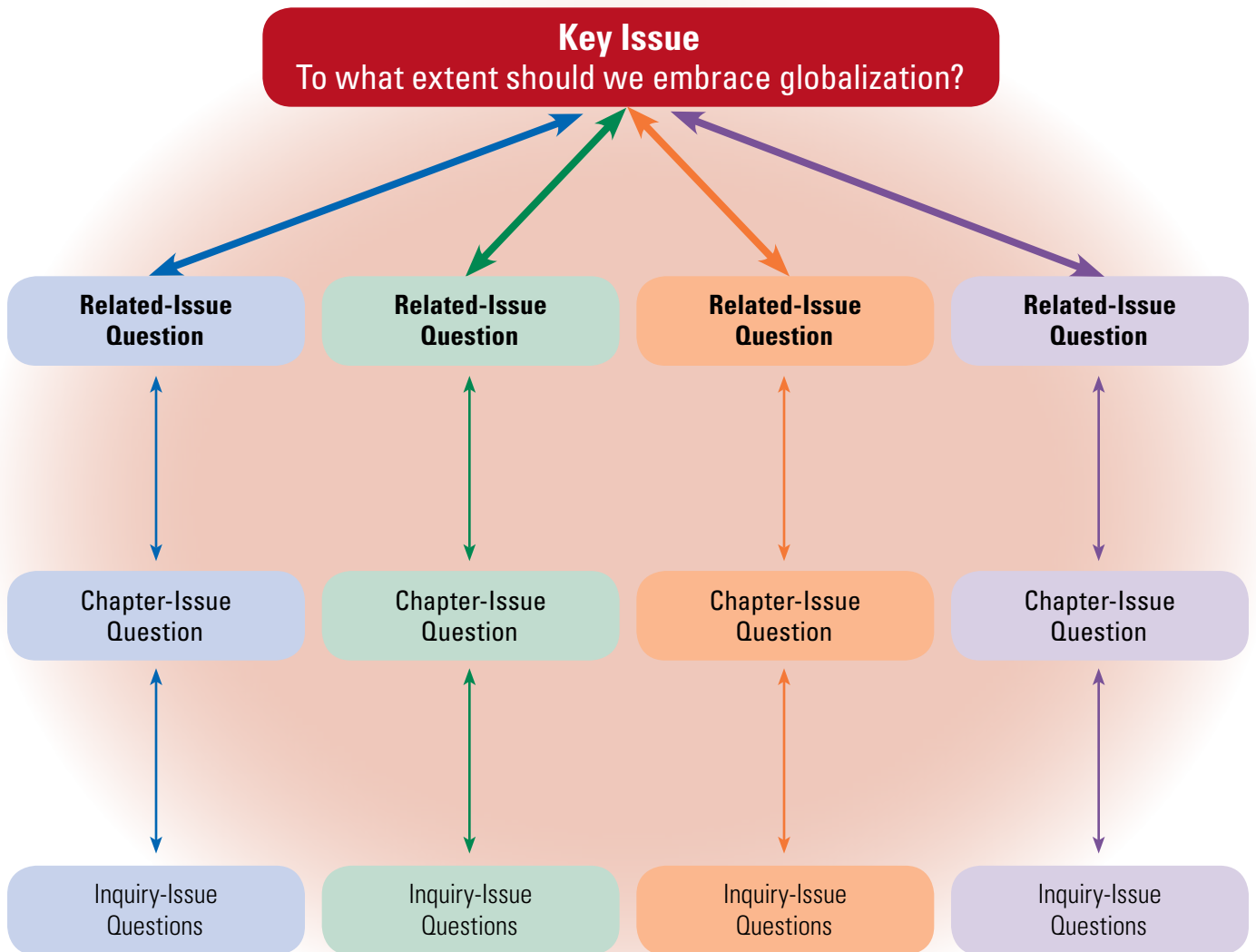
To help guide your exploration and analysis of possible responses to this question, four related issues are identified. Each evolves from — and feeds into — the overarching question.

Within each related issue, each of the four chapters focuses on a chapter issue that evolves from — and feeds into — the related-issue question. And within each chapter, inquiry questions are designed to guide your exploration, analysis, and evaluation of topics raised by the chapter-issue question, the related-issue question, and the overarching issue question.

The following chart shows the relationship between the issue and inquiry questions. To examine these questions in greater detail, turn to the table of contents.

**CHECKFORWARD** 

Charts on the opening page of each related issue show how these elements are interconnected.



## What Is an Issue?

*Exploring Globalization* is built around a key overarching issue question, as well as a series of related-issue questions. But what is an issue?

An issue is a question or situation that involves thoughtful, well-informed, and well-meaning people in honest and sincere dialogue that may lead to different conclusions about how to respond. An issue can also be a dilemma that requires you to make a choice or decision that involves responsible action. An issue question has no easy — or even correct — answer, but an answer or decision is required nonetheless.

An issue is more than simply a disagreement. People can disagree over the quality of a TV show, but this not an issue because no decision, action, or change in policy is expected as a result.

The crime rate, for example, is *not* an issue, though there may be disagreement over how serious it is or how the rate is calculated. What to do about the crime rate *is* an issue, because thoughtful people might arrive at different decisions and propose radically different solutions.

As a result, clarifying the issue question is very important — because the term “issue” may be used carelessly.

Dealing with an issue requires you to gather information, analyze various points of view and perspectives, and develop criteria for making your own judgment. This process requires you to consider values, beliefs, worldviews, past experiences, and expected outcomes.

### Elements of issues

Identifying and distinguishing elements of issues can help you understand the debate over issues and develop a process for arriving at an informed judgment about how they might be resolved. Many issues involve a combination of the following elements.

**Policy** — What should governments or organizations do? These questions involve taking action or making a change. They require you to think about solutions that are in the best interests of the community or society. Here is an example:

*Should the government lower the legal drinking age?*

If the answer is yes, the government would make the change that is in the best interests of the broader community and pass a law to bring about the change.

**Figure P-2** When Québec's Parti Québécois decided in 1995 to hold a referendum on the issue of whether Québec should become a nation, people on both sides of the issue held rallies. This photograph shows yes supporters waving flags and posters at a rally.



**Values** — What is good or bad, right or wrong, more or less important or desirable? These questions involve ethical and moral conduct or beliefs. They require you to think about value systems and ask yourself, Why do I believe certain things? Here is an example:

*Should violent TV shows be banned?*

Answers to these questions provide a basis for improving the quality of life. Governments or groups would act in accordance with some general goals of society.

**Definition** — What is the meaning of a word or term? These questions explore how language is used and how concepts are understood. They require you to think about how to classify or categorize ideas. Here is an example:

*Is Hezbollah a terrorist organization?*

The way terms are defined often dictates the action that is taken — or whether action is taken at all.

**Fact** — What is true or correct? These questions concern the truth of a matter. They require you to examine and weigh evidence. Is the information correct? Here is an example:

*Is climate change part of the natural cycle of Earth?*

These are difficult issues because they involve “facts.” There may be legitimate disagreement over how to weigh evidence and what evidence to accept or reject.

**History** — Was an action justified? Did an event have a positive outcome? These questions examine the merits of past actions or events to inform future choices. They require you to judge — in context — decisions made in the past. Here is an example:

*Should U.S. president Harry Truman have authorized dropping an atomic bomb on Japan?*

The way past events are interpreted often influences contemporary decisions.

**Figure P-3** Québec voters were divided nearly equally on the referendum question: Do you agree that Québec should become sovereign after having made a formal offer to Canada for a new economic and political partnership within the scope of the bill respecting the future of Québec and of the agreement signed on June 12, 1995? What elements of issues does this question involve?



### PRACTISE IDENTIFYING AND ASKING ISSUE QUESTIONS

With a partner, examine the following questions and identify the issue elements involved in each. Discuss whether any of the questions involve more than one element. Then, for each category, work together to create an issue question of your own.

1. To what extent is globalization creating a single homogenized world culture?
2. Is imperialism an acceptable outcome of historical globalization?
3. Should Canada develop free-trade agreements with other countries?
4. Is it a good idea for all cultures to be assimilated into a single global culture?
5. Is globalization simply “Americanization” by another name?

## Critical Thinking

The process of making decisions about issues involves critical thinking. Critical thinking requires you to make reasoned judgments about issues by considering evidence and using clear criteria to guide your decisions. An effective critical thinker

### VOCABULARY TIP

A **criterion** is a standard for judging or a logical way to support a point of view. The word “criterion” comes from the same Greek root as the words “critic,” “criticize,” and “critical.”

“Criterion” is the singular form; the plural is “criteria” (i.e., when making judgments, you may use one criterion or two or more criteria).

- considers all relevant evidence
- makes reasoned judgments
- bases judgments on clear criteria
- works on developing the character traits, or habits of mind, that promote effective decision making

The benefits of using criteria to make reasoned judgments go well beyond the social studies classroom. You make decisions every day — in your other courses, at home, with friends, and at work. You may need to decide whether to take a part-time job, whether to participate in a club excursion, or what courses to take next year. Using criteria to guide these decisions will help you succeed in school and ensure that you make the best possible choices when faced with challenges in all aspects of your life.

### Choosing criteria

When selecting criteria to guide your judgments

- keep the number of criteria manageable: a minimum of two and a maximum of four
- be sure the criteria reflect only the most important or relevant considerations

### WHAT CRITERIA WOULD YOU USE?

The two following cases are imaginary, but they will help you practise choosing criteria to make reasoned judgments. In the first case, two criteria are already filled in. You should choose at least one more criterion. In the second case, only one criterion is filled in. You should choose at least two more criteria. In each case, turn your criteria into questions.

#### Case 1

Your school is searching for a new name for its sports teams. The name should

- match your school’s values and character (Does the name match our values and character?)
- not offend any person or group (Is the name inoffensive to everyone?)
- 
- 
- 


#### Case 2

The school cafeteria is changing its menu. You are one of the students who have been asked to help staff decide what to keep on the menu, what to drop, and what to add. The food on the menu should

- include fresh local produce (Is the produce fresh and local?)
- 
- 
-


# Habits of Mind

Effective critical thinking requires — and fosters — certain habits of mind. Whether you are completing a social studies assignment or dealing with other challenges, these habits of mind can help you achieve success at school and in life.



**I'm flexible.**

- I'm willing to change my tactics or approach.
- I allow my beliefs to change until I have enough evidence to support a definite point of view.
- I'm ready to compromise and take my thinking in new directions.




**I'm an active thinker.**

- I explore alternatives and consider their strengths and weaknesses.
- I persevere. The first — or most obvious — solution is not always the best.
- I resist pressure to adopt opinions just because they are popular.




**I'm respectful.**

- I listen carefully to others.
- I'm aware of the limits of my knowledge and avoid claiming to know more than I do.
- I judge ideas based on their strengths and weaknesses.




**I'm curious.**

- I do not take everything at face value.
- I take time to think about things and explore unanswered questions.
- I look for various sources of information and expert opinions.




**I'm thoughtful.**

- I think before I act. I consider the consequences of various alternatives.
- I think about my own thinking and examine my biases.
- I set goals and understand what I'm trying to achieve. I try to visualize what success will look like.



**I'm open-minded.**

- I'm open to the views of others, especially when their views are different from my own.
- I judge ideas on the basis of their strengths and weaknesses.
- I explore options beyond my personal interests and biases.



**I'm empathetic.**

- I listen to and try to understand others' points of view.
- I don't pass judgment until I've gathered enough information.
- I'm aware of the effects of my actions on others.



**I'm collaborative.**

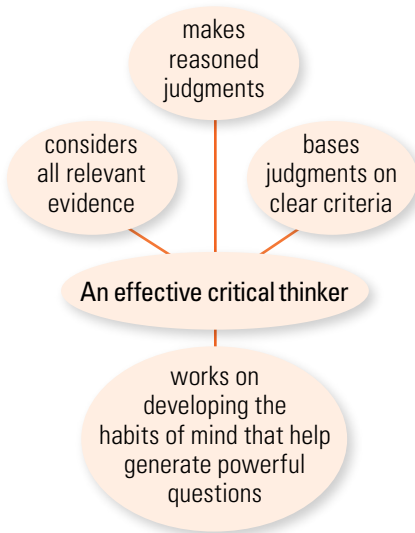
- I'm willing to work with others to brainstorm and combine ideas.
- I'm prepared to give — and take — constructive feedback.
- I make sure everyone has opportunities to contribute and share ideas.

## Powerful Questions

The renowned scientist Albert Einstein said, “The important thing is to never stop asking questions.” Asking powerful questions is a key element of learning. A powerful question helps you think critically and provides a focus for all research and inquiry. A powerful question is one that requires a decision or judgment in response — and this decision or judgment should be based on clearly established criteria and evidence.

*Exploring Globalization* is built around powerful questions. These are the issue questions that provide the structure for this textbook and set out

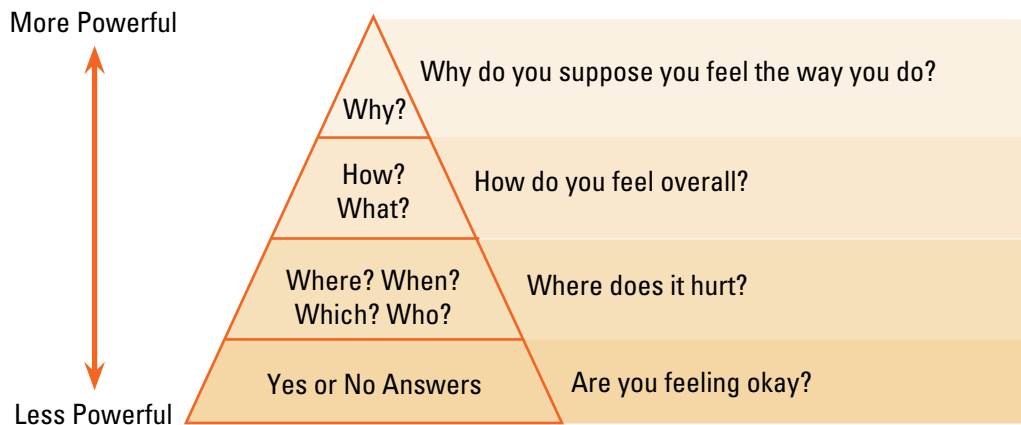
- the key course issue
- each of the four related issues
- each of the chapter issues



### Characteristics of powerful questions

Powerful questions

- generate curiosity and encourage creativity
- are open-ended — they do not have one correct answer
- are thought-provoking, requiring you to make choices, decisions, and judgments
- lead to more questions



Economist Eric E. Vogt developed a pyramid like the one shown here to illustrate the difference between more powerful and less powerful questions.

### PRACTISE IDENTIFYING AND ASKING POWERFUL QUESTIONS

As you progress through *Exploring Globalization*, you will be asked to respond to powerful questions — and to develop powerful questions of your own. With a partner, discuss the following questions about free trade and decide which are powerful and which are not.

1. When did the Canadian government sign the first free-trade agreement?
2. In what ways will free trade stimulate economic growth?
3. Why do you think some groups supported — or opposed — free trade?
4. What is the most important benefit or drawback of free trade for Canadians?
5. Should Canada enter into more free-trade agreements?

Now, choose a topic (e.g., recycling in your community, a school rule). Imagine that a speaker will visit your school to discuss this topic. Create three powerful questions to ask your guest.



## The Inquiry Process

To gather the information necessary to respond thoughtfully to powerful questions, you may need to begin by asking inquiry questions. Inquiry questions are designed to elicit information that you will use to support your judgments in response to a powerful question.

The key overarching course question — To what extent should we embrace globalization? — is a powerful question that presents an issue. To respond thoughtfully to this question, you may need to ask a series of inquiry questions, such as

- How have various people defined globalization?
- What are the most important benefits of globalization?
- What are the most serious drawbacks of globalization?
- Where do people think globalization will take the world in the future?

### STEPS IN THE INQUIRY PROCESS

**Be an active thinker**

**Ask** The inquiry process begins with powerful questions that connect to the world around you and build on your prior knowledge and natural curiosity.

**Be curious**

**Investigate** Curiosity inspires investigation. To guide your investigation, ask inquiry questions that will help you start gathering the information needed to make an informed judgment. As you gather information, you will also refine or redirect your questions, clarify ideas, and begin to make connections.

**Be flexible**

**Be open-minded**

**Create** As you link the information you gather to your prior knowledge, you will create new knowledge and new thoughts, ideas, and theories. You will also begin to consider the most effective way of communicating your learning to your audience.

**Be collaborative**

**Be empathetic**

**Be respectful**

**Share** By sharing your ideas and conclusions with other students — and listening carefully as they share with you — you will be able to refine your ideas and reflect on the process you followed to solve a problem and arrive at a judgment on an issue. You will also gain insights into the thinking of others, and this may encourage you to change your position.

**Be thoughtful**

**Reflect** Thoughtful reflection is an important part of every stage of the inquiry process. It helps you keep the central issue or challenge in mind as you complete research and draw conclusions. Reflection may also help you confirm your conclusions or lead to revisions, new questions, and new paths of inquiry.

## global

*global* + *ize* = globalize  
(a verb meaning “to become or make global”)

*globalize* + *ation* = globalization  
(a noun meaning “the act of becoming or making global”)

## -ize

A suffix that transforms a noun or adjective into a verb meaning “to make or become.”

fertilize — to make fertile  
civilize — to make civil  
Canadianize — to become or make Canadian  
globalize — to become or make global

## -ation

A suffix that transforms a word into a noun that means “an action or the result or product of an action.”

starvation — the result of starving  
donation — the result of donating

When *-ation* is added to words that already include the suffix *-ize*, it turns this verb form into a noun that means “the act of making or becoming.”

fertilization — the act of becoming or making fertile  
civilization — the act of becoming or making civilized

Canadianization — the act of becoming or making Canadian

globalization — the act of becoming or making global

## Globalization: The Word

The word “globalization” is the focus of this social studies course. This word appears in the title of this course — “Perspectives on Globalization”— and in the title of this textbook — *Exploring Globalization*. It is the focus of the key course issue, as well as of the four related issues.

“Globalization” is now a common word. But if you had lived in the first half of the 20th century, it would not have been part of your vocabulary. No one is sure when this word was coined or who coined it, but language experts agree that it did not appear until the 1940s or 1950s. And even then, it was rarely used. It did not come into widespread use until the 1980s, when American economist Theodore Levitt made it popular by using it to describe changes in technology and social behaviour that allow huge corporations such as Coca-Cola and McDonald’s to sell the same products around the world.

The person who coined this word was following a common pattern in English: taking a root word and adding suffixes that change or expand its meaning. In the case of “globalization,” the root word is “global.” The suffixes added are “-ize” and “-ation.”

### About -ize and -ation

As you explore globalization and reflect on the extent to which you should embrace it, you will encounter many words that include both the suffixes “-ize” and “-ation” (e.g., “revitalization,” “hybridization,” “universalization,” and “democratization”).

When you see these words, you can easily dissect their meaning by identifying the root word, then thinking about how the suffixes change or expand this meaning.

Although new words can be — and sometimes are — created by adding the suffixes “-ize” and “-ation” to nouns and adjectives, English speakers do not always welcome these coinages. Thoughtful writers and speakers are cautious about adopting terms that have been formed this way and often regard them as ungainly examples of bureaucratic jargon.

Still, some of these terms, such as “globalization,” do gain acceptance because they serve a useful purpose. Other terms, such as “prioritize,” may be accepted by some but rejected by others. And terms like “couponize,” “minoritize,” and “securitization” are examples of coinages that have never been accepted or are used only in small, specialized circles of interest.

### Terms Used in *Exploring Globalization*

As people have become sensitive to the power of language to reinforce negative stereotypes and to exclude individuals and groups, the English language has changed. It has become more inclusive as people have come to recognize the importance of respecting diversity — and of showing this respect through their choice of words.

## Developed or developing, North or South

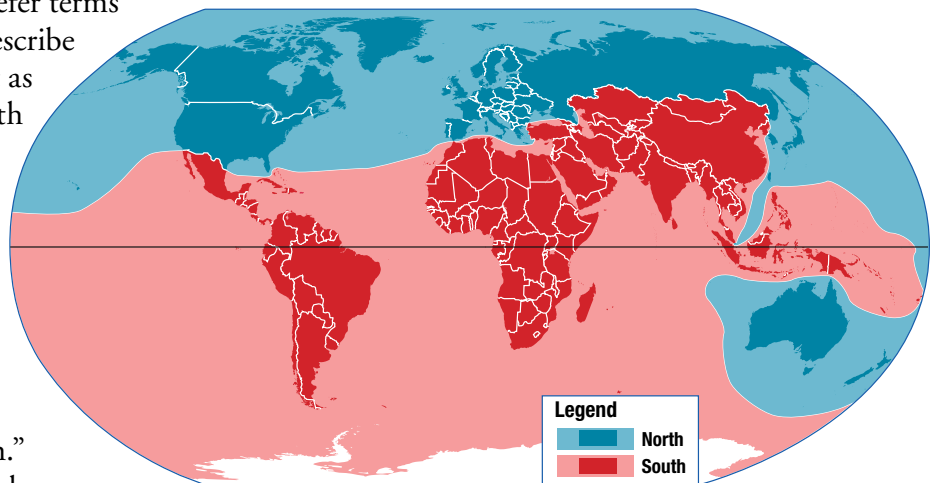
After World War II, much of the world was divided into countries that supported either the United States or the Soviet Union. But some countries supported neither — and these countries became known as the “Third World.” Because many Third-World countries were less economically developed than Western countries such as the United States, Britain, and Canada, the term “Third World” gradually came to mean poor countries. Today, “Third World” is considered derogatory and out of date.

Economists and others now prefer terms such as “developing country” to describe countries whose economies are not as strong as those of the wealthy North American and European democracies, which are called developed countries.

The term “global North” is also used to describe developed countries, while “global South” describes developing countries. These terms are often shortened to simply “the North” and “the South.”

Although both “developed” and “developing” and “North” and “South” are commonly used, they are also somewhat vague, because no firm guidelines exist for classifying a country as developed or developing, North or South. The map in Figure P-4, for example, shows the approximate division of the world into North and South countries. Although Australia and New Zealand are located in the southern hemisphere, they are considered part of the global North. And many countries in the northern hemisphere are actually part of the global South.

Figure P-4 The Global North and the Global South



## Francophone references

*Exploring Globalization* includes many references to Francophones — people whose first language is French. Canada is an officially bilingual country, as Francophone colonists were one of Canada’s founding people. Though Québec is home to most Canadian Francophones, Canada’s other provinces and territories also have Francophone populations. Francophones may also have immigrated to Canada from other French-speaking countries, such as France, Haiti, Rwanda, Lebanon, and Senegal.

## Aboriginal references

When Europeans arrived in Canada, they often imposed their own names on the First Peoples they met. In Eastern Canada, for example, the French gave the name “Huron,” an old French term for “boar’s head,” to the Ouendat. The term referred to the bristly hairstyles worn by Ouendat men.

In recent years, many First Nations, Métis, and Inuit have reclaimed names derived from their own language and prefer to be known by these names. These are the names used in *Exploring Globalization*. Though considerable variation in spelling and usage continues to occur, the chart on the following pages provides a guide to many of these names.

### RESEARCH TIP

When conducting research into Aboriginal peoples, be prepared to encounter various names and to check both alternative names and alternative spellings.

<b>First Nations, Métis, and Inuit Names</b>	
<b>Contemporary Name</b>	<b>Alternative Names</b>
A'aninin	Gros Ventre, White Clay People, Aaninen
Aamaskaapiikani	South Peigan, South Piikani, Blackfeet
Anishinabé or Saulteaux	Ojibway, Ojibwa, Anishinaabe, Anishnabe, Anishnabeg, Bungee
Apsaroke	Crow
Asakiwaki	Sauk
Baffinland Inuit	Eskimo
Cayuga	Cayuga
Cree or Nehiyaw	Cris
Dakota	Sioux
Dene Sułiné	Chipewyan, Dene Souline, Denesuline
Dené Tha'	Dene Dháa, Slavey
Dunne-za	Beaver, South Slave
Gitksan	Tsimshian, Gitksan
Haida	Haida
Haisla	Kitimat
Heiltsuk	Bella Bella
Innu	Montahfais, Montagnais-Naskapi
Inuit	Eskimo
Inuvialuit	Western Inuit, Eskimo
Haudenosaunee	Iroquois
Kainai	Blood
Kaska Dena	Kaska
Kichesiprini	Algonquin
Kitlinermiut	Copper Inuit, Eskimo
Ktunaxa	Kutenai, Kootenay
Kwakwaka'wakw	Kwakiutl, Kwagiud, Kwagiulth, Kwakwawaw
Labrador Inuit	Sikumiut, Eskimo
Lakota	Sioux
Loucheaux, Kutchin, Tukudh	Gwich'in
Meshwahkihaki	Fox
Métis	Half-breed, Country-born, Mixed-blood
Mi'kmaw (s.) Mi'kmaq (pl.)	Micmac, Mi'maq, Micmaw
Mohawk	Mohawk

Contemporary Name	Alternative Names
Nakoda	Stoney, Assiniboine, Nakota
Nakota	Assiniboine
Nisga'a	Nishga, Nisga
Netsilingmiut	Netsulik Inuit, Eskimo
Nlaka'pamux	Thompson, Couteau
Nuu-chah-nulth	Nootka
Nuxaulk	Bella Coola
Odawa	Ottawa
Okanagan	Okanagan
Oneida, Six Nations Confederacy	Oneida
Onondaga, Six Nations Confederacy	Onondaga
Ouendat	Huron
Oweekeno	Kwakiutl, Kwagiud, Kwakwawaw, Kwagiulth
Piikani	Peigan, Pikuni, North Peigan
Qairnirmiut	Caribou Inuit, Eskimo
Secwepemc	Shuswap
Sekani	Sekani
Seneca, Six Nations Confederacy	Seneca
Siksika, Blackfoot Confederacy	Blackfoot
Stl'atl'imx	Lilloet
Sylix	Lake Okanagan
Tagish	Tagish
Tahltan	Tahltan
Thcho	Dogrib
Tlingit	Tlingit
Tsilhqot'in	Chilcotin
Tsimshian	Tsimshian
Tsuu T'ina	Sarsi, Sarcee
Tuscarora, Six Nations Confederacy	Tuscarora
Tutchone	Tuchone
Ulliniwek	Illinois
Wet'suwet'en	Babine Carrier
Woods Cree	Wood Cree, Woodland Cree