



Chapter

1

Understandings of Globalization

Chapter Focus

Should globalization shape identity? This is the Main Issue for Part 1. You might want to begin considering this issue by thinking about whether and why you should care. What is globalization? How does it change people's lives? How does it affect your life?

Some people would say that **globalization** is important because it affects our lives economically. Others would point to the social and political influences. They would all be right because globalization is different things to different people. People have different understandings about what globalization is because their perspectives and experiences are varied. Experts may differ in their descriptions of globalization because it is a complex topic.

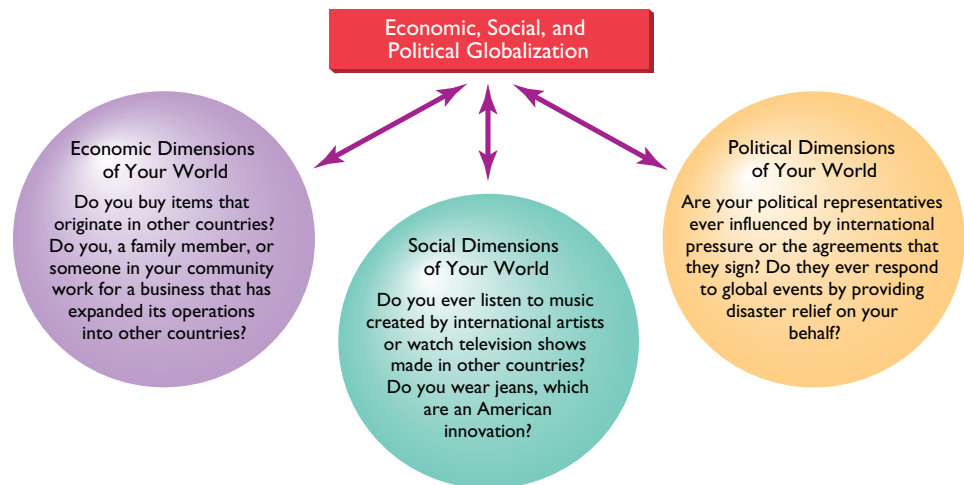
Perhaps we can begin by thinking about globalization as a process. Through this process, the world's citizens are becoming increasingly connected and dependent on one another. Let's identify a few examples of globalization in your life.

globalization the process by which the world's citizens are becoming increasingly connected to and dependent on one another

Figure 1-1 Ask yourself the questions in this graphic. They will get you started thinking about ways that globalization is influencing you. By being aware of globalization at work in your life, you can better decide how much you want it to affect your identity.

Key Terms

- globalization
- concept web
- economic globalization
- outsourcing
- transnational
- consumer
- infrastructure
- CCIC
- media
- social globalization
- political globalization
- NAFTA



Chapter Issue

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

Brainstorm and Make Concept Webs



SKILL PATH

To what extent does globalization influence my life? This is a hard question to answer right off the bat. How can you get an inquiry started about this issue—or any other issue? Try this: With a small group, brainstorm everything you know about the topic. Brainstorming can jog your memory. It can help you see things from different points of view. It can even help you think up ways to solve problems.

Your Task: Use this Skill Path to brainstorm what you already know about globalization. You will come up with many ideas. Then organize your ideas using a **concept web**. This great tool can help you make sense of your ideas and then remember them. Before you begin, review the steps below.

concept web a graphic diagram that shows relationships and examples

Step 1

Get Ready

Begin by assigning one person to start as the recorder. You can take turns in this role if your session is long. Prepare chart paper or a transparency so that everyone can see the notes during the session. The recorder can begin by writing down the topic for your session, for example, “What We Know about Globalization.”

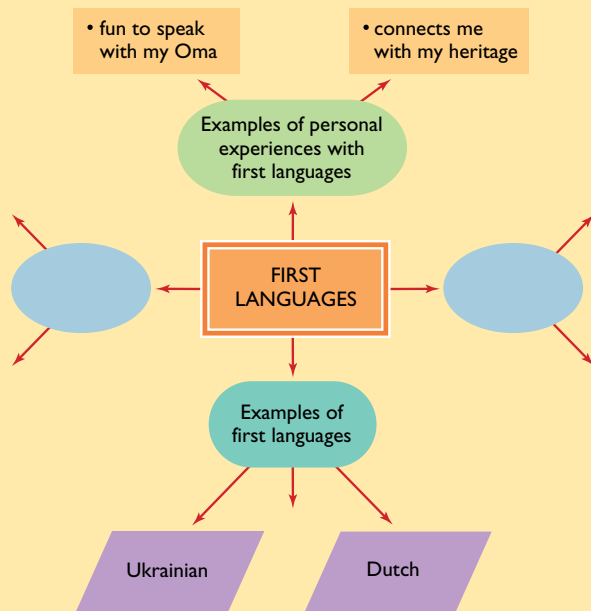


Figure 1-2 You can use a concept web to help you organize your thoughts on a topic or issue, think of solutions to a problem, or present relationships. Concept webs vary. This one is for exploring a topic: first languages. How would you change it to explore what you know about globalization?

Step 2

Brainstorm in a Small Group

Brainstorming is a way to generate ideas and build on others' ideas.

1. To kick-start your session, just brainstorm words or phrases about your topic that pop into your head.
2. If you run out of words, brainstorm examples.
3. Next, brainstorm events or organizations connected to your topic.
4. Try brainstorming emotions or feelings that your topic generates in you.
5. Now brainstorm who you think might be affected by the topic, and what emotions or feelings they might have about it.

As you brainstorm your topic, keep in mind the Do's and Don'ts in the chart below.

DO

- Do** go for quantity. Come up with as many ideas as possible. Write *everything* down.
- Do** suggest both practical and impractical ideas.
- Do** piggyback on other people's ideas.
- Do** get everyone taking part.

DON'T

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

Step 3

Develop a Rough Concept Web

Concept webs give you another way to think creatively. (See the example in Figure 1-2.) In concept webs, you can organize your ideas on the page. Make a rough version of a concept web to organize the ideas your group brainstormed.

1. Group similar ideas together.
2. Rank ideas in order of importance.
3. Decide how each set of ideas relates to the others.
4. Write the main topic in a box at the centre of a sheet of chart paper.
5. Write subheadings in ovals around the box.
6. Put notes or examples in another shape around the perimeter.
7. Draw lines with arrows at one or both ends to show relationships.
8. Use symbols and colour to help you present ideas.

Step 4

Create the Final Draft

After your rough version is finished, make a final draft. You can use coloured pencils, markers, or computer graphics.

Step 5

Reflect

Add your concept web to a classroom display. Tour the display to find similarities and differences in the ways that you organized ideas. Identify one technique that you could use to make a better concept web next time.

Economic Globalization and You

Opinions about globalization vary drastically. Do you think that economic globalization has more benefits or more drawbacks? Revisit this question after you have read this chapter.

Question for Inquiry

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

Why Globalization Works

By Martin Wolf

Never before have so many people—or so large a proportion of the world's population—enjoyed such large rises in their standards of living.

New Haven: Yale University Press, 2004

World Trade Organization protest seeks fair, not free, trade

By Keith Bonnell

Protesters called for fair trade not free trade yesterday as they gathered in downtown Halifax to voice their opposition to the forces of economic globalization.

The Halifax Daily News, September 14, 2003

Do you wonder why people have strong feelings about globalization? In this section, you can read about some of the concerns other Canadians have about **economic globalization**. You will have a chance to learn about outsourcing—just one of the ways that the world economy is becoming more integrated. As you read, you can start to think about the Chapter Issue: *To what extent does globalization influence my life?*

economic globalization the process of expanding world trading networks

Economic Globalization Affecting Who You Are

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

Economic globalization affects not only the economic aspects of your life, it also affects the way you live your life, including the social aspects. Just think about jobs. In Canada today, the jobs we do help define who we are. Figure 1-4 shows three societal changes that economic globalization is causing. It shows how economic globalization is affecting just one aspect of your identity.



Figure 1-3 Globalization has created many jobs in services, some demanding high skills and some not. This might be good news for students looking for part-time work. Brainstorm a list of service jobs you and your classmates might do part-time. Could any of these become a full-time career?

Affecting Your Future

1. Your grandparents may have worked in one industry at one company their whole lives. Your parents probably have not. The changes continue. Like most Canadians, you will likely have more than one career in your lifetime. Learning transferable skills will be critical to your success.
2. Companies need to be more flexible to adapt to the conditions of world markets. This means there will be more contract work (jobs that last for a limited time and usually do not include company benefits), and fewer permanent jobs to compete for.
3. Most better-paying jobs in Canada today demand a highly skilled workforce. That means that for some jobs you need a good education, and for others you need to work on the job for years to develop your skills.

FastFacts

Nearly 8 out of 10 jobs in Canada provide public or private services. What percentage of the staff in your school provide a service?

Figure 1-4 Economic globalization is affecting the nature of work. Jobs have been shifting from resource-based, to industrial, to manufacturing, to service, to information. Canadian industries are changing so they can compete with those in other countries. How will these changes, and the ones described at left, affect your life today and in the future?

outsourcing one company hiring another company to fulfill certain tasks in production

transnational a corporation that operates in two or more countries

consumer a person who buys goods or services for personal use



READING GUIDE

You can help yourself learn terms connected with globalization by starting a personal glossary. Include the definitions in the margins of these pages. Add others that you know would remind you of important concepts.

infrastructure the basic physical systems of a community, including roads, utilities, water, sewage, and so on

FastFacts

Supporters of economic globalization point out that the value of world trade is 17 times greater than it was 50 years ago. Opponents point out that Latin America's share has fallen from 11 per cent to 5 per cent, and Africa's has fallen from 8 per cent to 2 per cent (2001). How could location factors affect people's opinions about globalization?

Outsourcing: A Different Way of Doing Business

Outsourcing is a very new form of economic globalization. It allows a company in one country to hire a subcontractor (another company) to do part or all of its production. The international companies that hire subcontractors are **transnationals**, companies that operate in more than one country. A transnational shoe company, such as Nike or Reebok, can have virtually all of its shoes made by subcontractors in other countries. Some transnationals will purchase an entire process—such as payroll or customer service—from another company. Outsourcing can reduce costs drastically. Canada has a healthy outsourcing industry in the call-centre business. Canadian workers take calls to help customers of companies in the United States and elsewhere.

The excellent economic performance of China, Taiwan, Singapore, India, and other Asian economies in recent decades comes partly because of the outsourcing phenomenon. Many companies, including Canadian companies, go to these countries for production. The reason is simple: the workforce is educated and the wages are low. This benefits companies because lower wages mean greater profits. Lower costs also allow companies to sell their goods for lower prices. This benefits **consumers**, like you. There are different views about outsourcing. To begin to get an idea of how these vary, read the Global Connections feature on the next page.

The Many Views about Economic Globalization

Opinions about economic globalization vary widely. Your opinion will depend partly on your personal experience of globalization, and partly on what you learn about it. People's views range from full support to extreme opposition. Much of the debate centres on world poverty.

According to one point of view, globalization has increased world prosperity. By historical standards, global poverty has fallen more in the past 50 years than in the past 500. The welfare of people in almost all regions of the world has improved significantly over the past three decades. According to many experts, however, more developed countries have benefited most from globalization. Their developed **infrastructures**, institutions, and education systems have helped them succeed. These countries also opened themselves to expanded global trade opportunities through free trade agreements. (You will learn more about these treaties for allowing more trade in Part 3 of this book.) Less developed countries have limited infrastructures, institutions, and education systems. They have limited regional and international trade networks. These factors begin to explain why they have not benefited to the same extent as other countries.

As you read the Voices feature on page 12, think about the Chapter Issue: *To what extent does globalization influence my life?* When you try to answer a question like this, it can help to get started by learning what other people think about it. You can keep their points of view in mind as you explore the issue.

India Calling



Figure 1-5 Gurgaon, India, where the two call centres are located

Praful Bidwai wrote the following article about call centres in Gurgaon, India. As you read, find two points of view about how outsourcing is affecting people's lives.

Six days a week, as dusk falls over Delhi, 24-year-old Sumi Tiwari starts her long, rattling, tiring journey to suburban Gurgaon. It will take an hour, involving two buses and much jostling with an aggressive, almost all-male throng of commuters. Then Sumi will transform herself into Susan—wearing a skirt, or jeans and T-shirt, and a bandana, her arms tattooed, headphones in place. With 300 co-workers in a “business process outsourcing” shed (or call-centre), she will take her place for at least eight and a half hours on rows of bare, severe-looking desks with just 100 “seats” between them. ...

Now, after 18 months in the job, Sumi wants out. “What I hate about the job,” she says, “is not so much the money, which isn’t great ... it’s the pretence and its psychological burden ...

You have to pretend all the time—that you are not 7000 miles [11 000 kilometres] away from your client’s location, but nearly there; that you’re actually American [sometimes British or Canadian]; that you share the same etiquette and mode of social conversation; that you don’t hear the sexual innuendo targeted at you; that your jaws don’t hurt speaking continuously in a strange accent; that the rudeness of tone you hear has nothing to do with racism.”

But nearby, at another call-centre, Ratna (Rita by night)—who went to the same lowbrow undergraduate college in Delhi as Sumi—wants to keep her job. ... Unlike Sumi, Ratna has to support her family: her father lost his job as a factory timekeeper two years ago and has abandoned all hope of finding another job.

Moreover, Ratna likes the call-centre’s “cool, co-ed” atmosphere: there are three women for every two men, a rarity in any other industry in India. Work represents modernity [modern life] and freedom in contrast to her extremely conservative family life.

Source: Praful Bidwai, “The rise of the cyber-coolies,” *New Statesman* 132, No. 4663 (11/10/2003).



Figure 1-6 Call centre in Bangalore, India, 2004. Some call centres employ French speakers. How might this trend affect Canadians?

FastFacts

India’s booming outsourcing industry employs 170 000 people. They promote products, take reservations, and produce software. The revenue is expected to rise to \$24 billion by 2008. Why should the trends in India interest Canadians like you?

- 1 Discuss It.** What aspects of her job does Sumi dislike? How does Ratna disagree? How might their jobs affect their sense of identity as young adults in India? How might these pressures affect Indian society? Do you ever experience similar pressures? Explain.

Voices

Canadians Consider Globalization

The Canadian Council for International Co-operation (CCIC) is working to achieve sustainable development globally. (You will learn more about this organization's approach to development in Part 3 of this book.) The CCIC held a series of 30 forums all over Canada. Each forum included youth, teachers, students, business people, and so on. All these people were invited to express their views, hopes, and concerns about globalization. Gauri Sreenivasan, the CCIC's Coordinator of Policy, summarizes these views.

First, citizens did recognize that globalization is having a major impact on Canadians and on people around the world, and although they recognize the benefits of globalization, they expressed concerns about the directions it has taken. In particular they were disturbed by the gap between the rich and the poor and by many impacts of globalization on local economies and communities. There was a very strong sense that change is needed, that Canadians and Canada cannot sleepwalk through the process of globalization but should work to ensure that globalization proceeds in a way that reflects Canadian values of fairness and equality.

Many participants recognize the value of competition in encouraging innovation and excellence, but worry that the rules of the game may not be fair. Most of them fear that the

relentless growth of businesses may increasingly reduce true competition. Participants feel that businesses, governments, and individuals must be more accountable...

Many support the idea that Canada should play a leadership role at the international level to make globalization more fair and to reduce negative effects.

Source: Gauri Sreenivasan, "Canadians see big gains but fear side effects," *Canadian Speeches*, March 1, 2001.

Check out the Canadian celebrities who have lent their support to the "Make Poverty History" campaign. Just follow the links at the *Living in a Globalizing World* website. In what ways can a celebrity's support help a campaign?



Figure 1-7 Celebrities such as Canadian musician Sarah McLachlan, above, put their support behind the CCIC's campaign called "Make Poverty History." Why would this organization try to find out citizens' points of view about globalization?

CCIC Canadian Council for International Co-operation

- 1 Do you think globalization is important to the Canadians in the forums? Explain.
- 2 Identify the participants' main concerns. What strategies did they suggest for addressing problems? Evaluate their ideas. What strategies would you suggest?
- 3 How is participating in these forums a demonstration of active citizenship? How are the discussions you have in class similar to and different from the forums held by the CCIC?

Explore the Issues

- 1 **Discuss It.** Why is outsourcing so controversial? Who benefits and who loses out? Think about consumers, workers, and businesses. Take part in an informal class discussion. Focus on listening well. Considering questions like this will help you explore the Key Issue for this course: **To what extent should we embrace globalization?**
- 2 **Draw Conclusions.** After working through this section, identify one way that economic globalization affects your life that you had not thought of before. Express this idea as a drawing or a paragraph.

Social Globalization and You

Question for Inquiry

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

What does Chuck D mean when he says rap is “the Black CNN”? At first, hip hop would have been unacceptable in Iranian society. How has Binesh-Pagoh changed that? What do these articles suggest about rap’s influence around the world?

Keeping protest alive

By Emmet Matheson

REGINA, Saskatchewan — Nearly a generation ago, hip hop pioneer Chuck D called rap music “the Black CNN.” The emerging music often represented a hard line of dissent and presented opinions rarely heard in the mainstream.

The Leader-Post (Regina), September 10, 2003

Official Iranian rapper a sign of freer times: “Cover your legs with that skirt”

By Behzad Farsian

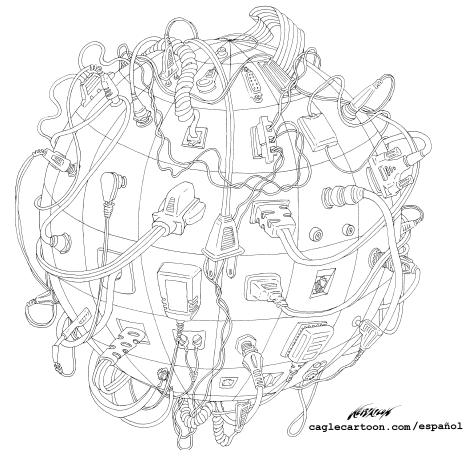
TEHRAN, Iran — He’s clean-shaven and goes about his business wearing a suit with a Windsor-knotted tie on his cut-back collar shirt. Hardly a hip-hop image for Iran’s first official rap artist. But Shahkar Binesh-Pagoh has brought the once underground genre of rap music into the open for Iranian teenagers.

*(originally in the Daily Telegraph)
Edmonton Journal, June 10, 2004*

Hip hop is a musical style that has spread to virtually every corner of the globe. It blares at parties in Brazil, in cafes and clubs in Vietnam, from buses in India, and from headsets in northern Alberta. Everyone who listens to music created by international artists is plugging in to a global media network. Believe it or not, you have globalization to thank whenever you listen to hip hop. Depending on how much you listen to hip hop music, globalization will be more or less influential to you.

In this section, you will further explore the Chapter Issue, *To what extent does globalization influence my life?* You will have a chance to investigate the globalization of a musical trend. You will also have a chance to consider how economic globalization, in the form of McDonald’s, can affect the social dimensions of all our lives. By doing this inquiry, you will be in a better position to form an opinion about the extent to which we should embrace globalization.

media the different ways of delivering mass communication, such as newspapers, radio, and television



Source: Antonio Neri Licon, *El Economista*, Mexico City, February 16, 2005.

Figure 1-8 This editorial cartoon appeared in *El Economista* in February 2005. How might changes in our “connectedness” affect the growth of cultural globalization?

social globalization the process by which people’s lifestyles spread over global networks

Global Youth Culture

Globalization of communication has had a tremendous impact on our societies. Tools of communication such as CDs, radio, books, magazines, television, and the Internet all help us communicate with people far from our own communities. These tools expose us to other people’s social expressions. They let us trade ideas through art, literature, music, film, and blogs, to name a few examples. They encourage social globalization.

Music is a form of social expression that can be shared easily. Ethnic and cultural groups all around the world express their identities through

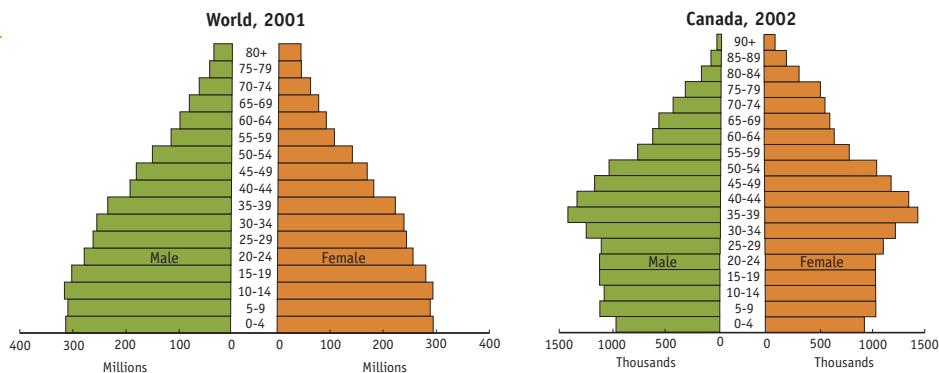


Figure 1-9 These are all examples of communications technologies globalizing the social dimension of your life. Why are there arrows at both ends of the connecting lines? Is a concept web a good way to show this information? Why or why not? **SKILL PATH**

music. Who makes music? Who listens to it? Look around your classroom for the answer: young people.

As you can see in the population pyramids on this page, the number of youth in the world is huge. In 2001, the globe held about 1.6 billion people between the ages of 15 and 29. That is one out of every four people on earth! So even if there are few young people in your local community, think outside the box. Look outward to your personal global community: world youth.

Figure 1-10 Population make-up of the world, 2001 (left) and population make-up of Canada, 2002 (right). The population pyramid is a key tool of demographers, people who study human populations. What are the male and female populations for your age group in Canada? In the world?



Sources: U.S. Census Bureau, International Programs Center, International Data Base, and Conference Board of Canada, 2002.

READING GUIDE

You can learn to read population pyramids in a snap. They are just two sets of bar graphs set back to back on a vertical axis. The horizontal bars show the age breakdown, with male on the left and female on the right.

The Rise of Hip Hop

Music plays a big role in teenage life. It may inspire you or give you an emotional outlet. One form of music popular with young people all over the world is hip hop. Hip hop is a wide category of music that began as rap. Young African Americans living in New York City started

setting spoken verses and rhymes to a rhythmic beat. Rap's focus on the spoken word allows the artist to express deeply held opinions. At the turn of the century, hip hop exploded onto the world music scene.

Many young people become frustrated when they don't see their own experiences and voices reflected in major globalized media. How do you deal with this? Some young people use the globalized media forms themselves to have their voices heard. They use the media to communicate their reality to the greater world. The members of War Party, featured in the following Voices section, are doing just that.



How does the globalization of rap open a door?

Voices

War Party

War Party is a First Nations hip hop group from Hobbema, Alberta. They tell a powerful story of truth and reconciliation. Their debut CD, *The Reign*, won the 2001 Canadian Aboriginal Music Award for Best Rap or Hip Hop Album. Here is part of what 30-year-old group leader Rex Smallboy told young people at the eighth annual Métis [may-TEE] Settlements Youth Conference held at Kikino Métis Settlement, 180 kilometres northeast of Edmonton.



Life is 20 per cent what happens to you and 80 per cent how you deal with it. The biggest thing I learned with my music is believing in myself. There are a lot of similarities between what happened with [First Nations] and [African Americans] in the United States. Hip hop gave me a voice to express those issues. It also became a healing tool that showed me how to move on with life and have a positive attitude. ... We talk to Elders about what we should be writing about.

Hip hop transcends racial lines. It's international. There are hip hop performers in China, in India, all over the world. ... Hip hop gives me the opportunity to voice myself. It gives me the opportunity to stand up and be proud of who I am and influence young people in a positive way. We need to restore pride. I tell these kids they can do whatever they want. Your dreams are the boat that carries you to success.

Source: Rex Smallboy, quoted in Gary Elashuk, "Shooting straight from the hip," *Alberta Sweetgrass News*, August 2002.

Figure 1-11 War Party members Cynthia Smallboy, Rex Smallboy, and Karmen Omeosoo, in 2002. In your opinion, what is it about rap that appeals to young people like these three artists?

- 1 Listen to the lyrics from a War Party song, which you can find at their website. (Follow the link on the *Living in a Globalizing World* website.) How is War Party using hip hop as a globalizing force?
- 2 Smallboy expresses his own point of view. Could other First Nations people have different points of view? Explain.
- 3 Reflect on the message War Party wants to communicate about their experiences with life and globalization.
 - a) Identify three striking phrases and images Smallboy uses in his speech.
 - b) Summarize the message Smallboy is trying to deliver through War Party.
 - c) What is the value and impact of hip hop on the identity of Canadian youth?
 - d) Write lyrics for your own rap song (or for another type of song) to tell the story of your life.



Global Geography includes the study of human patterns. These include patterns of musical styles, which vary from society to society. How has globalization affected these patterns? With your class, make a map showing the patterns of hip hop (rap) music around the world. Alternatively, your class can choose another form of music affected by globalization. You will discover patterns in the way that globalization has affected this musical style. You will also get a sense of how many people are giving voice to their concerns through music.

- 1 With a partner, use the Internet to find an international musical artist.
- 2 Make a “flag” about 3 centimetres tall by 6 centimetres long. On one side write the name of the artist and the country where he or she is from. On the other, write one thing that the artist sings about.
- 3 Attach your flag to a toothpick. Your teacher will prepare a large map of the world titled “Music: Both Local and Global.”
- 4 Using sticky putty, attach your flag to the appropriate country.
- 5 When all the students have their flags on the map, examine it. Note where most of the flags are. Note the various causes that artists around the world sing about.
- 6 Now discuss these questions with your class.
 - How has globalization of your chosen form of music increased musical diversity?
 - How has globalization of your chosen form of music given voice to local concerns?

The Influence of One Transnational



▲ **Figure 1-12** What does this sign, in downtown Shanghai, China, tell you about the restaurant in the building? Think about restaurant architecture. What features of McDonald’s restaurants have become “typical” of fast food eateries everywhere? What phrases or sayings do you know that originate with McDonald’s? Is all this influence a good thing or a bad thing? It depends on your point of view.

“i’m lovin’ it!” Do you know which company uses this slogan? Most people on the planet do: McDonald’s. The globalization of this one company has made the Big Mac available in more than 30 000 outlets. Thousands of other food service companies have made the leap to transnational status, too. They have brought their culture—largely American culture—to virtually all the countries in the world.

When you think of restaurants that you and your family go to, do you think of local or national restaurants, or international food suppliers such as Burger King or Subway? Many students, perhaps even you, get their first jobs in service industry companies such as Wendy’s.

In 1967, McDonald’s opened its first restaurant outside the United States in Richmond, British Columbia. Its slogan then was “One taste, worldwide.” By 1981, it had become the largest food service organization in Canada. In 2005, McDonald’s Restaurants of Canada Limited and its Canadian franchisees owned and operated more than 1375 restaurants and employed more than 77 000 Canadians coast to coast.

The case can be made that McDonald’s has greatly influenced the lifestyles of Canadians. When the first McDonald’s came into Canada, it was an economic invasion of sorts. However, the effects of McDonald’s branching out across the country were largely social.

McDonald's: Promoter of North American Culture?

McDonald's has made efforts to accommodate the local food preferences in the countries where it operates.

McDonald's has always been sensitive to local tastes, hiding its Golden Arches behind period facades in Paris, for instance, and opening a drive-through for snowmobiles in Sweden. There are meat-free veggie burgers in India, and kosher restaurants in Israel—not to mention grilled McLaks in Norway, sweet red-bean pies in Hong Kong, and beer in Germany.

Source: John Ghazvinian and Karen Lowry Miller, "Hold the Fries," *Newsweek International*, December 30, 2002.

Do these kinds of menu adjustments make up for the massive popularity of North American fast foods over traditional foods? The following two excerpts come from an article written by Jake Silverstein, a journalist who travelled to Zacatecas, a small city in central Mexico, to witness the opening of the town's first McDonald's outlet. He begins by interviewing a Mexican economics professor known as El Güero ("The Whitey") because of his white hair. El Güero had the following to say about what was lost when North American fast food products came to the community.

In the old days, it was very common for blue-collar workers, at eleven in the morning, to stop their work, light a small wood fire, and reheat the tacos or gorditas their wives had made for them. Nowadays this has practically disappeared, and what they do instead is buy a bag of potato chips and a Coca-Cola. This is their diet, and it speaks to us of the process of the North Americanization of the Mexican diet. The arrival of McDonald's in Zacatecas signifies that ... there are people who desire this trash food.

Silverstein decided to check out the opinions of ordinary people. This is what he found out:

Without exception, the taxi drivers, security guards, grocery baggers, and shoppers I flagged down in front of Soriana seemed to think I was insane to suggest that it might be preferable to build a small wood fire and reheat a taco when there was the possibility of visiting McDonald's for a burger and fries.

Source for both quotations: Jake Silverstein, "Grand Opening: Ronald McDonald conquers New Spain," *Harper's Magazine*, January 2005, p. 72. Copyright © 2004 by Harper's Magazine. All rights reserved. Reproduced from the January '05 issue by special permission.



Figure 1-13 Zacatecas, Mexico

Web Link

Check out a few of the 60 or so home pages for McDonald's all over the world, including McDonald's Canada. Just follow the links at the *Living in a Globalizing World* website. First, you might like to review the Chapter 2 Skill Path (page 23) for ideas about analyzing sources.

- 1 Identify what El Güero and the ordinary people of Zacatecas agreed about, and what they disagreed about.
- 2 El Güero identifies a societal change that takes place as a result of economic globalization of food products. What do you think? To what extent should we allow economic globalization to operate freely, even when it causes societal change? Discuss this question with classmates, in the context of the three quotations in this feature.

FastFacts

More than 6000 McDonald's locations now offer Wi-Fi services—wireless Internet connections for laptops or other wireless devices. Does this have the potential to change people's lives? How is this globalization?

Products, sneakers, coffee, computers are incidental to the true product of any successful international company, which is the production of ideas, the production of meaning within our culture.

— Naomi Klein, Canadian author of *No Logo*, 2000.

The “ideas” Klein is talking about include ideas like “If only I could have that brand of running shoe—then I would be cool.” If most transnational companies are American, what society will be reflected in the ideas that they sell?

Our society transformed into one in which many families started buying at least occasional meals in fast food restaurants. The ability to purchase inexpensive fast food at convenient neighborhood locations made life a little easier for everyone. Many people welcomed the break from cooking dinner every night. If you are like most Canadian teens, you probably indulge in the convenience of fast food once in a while, too.

In the 1980s, the spread of McDonald's into other countries sped up. When McDonald's opens its first outlet in a country, the country gains a membership of sorts in a global community. When people walk into a McDonald's anywhere in the world, they encounter similar menus, the same restaurant features, the same atmosphere. Tourists from North America find an oasis of life “just like home.” Anti-globalization activists condemn this uniformity. They believe that McDonald's spreads American culture at the expense of local cultures wherever it sets up the Golden Arches.

At first you might think the globalization of culture is great. You have access to much more entertainment and culture than your own country creates. It is true that globalization opens many doors, as you saw by reading about War Party's experience. However, you do have to consider the other side of the coin. Will social globalization create a world with just one culture? Consider the voices in the Global Connections feature on the previous page. By thinking about the positive and negative effects of this one type of globalization on you and other people, you will be better placed to decide how globalization affects identity.

Explore the Issues

1 Conduct Action Research.

- Plan and carry out an informal survey of 15 students in your school. Ask them to think about the various Canadian McDonald's outlets they have visited. Are any of them sensitive to local food preferences? For example, do any of them provide packets of vinegar, which some Canadians like to have on French fries?
- Based on your survey findings, decide if McDonald's assumes that Albertan tastes are the same as those of American consumers.

2 Apply Skills and Processes. Make a concept web to illustrate and extend the main ideas in one of the features in this section. You could choose the Voices feature on page 15, the Global Geography feature on page 16, or the Global Connections feature on page 17.

Refer to the Skill Path in this chapter for hints on making an effective concept web. **SKILL PATH**

- ### 3 Work in a Team.
- Form a group of five students. For guidance in working as a team, refer to the Skill Path in Chapter 4 (pages 55–56).
- Make a plan to identify countries in which each of the following transnational companies operate: McDonald's, Gap Inc., Nike, IBM Business Consulting, and one other company. What technologies can you use to get this information?
 - Collaborate to develop a thematic world map that illustrates the data you gather.
 - With your group, complete these sentences: “Our map shows us that ...”; “Transnationals can influence people's lives by ...”

Political Globalization Affecting Your Life

Question for Inquiry

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

You have seen how globalization can affect the economic and social dimensions of your life. It can be harder to see how globalization affects the political dimensions of your life. You will have a chance to touch on how it does in this section.

As Canadians of the 21st century, we cannot run our country in isolation. We are just too connected to the world through our global trading, communications, transportation, and social networks. The world demands our attention!

Globalization of various sorts can affect our desire and ability to become global citizens. For example, on December 26, 2004, the Sumatra-Andaman earthquake caused a tsunami (a giant wave) that took the lives of more than 150 000 people in Southeast Asia. Within hours, Canadians were plugged in to the global communications network. We were glued to our televisions and computers to see images like the one in Figure 1-14. We heard the stories and saw the news clips that flashed onto our computer screens. Our reaction was swift. Active citizens began collecting and donating funds. Possibly you did, too. Canadians sent emails, wrote letters, and telephoned our political representatives, urging action. Around the world, individuals pressured governments to send humanitarian aid. The quick reaction of people and governments everywhere was political globalization at work.



Working Together

Can we make better political decisions by taking into account what people are doing in other countries?

- What do we produce that we can sell to one another?
- What problems exist elsewhere? Should we send aid or expertise?
- How can we avoid one another's mistakes?
- How can we benefit from one another's good solutions?
- How can we work together?

Fast Facts

Canadian citizens contributed \$137 million to aid tsunami victims. The federal government matched these donations. How did the government's action reflect active citizens' desire for political action?

political globalization the process by which political decisions and actions are becoming increasingly international

READING GUIDE

Do you read captions carefully? Captions not only identify what you see in a visual, they provide extra information and hints for analyzing the visual. Try to answer the questions—they will help you get more out of the image.

- ◀ **Figure 1-14** This image shows a Sri Lankan woman's reaction to seeing her devastated home immediately following the December 2004 tsunami. She lost two young children to the water. Does this photograph work? Would this image help inspire you to action if you saw it on a news flash? Explain.



Figure 1-15 Ethyl Corporation headquarters in Richmond, Virginia. What issues arise in the case of MMT and the Canadian government?

NAFTA North American Free Trade Agreement

FastFacts

In its lawsuit, Ethyl made three arguments:

1. The ban would reduce the value of its MMT manufacturing plant.
2. The ban would hurt its future sales.
3. The ban would harm its corporate reputation.

Whose rights is Ethyl concerned about?

Corporate Rights versus Citizens' Rights

We have seen that globalization of various sorts can have a positive influence. However, anti-globalization activists are concerned about another aspect of the influence of globalization on politics. Specifically, the power of transnational companies is growing. Through international trade agreements, they are gaining protection of their “rights.” The concern is that these guarantees lessen the ability of governments to make laws in the interest of their citizens. Let’s look at one example in Canada.

The Case of Ethyl and MMT

Since 1976, the American company Ethyl Corporation has produced and sold methylcyclopentadienyl manganese tricarbonyl (MMT) in Canada. It is an octane booster in the gasoline we use every day. This toxic substance is not used in gasoline anywhere else in the world. In 1996, the Canadian government passed Bill C-29, a law to ban the international and interprovincial trade of MMT. It took this action because of concerns about potential health and pollution problems. The health and environmental concerns are not proven, but the Canadian government wanted to err on the side of caution.

Ethyl Corporation was not happy with this law, so it launched a \$251 million lawsuit against the Canadian government. This was unusual in the history of international trade. Under previous trade agreements, foreign private corporations never had the right to sue the Canadian government. Under the North American Free Trade Agreement (NAFTA), this changed. NAFTA’s investment chapter gives foreign corporations the right to sue the Canadian government.

Under pressure from several sources, the Canadian government caved in. It made an out-of-court settlement that included a public apology to Ethyl Corporation, a public statement that MMT poses no health or environmental risks, and a payment to Ethyl of \$13 million. It also cancelled its law banning trade in MMT. Ethyl’s corporate rights had won out over the Canadian government’s ability to protect its citizens’ rights.

Explore the Issues

- 1 Explain and Express.** Globalization has affected political decision making in Canada.
 - a)** Consider the cases of the tsunami relief effort and Ethyl Corporation. In each case, how did globalization lead the Canadian government to take a particular action?
 - b)** Suggest other examples of ways that Canada has been forced or inspired to take action as a result of international connections.
 - c)** Create a visual display showing how being a member of the global community has affected your identity as a Canadian.
- 2 Relate It to the Issue.** How does the MMT decision make you feel, as a Canadian? Think about how the Canadian response to the 2004 tsunami makes you feel. Is either of these examples connected to you and your identity? Express your thoughts about this or anything else in this chapter by writing a letter to the editor or stating your views to a small group.

Chapter Summary and Reflection

Apply and Extend Ideas

- 1 Take a look at how pervasive globalization is.
 - a) Write a journal reflection titled “A Day in My Globalized Life.” Identify what you hear, eat, drink, wear, see, use, and so on. Document where you go and what you do. Identify global connections of any sort. Here is an example of an opening line:
“I woke up at 6:30 a.m. to the insistent alarm of my clock radio (made in Japan) and listened to one song (a Green Day tune from the United States) before I crawled out of bed”
 - b) Share your journal reflection with other class members.
 - c) Make a list of all the types of globalization you brainstormed. For example, the above sample opener cites imported electronics and music.
- 2 As a class, discuss the globalization of youth culture. Consider these questions:
 - In what ways are youth connecting internationally?
 - How do these connections affect your identity and the identity of others?
 - Should youth be trying to make more or fewer global connections? Why?

Practise Your Skill

- 3 Form a collaborative learning team of four members.
 - a) Apply the brainstorming techniques you learned in this chapter’s Skill Path to identify global brands. Consider products sold in many countries, such as clothing and food and beverage products. Consider restaurant chains and television shows. **SKILL PATH**
 - b) Choose four “global” products that you all enjoy. What makes these brands popular in many countries?
 - c) Together, research to find interesting facts about each one. For hints on using your library or resource centre, refer to the Skill Path in Chapter 7 (pages 107–108).

- d) Design a visual display that contains each product’s logo and some “fast facts” about each product.
 - e) Discuss: How could “global” products affect our identities?
- 4 As a class, identify locally made products. Do any of them have to compete with global products?
 - a) Brainstorm the benefits and drawbacks to your local community of buying locally made products instead of global brands. **SKILL PATH**
 - b) Reflect on whether or not buying local is important to you. Should you decide to buy local on principle? Explain.

Focus on Inquiry

- 5 Think about the group inquiry in which you investigated five transnational companies around the world (Activity 3 on page 18). Reflect on the planning phase of your inquiry. Planning is the first phase of the Inquiry Model you will find on the inside front cover of this book.
 - a) How did you decide on the fifth company?
 - b) What plan did you put in place for identifying your sources?
 - c) How would you improve your plan?

Reflect on the Chapter Issue

In this chapter, you explored many understandings of globalization. Now you are ready to respond to the Chapter Issue: *To what extent does globalization influence my life?* Create a concept web to illustrate to what extent globalization is important to you. You may wish to consider globalization’s influence in the three dimensions of society touched on in the chapter: economic, social, and political. How do these dimensions affect your life personally and your identity? Include as a part of the web possible actions you would take to respond to the effects of globalization in your life. Share your concept web as a part of a class discussion about the Chapter Issue. **SKILL PATH**

This exploration will help you to begin to develop a personal point of view about the Main Issue for Part 1: *Should globalization shape identity?*