



Chapter

4

Challenges of Globalization to Identities

Chapter Focus

How does globalization challenge identities and cultures? As a person with a unique identity, you have probably witnessed or experienced some of the challenges of globalization. You are not alone—many individuals and groups have been challenged by globalization in some way. Consider the ways in which these challenges affect you and others.

Chapter Issue

How should we respond to the challenges that globalization poses to identity? You will have the opportunity to explore this Chapter Issue by finding out about many different peoples in Canada. They all face challenges that have been either created or made more intense by globalization. As you examine how these challenges have affected their lives, think about how you have faced similar challenges. If you can relate to and understand the people in these examples, you will be better equipped to consider the Main Issue for Part 1: *Should globalization shape identity?*

Key Terms

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- criterion
- homogenization
- assimilation
- French immersion school
- Francophone school
- marginalization
- NASTC
- accommodation
- integration
- MNC



Figure 4-1 *Globalization Invading Markets* by Andy Singer. In what ways is this cartoon serious? In what ways is it funny? Find four to six logos of international companies in the editorial cartoon. How and why would these companies might want to “invade” a country? What do you think the cartoon’s message is?

Work Successfully as a Team



SKILL PATH

When you work together in teams, you can pool your talents, abilities, and experiences to achieve goals that otherwise might be impossible for each of you to achieve on your own. Once your team has completed a task, you need to assess your work on that task. You can do so by setting **criteria**—standards by which you evaluate your work. Practising the skill of developing criteria as a team will help you form an opinion about the Chapter Issue: **How should we respond to the challenges that globalization poses to identity?**

Your Task: Work as a team to determine the challenges of globalization to your lives. Then develop criteria to assess the impact of each challenge. Use them to decide which challenges are most significant. Afterward, draw up a list of criteria for working successfully as a team.

criteria (pl. criteria) a standard by which something is judged

Step 1

Brainstorm Ideas about the Challenges of Globalization

As a team, use what you learned in Chapters 1 to 3 to brainstorm a list of challenges that globalization has brought into your lives. Refer to the Skill Path in Chapter 1 (pages 7–8).

- Determine which of these effects have challenged you. For example: Have you been challenged to deal with global influences on your traditions, your language, or your attire?
- Next, split up to do some in-class research. Individually, conduct a mini survey of several classmates to find out who shares your personal experience with the challenges of globalization.

What do criteria look like? Here are a few sample criteria for assessing a team effort to create a diagram:

Process

- ability to use skills of all team members
- ability to stay focused

Product

- effectiveness of colour use
- number of spelling mistakes in labels

Step 2

Develop Criteria for Assessing the Challenges of Globalization

Regroup with your team.

- Create a graphic organizer that shows
 - your team’s common experiences of being challenged by globalization
 - the unique experiences of each team member
 Beside each team member’s entry, include a list of the other individuals in class who shared similar experiences.
- Develop a set of criteria to assess the impact of each challenge on team members’ lives. For example:
 - **Criterion:** Effect on the community. **Related question:** How did the challenge affect your sense of belonging to the community?
 - **Criterion:** Effect on you. **Related question:** How did the challenge affect your feelings about something you really like—a certain food, an item of clothing, a role model, a book, and so on?
 - **Criterion:** Effect on your relationship with your traditions. **Related question:** How did the challenge affect the way you look at your traditions?
- After all team members agree on the set of criteria, record them on chart paper.

Step 3

Come to an Agreement

Display the graphic organizer and list of criteria created in Step 2.

- Using this information, your team can determine the five most significant challenges of globalization to your lives.
- Rank these five challenges in order of their impact.

Some Criteria for Successful Teamwork

- participating in discussions
- actively listening to others
- avoiding judgment
- being open to different positions on an issue
- actively participating in group work
- negotiating task sharing

Step 4

Develop Criteria for Working Successfully as a Team

Consider your teamwork for this entire process.

- Discuss questions such as the following:
 - Which parts of the process worked well? Why did they?
 - Which parts of the process did not work well? Why didn't they?
 - What could your team do differently next time?
- Make a list of criteria for working successfully as a team.
- Share your list with the rest of the class.

Challenges to Identity

What do these articles suggest about the challenges facing Francophone Canadians who are a minority in the province where they live? ▼

Question for Inquiry

- In what ways does globalization challenge identity?

French fading in Morinville: Languages under siege worldwide

By Jodie Sinnema

MORINVILLE—Walk into the Friends and Neighbours Family Restaurant in Morinville at 10 each morning and you might get a hint of what it was once like to live in a thriving Franco-Albertan town.... But French is slowly dying in the town 30 km north of Edmonton, a tiny example of the worldwide loss of languages....

Edmonton Journal, June 23, 2001

Ottawa draws lukewarm praise for status of languages

By Katie Rook

The federal government received tempered praise Tuesday for its approach to bilingualism in Canada. Official Languages Commissioner Dyane Adam praised the government ... for its leadership in establishing an Action Plan for Official Languages in 2003 but complained about the government's approach, calling it "slow and timid." "Stronger and more visible leadership is needed," Ms. Adam said in [her] report.

Globe and Mail, May 31, 2005

As you saw in the Introduction to this textbook, Canada is a pluralistic society. This means that the values and practices of different cultures within our society have become a part of the foundations of our country. In this way, members of society can see their identities respected and included as a part of Canada.

Globalization can bring us closer together. Similarities in values, language, and ideas may make it easier for us to reduce differences and avoid conflict. They can also mean that unique identities are challenged. In this section, you will have a chance to explore ways that globalization challenges our unique identities.

Homogenization and Assimilation

The challenges of **homogenization** and **assimilation** often go hand in hand. The word *homogenization* describes the process by which cultures become more alike. Assimilation occurs when one culture is absorbed into another culture.

Can you think of a non-Albertan restaurant chain that has locations throughout Alberta? The food culture across the province may become homogenized if locally owned restaurants close down because they lose business to chain restaurants. People who want to eat out have little choice but to eat at the chain restaurants. They are assimilated into the larger culture of the chain.

Homogenization and Youth Culture

Do you have favourite local musicians or bands? Do young people identify with them because their music reflects some part of your community's identity or culture? Think about some small-town Canadian artists who have made it big in the United States. Have people such as Avril Lavigne or the members of Nickelback changed their sound since they started out? Is there anything regional about their music today, or are they appealing to a wide audience by having a universal sound? Now think back to your local band. What do you think would happen if it got a major recording contract and started touring around the world? Would its sound change for a new audience?

Clothing, music, television, video games, and books are all products that you use—and they help you shape your identity. In a globalizing world, products are imported from many different places. How do these products create challenges to identities? Do you tend to watch American movies and wear clothing that is in style in New York or Los Angeles? If so, does that mean you are less Albertan than people who tend to watch Canadian movies and wear clothing made in Alberta?

Part of the challenge of homogenization is that, in our globalizing world, popular culture is spreading much faster than it used to, through media such as television and the Internet. If teens in Australia wear the same sneakers as teens in Brazil and Russia, what is the effect on local cultures and traditions? What about values? If having designer sneakers becomes important to teenagers in a culture that doesn't attach importance to material goods, how might that shape the culture's future?

Figure 4-3 Beyoncé Knowles, David Beckham, and Jennifer Lopez ▶
promoting Pepsi. Through global communications, celebrities have become famous worldwide. As a result, advertisers are eager to promote their products with famous faces. In what ways might celebrity advertising affect the homogenization of popular culture?

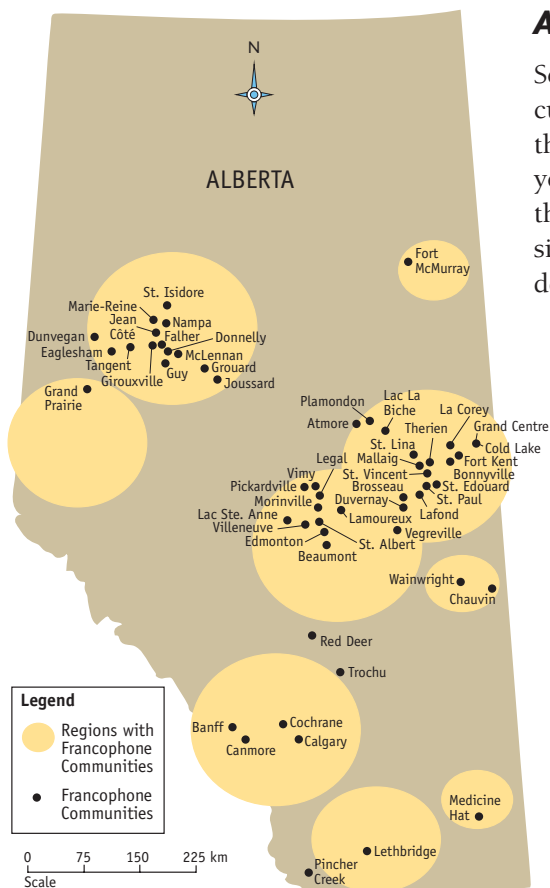
homogenization the process by which cultures become more alike in terms of values, attitudes, beliefs, customs, language, and traditions

assimilation the process by which a minority culture adopts a dominant culture and is absorbed into it. It often involves the loss of language.



▲ **Figure 4-2** Customers at Shanghai's new Wal-Mart store, 2005. In what ways do chain stores and restaurants affect local cultures?





Assimilation and Franco-Albertans

Societies may expect new citizens to assimilate into a homogenized culture. People who assimilate become absorbed into a group. The things that made them different are left behind. In the following pages, you will focus on Francophones, one of many groups that have faced the challenges of assimilation. In particular, you will look at the situation of Franco-Albertans, Francophones living in Alberta who are descendants of settlers from France or Québec.

Francophone Schooling

In 1892, English became the official language of instruction in Alberta. Many Francophone students attended schools that became known as bilingual schools. These schools could teach a primary course in French in grades 1 and 2, but students in grade 3 and higher had only one hour of French education per day. Some Franco-Albertans could pay to send their children to private French schools, but many had access only to publicly funded schools. At these schools, children were taught mainly in English, and they often learned values and attitudes associated with the majority culture. Young Franco-Albertans were slowly being assimilated.

In the late 1960s, Alberta's bilingual schools opened to both Francophone and non-Francophone students. By the 1970s, the schools were known as **French immersion schools**. Alberta students, especially those in urban centres, were given the option of attending French immersion schools. This included students of all cultural and linguistic backgrounds. More and more non-Francophone students attended. Immersion schools had originally focused on French-language instruction for Francophone students, who were already fluent in the language. Now they focused on French-language instruction for non-Francophone students, who were not familiar with the language and required a different level of instruction. The focus on Francophone culture in the schools was lost. Franco-Albertan students continued to be assimilated into the majority culture. Franco-Albertans realized that they needed distinct **Francophone schools**.

Figure 4-4 Today, there are about 60 000 Francophone Albertans. Most live in or near Calgary or Edmonton but, as indicated on this map, there are Francophone communities elsewhere. In the Falher region, Francophones are in the majority. What impact do you think living in a Francophone community would have on a young Francophone's identity?

French immersion school a school designed to teach French to students whose first language is not French; a large part of the curriculum is taught in French

Francophone school a school that is designed to educate Francophone students in their own language in a Francophone environment and to affirm their identity



Being an active citizen includes discussing issues important to your community. Do you think that your community experiences challenges to identity? Have you seen examples of homogenization or assimilation in your school or town? How do you think the community could meet these challenges? What could you, as an active citizen, do to help? Discuss your view with a partner.

Figure 4-5 Les Jeux francophones de l'Alberta (the Alberta Francophone Games) have been held each year since 1992. Albertans aged 12 to 18 from Francophone and French immersion schools take part in this sporting and cultural event. Its goal is to “strengthen the Franco-Albertan identity by forming lasting community relationships.” What role do you think this type of event plays in our globalizing world?



Voices

Francophone Communities and Collective Rights

From speaking notes for the Honourable Stéphane Dion, former federal minister of Intergovernmental Affairs:

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

Source: “When Anglophones increasingly become allies of the French cause: The example of Canada,” Notes for the keynote address of the Symposium on the Influence of French, October 17, 2003.

From “Canadien Assimilation” by student David Newman:

I am a French Canadian. I speak French at home, even with my father (who’s not Francophone), I went to a French-Canadian elementary school and am now attending a secondary school

Outside Québec, the only way French can survive is with its schools as other institutions do not exist (the Ontario Tories closed down the only Francophone hospital recently) and federal institutions are only bilingual in façade (ever try to get served in French at Canada Post or other federal institutions outside Québec?).

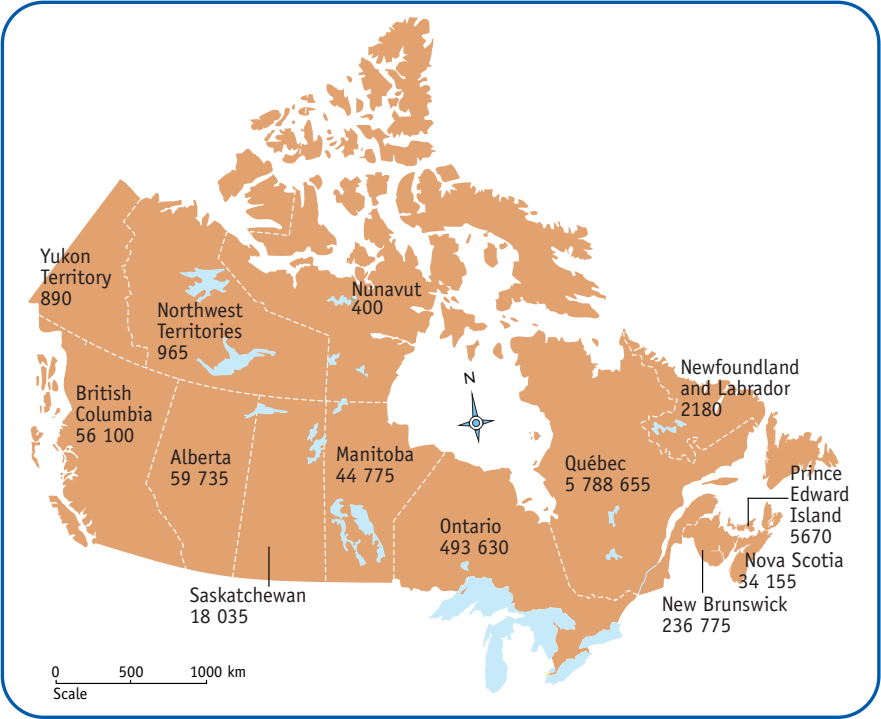
Source: David Newman, “Canadien Assimilation,” June 28, 2002, http://www.suite101.com/article.cfm/life_in_canada/93111/1.

FastFacts

Between 1991 and 2001, the number of Albertans whose first language was French rose from 60 605 to 62 250. During the same period, however, the number of Franco-Albertans who spoke French in the home dropped from 35 per cent to 32 per cent. How might the existence of Francophone schools and community services help change that statistic?

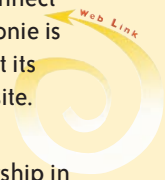
- 1 How are these points of view different?
- 2 How do these points of view help you understand challenges to identity faced by Francophone Canadians who are a minority in the province where they live?

Figure 4-6 Francophone population, provinces and territories, 2001. Use an atlas, a CD-ROM, or the Internet to find out the total population of each province in 2001. Then calculate what percentage of the population of each province is Francophone. Show your results in a bar graph. How might the sizes of the Francophone populations make the experiences of Francophones in Québec different from the experiences of Franco-Albertans?



Explore the Issues

- You Decide.** To meet the challenge of preserving culture and language, Francophone communities often connect with other French-speaking peoples. La Francophonie is an international organization. Find out more about its activities at the *Living in a Globalizing World* website. Then form teams to discuss the following:
 - What benefits does Canada get from membership in La Francophonie?
 - How might Canada's participation in La Francophonie help Francophones in Canada resist assimilation?



Based on your discussion, work as a team to create a poster or a radio announcement promoting La Francophonie. (For tips on communicating effectively with team members, see the Chapter 12 Skill Path on pages 197–198.)

- Reflect and Analyze.** English is quickly becoming the global language of business, technology, mass communication, and entertainment. People of different languages experience English-language culture more often than they used to. As more people become exposed to English entertainment, the differences between cultures may be reduced. **SKILL PATH**

- Working in your team, brainstorm and record ideas about the following questions:
 - In what ways would English language entertainment affect non-English speakers?
 - In what ways would business conducted in English affect a person's life outside of business?
- Develop a set of criteria to assess the impact of each idea on non-English speakers. Make sure that all team members agree on the criteria.
- Use these criteria to determine the most significant ideas in terms of impact. Again, make sure that all team members are in agreement.
- Complete a one-page, point-form report that summarizes your ideas.
- Write a paragraph that explains your group's response to this question: Do you think that the spread of the English language puts pressure on groups and individuals to adopt the ideas and attitudes of English-language cultures?
- Discuss the criteria you developed in this chapter's Skill Path for working successfully as a team. Were you successful in using these criteria to complete this task? Why or why not?

Responses to Challenges to Identity

Question for Inquiry

- How could one respond to the ways that globalization challenges identity?

marginalization putting a group of people in a lower or powerless position within society

What do these articles suggest about responses to challenges to identity that affect Aboriginal peoples?

New law allows Inuit to revert to their real names

For three decades, Inuit in Nunavut have lived with officially assigned names they knew were not their own. Now, the territorial government is planning legislation to make it easier for them to use their traditional names

Globe and Mail, April 1, 2000

United Nations panel condemns Canada's treatment of Aboriginals

By Sean Gordon

QUÉBEC—A United Nations human-rights panel has ruled Canada's treatment of Aboriginals is in violation of international law and the social situation of First Nations "is the most pressing human rights issue facing Canadians."

Vancouver Sun, April 10, 1999

Have you ever felt pushed aside in a group of people? Have you ever thought that you were not being recognized or respected? In a globalizing world, some of the biggest challenges to identity are related to protecting your right to be yourself. If you have particular values, beliefs, traditions, or ways of life, but your society expects you to give them up, you may be less able to participate fully in the society.

In this section, you will have a chance to look at some responses to challenges to identity that can result from globalization. Think about how they relate to the Chapter Issue: *How should we respond to the challenges that globalization poses to identity?*

Marginalization

Marginalization often results when a society fails to value the identity or culture of a smaller group within that society. Most marginalized groups are minorities. They often have little power and few citizenship rights. Their voices and perspectives are rarely heard. Some people argue that globalization can increase marginalization. Consider the chain of events in Figure 4-8.

Figure 4-7 As a teenager, have you ever felt left out or that your voice was not being heard? How did this affect your identity? What are some ways to respond to this challenge?



Figure 4-8 A chain of events resulting in marginalization. In what ways does globalization shape this chain of events?

Figure 4-9 Twentieth-century changes in Inuit culture. Is each effect a challenge? Explain whether or not you think the challenges require a reaction, or response.

READING GUIDE

As you examine this chart, read each cause and then read its effect. Think about how they are linked. Think about how each effect, in turn, had an impact on the Inuit sense of culture and identity.

Cause	Effect
Companies began exploring for oil and gas on Inuit lands.	People, noisy machinery, and pollution drove away wildlife that the Inuit depended on for food.
The Canadian government made the Inuit move to permanent settlements.	The Inuit could no longer hunt by following the seasonal caribou migrations.
The Inuit were introduced to Christianity by missionaries.	Some Inuit began to question their traditional spiritual beliefs.
Inuit children were taken from their families to attend English residential schools. They were forbidden from speaking Inuktitut (the Inuit language).	The younger generation lost the chance to learn traditional ways from their parents and Elders and, in some cases, they lost the ability to speak their own language.
Relocation and community changes interfered with traditional hunting and fishing ways of life.	High rates of unemployment, suicide, and dependence on government assistance resulted.



Figure 4-10 *Silavut, Nunavut (Our Environment, Our Land)* by Inuit artist Kenojuak Ashevak. The Inuit have sacred teachings and art forms that express their deep spiritual connection with the natural world. How does this art reflect this connection? How does art allow people to express their identities in response to the challenges of globalization?

The Marginalization of Inuit in Canada

The Inuit of the Arctic had little contact with any other group until the 1850s. Around that time, outsiders recognized the richness of the resources in the North. Minerals and, later, oil attracted people and businesses from outside the region. They brought with them different ideas and ways of doing things, and a very different relationship with the land. In the drive to extract resources from the North, newcomers pushed aside the concerns of the Inuit.



Figure 4-11 Map of Canada showing Nunavut



Voices

Inuit Identities

Here are two points of view on how globalization has challenged the identity of the Inuit peoples. As you read, consider what each of these positions is saying about the impact of globalization on Inuit cultures.

Inuit people have lost so much in a very little time. ... We lost it to religion, we lost it to development, we lost to settling down the Western way. ... When there is a change, there is always a stir; there is always an impact from that change. So, the impact we're going through right now is horrendous. We have diabetes, cancer, suicide, abuse. This is the impact of all the changes that were brought about by religion, food, sugar ...

Source: Evie Mark, a young Inuit throat singer, quoted in "Inuit Throat Singing," *Musical Traditions*, 1/3/02, <http://www.mustrad.org.uk/articles/inuit.htm>.

Nunavik's ecotourism industry entered a new phase of international recognition last month when ... [the] Nunavik Arctic Survival Training Centre (NASTC) opened a branch in ... Limoges, France—four hours outside Paris. The 100 per cent Inuit-owned outfitting company started up in 2000 with only one office in Nunavik [Québec's Arctic region]. But foreign demand for the company's Arctic adventures has prompted the business to expand overseas. ... The outfitter has made a name for itself offering dog team and

snowmobile packages, helping smaller outfitters market their services, and demonstrating Arctic survival skills to tourists, guides, and Air Inuit pilots...

Bernard Tricard, director of L'Association des Trois Castors, which is running the NASTC branch in Limoges, said ... European interest in Inuit culture is ... a universal dream. ... Who doesn't dream of a Northern expedition, sleeping a night under the stars, fishing through ice, learning how to sculpt?" The French branch will not limit itself to offering survival adventures. ... Instead, it will recruit Nunavimmiut performers to tour France and promote cultural exchanges between artists in Nunavik and France.

Robert Mackey, a coordinator for the Nunavik Tourism Association, said ... "Hopefully [NASTC's success] will show the rest of Nunavik this kind of tourism can be a tool for the region's economic development. ..."

Source: Odile Nelson, "POV outfitter branches into France," *Nunatsiaq News*, December 6, 2002, http://www.nunatsiaq.com/archives/nunavut021206/news/nunavik/21206_03.html.

NASTC
Nunavik
Arctic
Survival
Training
Centre

- 1 How does Evie Mark describe the effects of marginalization?
- 2 How does the example of the Nunavik Arctic Survival Training Centre show that challenges can sometimes be seen and responded to as opportunities?

Resisting Marginalization

In the early 1970s, Inuit in Canada began to negotiate for self-government and a land claims settlement. On April 1, 1999, the new territory of Nunavut was created. The government of Nunavut is based on traditional Inuit values. These values are at the root of all official decision making.

The population of Nunavut is 85 per cent Inuit. Inuktitut, English, and French are the official languages, with some government agencies also guaranteeing service in Inuinnaqtun [in-noo-in-AK-toon]. The Inuit have the right to hunt and fish on their land, and they have control over its natural resources. They are also entitled to a share of all royalties from

Web Link

To find out more about the activities of the Nunavut Department of Culture, Language, Elders and Youth, follow the link on the *Living in a Globalizing World* website.

oil, gas, and mineral development on Crown lands (lands owned by the federal government) in the region. How does the formation of a separate territory within Canada help the Inuit to resist marginalization? Do some Internet research on the Office of the Languages Commissioner of Nunavut. How is the Nunavut government trying to prevent marginalization of non-Inuit people within the territory?

Responding to the Challenge Globally

The Inuit also resist marginalization by looking outward in search of ways to preserve culture and identity. As part of the Inuit Circumpolar Conference, Inuit in Canada can strengthen their ties with Inuit in Alaska, Greenland, and Russia. The Inuit Circumpolar Conference Communications Commission is working to improve communications among Inuit regions through the Internet and other media. In this way, the Inuit are embracing an element of globalization—technology—in order to preserve their identity. How might celebrating Inuit identity across borders help all Inuit resist marginalization?

Figure 4-12 A changing society. How are the Inuit incorporating traditions in their new territory? In what ways do their efforts respond to the challenges of globalization?

Traditional Values in Nunavut's Government

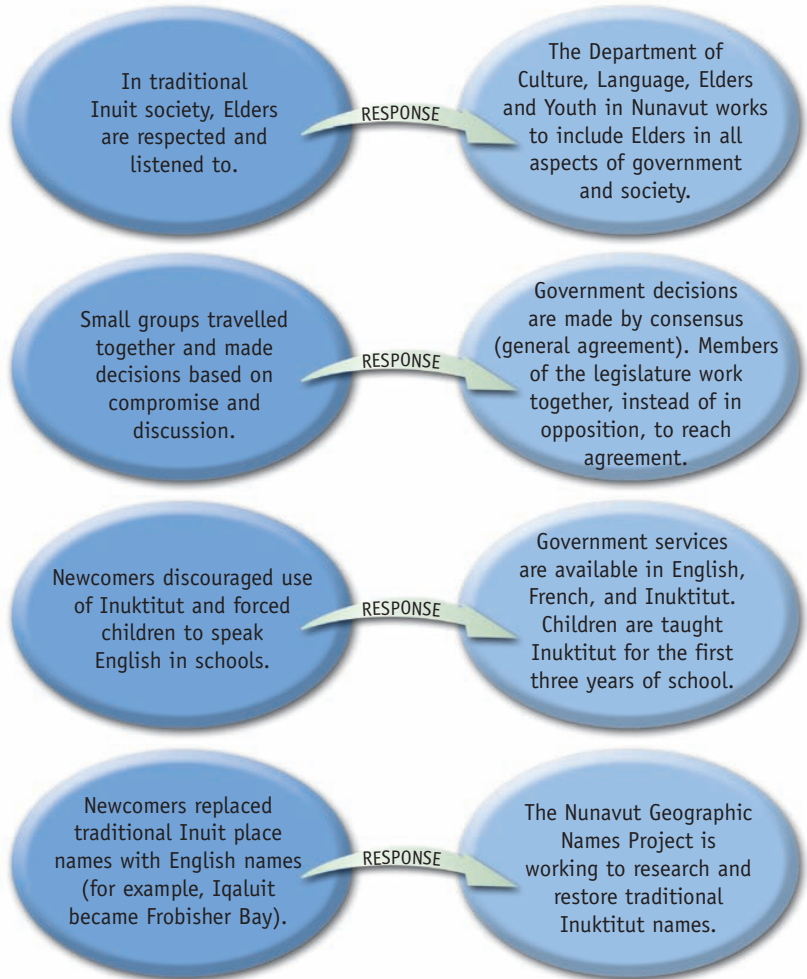


Figure 4-13 Sheila Watt-Cloutier, president of the Inuit Circumpolar Conference. In what ways can strong leaders help a community respond to challenges to identity? How might leaders have an impact on the identity of others in their community?

The Yanomami

The Yanomami is the largest Indigenous group of people living in the dense rain forest regions of South America in northern Brazil and southern Venezuela. Until the 20th century, they had no contact with non-Indigenous populations. The Yanomami planted crops, hunted, and fished in isolation.

Then, in 1974, construction began on a highway that ran through traditional Yanomami lands. Soon after, the discovery of gold brought thousands of miners to those lands, without the permission of the Yanomami.

Gold Discovered

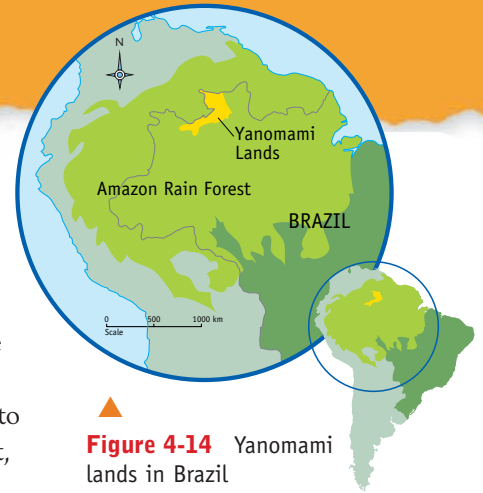
Mining for gold began almost immediately. Much of the mining was illegal, but the Yanomami could not prevent it. They were not represented in the government, so they did not have the political power or influence to protect their lands.

The mining industry grew quickly. Noise and pollution disrupted the habitats of animals and fish on which the Yanomami relied for food. Mercury, a heavy metal used to separate the gold from rocks, soon poisoned water and wildlife, causing illness, abnormalities at birth, and even

death among Yanomami people. The miners brought diseases to the area. Although the miners were immune to the diseases, the Yanomami were not, and many of them died.

In 1992, the government of Brazil set aside an area of land where the Yanomami could live undisturbed. Pressure to allow some development in the resource-rich region is growing, however. As Yanomami Elder Davi Kopenawa points out, “There are ... big Brazilian, American, German, and Japanese mining companies that have a big interest in trying to change this law and to enter our territory.” Illegal mining is also a constant problem because the government does not supply enough border patrols to prevent it.

Davi Kopenawa believes that mining is a dangerous and pointless practice, since there is already plenty of gold in the world. “We feel that a lot of riches have already been taken out of the Indigenous lands, and a lot of these riches are getting old and useless, and it would be much better if the Brazilian government would give these riches to the poor in Brazil. Our work is to protect nature, the wind, the mountains, the forest, the animals, and this is what we want to teach you people.”



▲ **Figure 4-14** Yanomami lands in Brazil



▲ **Figure 4-15** Yanomami Elder Davi Kopenawa has tried to gather global support for his people. In what ways might spreading awareness about the situation to people in other countries help the Yanomami cause?

- 1 How has globalization increased the impact of the Yanomami's contact with non-Indigenous people?
- 2 How has the mining industry challenged the identity of the Yanomami people?

Source for quotations: “Yanomami in Peril,” *Multinational Monitor*, Vol. XIII No. 9, September 1992, http://multinationalmonitor.org/hyper/issues/1992/09/mm0992_12.html.



Global geography looks at how the physical environment affects the way humans live and how humans affect the physical environment in a globalizing world. Let's look at Brazil from a global geographic point of view.

- 1 First, use a current online or resource atlas to find maps of Brazil that show the following:
 - location
 - physical features
 - population distribution
 - land use and industry
 - environmental damage
- 2 Make copies of the maps to create a Brazil Portfolio with three sections:
 - Physical Geographic Features
 - Human Geographic Features
 - Geography Issues in Brazil

- 3 Place your maps, as appropriate, in either the first section (Physical Geographic Features) or the second section (Human Geographic Features) of your Brazil Portfolio. In the third section (Geography Issues in Brazil), write a short paragraph to answer each of the following questions:
 - a) How might the physical features of the country, such as mountains and sources of fresh water, have affected where people chose to live and where cities developed?
 - b) How is land use related to physical features?
 - c) What physical and human features might attract businesses from other parts of the world?
 - d) Describe the environmental damage in Brazil. What human activities caused this damage? Has globalization been a factor?

accommodation making adjustments or reaching compromises to allow for differences

integration providing equal opportunity for participation of different groups in society

Accommodation and Integration

In a globalizing world, societies and governments are challenged to protect the rights and cultures of all citizens. **Accommodation** involves making adjustments for people to allow for differences. **Integration** means providing equal opportunity for participation of different groups in society. For example, what happens when a new student arrives in your classroom? If the student has a physical disability or is unfamiliar with the language spoken in class, he or she might need accommodations. The new student has the same rights as other students have, so he or she will likely be integrated into your classroom community.

One of the challenges of globalization is creating an environment where all people can participate fairly and equally. How do governments accommodate and integrate many unique identities in a society? In the following pages, you will consider how accommodation and integration have challenged Métis people.

Accommodation of the Métis People

The Métis in Alberta evolved as a distinct people through the 18th and 19th centuries. They were a dominant group in the region until the mid-1800s. Starting in 1885, their lands were overwhelmed by huge numbers of European immigrants. More than two million homesteaders immigrated to the West, drawn by the government's promise of a section (160 acres, or 65 hectares) of free land. Many Métis had land taken from them by



Voices

This poem expresses one young Métis woman's feelings about her identity and how she is perceived.

When Two Cultures Meet

By Veronica Searson

*I have so much to be thankful for
because I have two wonderful
parents of two different cultures.*

*Throughout my life I have felt
frustration and anger towards others
because they prejudge half of my
culture.*

*I look white therefore many people
accept me but I hurt when they put
the Natives* down.*

*I explain I would rather not hear it
and that they offend me.*

*They are astonished, then reply "I
have a Native friend" or "You don't
look Native."*

*I would love to say "What is a Native
person supposed to look like?"*

*I hope our future generations will
be better accepting of people of all
cultures.*

...

*We are unique people and our Métis
is made of two worlds.*

Source: *Métis National Youth Advisory Gazette* (December 13, 2004).
http://www.turtlemountain.com/metis_poems.htm.

* The terms *Aboriginal* and *First Nation* are more widely accepted in Canada.

- 1 What does this young writer see as one of the main obstacles to meeting challenges of identity? How can you, as an individual, help overcome this obstacle?

European newcomers. Some Métis moved north and west, but pressure for land from new immigrants persisted. How did globalization affect the challenges described here?

In the 1930s, Métis in Alberta fought for accommodation by lobbying the government for land of their own. In 1936, the Alberta Métis were granted more than 500 000 hectares of land in northern Alberta. Today, the eight self-governing communities in this area are a stronghold of Western Métis culture and Michif, the Métis language.

Integration

Until the 1980s, Métis were not officially recognized as Aboriginal people. They had no treaties with the federal government, so they had no recognized rights as Aboriginal people. Then, in 1982, the Constitution Act formally recognized Métis as one of Canada's Aboriginal peoples, along with First Nations and Inuit. Inclusion of Métis among the Aboriginal peoples in Canada gave them more power and recognition and led to important accommodations and funding for programs. This meant that it became possible to integrate into non-Aboriginal society with less likelihood of assimilation or marginalization.



Figure 4-16 The Métis flag was first used in 1816 as a symbol of nationhood. The infinity symbol represents "the coming together of Aboriginal and European cultures and traditions to produce a distinctly new culture—the Métis." To find out more about the flag, follow the links on the *Living in a Globalizing World* website. What is the purpose of a flag?



Figure 4-17 The Métis sash may be the best-known symbol of Métis culture. Originating in Québec, it was worn by the *coureurs des bois*. In this photograph, Tony Belcourt, international representative of the MNC, presents a Métis sash to the United Nations Special Rapporteur (reporter) on Human Rights, Rodolfo Stavenhagen, in 2004. How is the global issue of human rights related to challenges to identity?

Media Smarts

In this chapter, you have seen three of the many “faces” that make up Canadian identity: the Métis, the Inuit, and the Francophone populations of Canada. Select a group in Canada’s pluralistic society. Gather news about the group over a one-week period. Include at least one print, one broadcast, and one electronic news source. On the last day of your media watch, complete these steps:

- Review your information.
- Write a point-form summary of your findings.
- Be prepared to explain how television and print coverage contributed to your understanding of the challenges that confront different peoples in Canada.

In 1983, the Métis National Council (MNC) was formed. This organization helps work toward integration by representing different groups of Métis in talks with Canadian governments. The MNC also speaks on behalf of Métis peoples at international conferences and meetings. With a strong political presence, Métis people now have a clear voice both in Canadian society and on the global stage.

The MNC is working toward being a self-governing people. A Métis government would be an equal participant with other peoples and governments in Canada’s pluralistic society. Many First Nations and Inuit have a similar vision of self-determination. In some ways, integration is a challenge of globalization because different people have different ideas of what integration is and how it should be achieved. Think back to what you have learned about assimilation, homogenization, and marginalization. In what ways would the Métis vision of integration help meet these challenges of globalization?

MNC Métis National Council

Explore the Issues

1 Compare and Analyze It. Make a chart like the one below to compare the situation of the Yanomami with that of the Inuit. Then write a paragraph or two to explain what these situations have in common and how they

differ. Be sure to describe how each of these peoples has responded to the ways that globalization challenges identity. (Note: You will need to refer to your chart and written paragraph in Activity 4 on the next page.)

Elements	Inuit	Yanomami
Traditional culture		
Relationship to land		
Effects of contact with other cultures		
Present situation		

Chapter Summary and Reflection

Apply and Extend Ideas

- 1 A mosaic is an art form that is a picture or design created by shaping similarly sized pieces or “tiles” of different colours or content and assembling them into a unified whole.
 - a) Cut out an appropriate background from construction paper, such as a silhouette of your school’s building or a well-known landmark in your community.
 - b) Select magazine photos and illustrations, headlines, and words and phrases, and cut them into irregularly shaped “tiles.” Craft a mosaic to illustrate the many significant features and aspects of your school or your community. Each tile of your mosaic will be different, showing how your society is diverse yet integrated.
- 2 Global warming is melting the polar ice caps and changing the world’s climate. One cause of global warming is the loss of rain forest in Brazil. Among the first to be affected by these changes will be the Inuit of the Arctic. Suppose you have been hired by a concerned group of Yanomami and Inuit. Create a television or print ad that expresses the connection between global threats to Indigenous peoples and environmental threats to all people.
- 3 In this chapter, you have seen a few different examples of Indigenous peoples using global forums to assert their identities and their rights. In what ways are these groups responding to the challenges that globalization poses to identity? Hold a class discussion to determine why and how a challenge for one group can be an opportunity for another group. (Refer to the Skill Path in Chapter 17, pages 283–284, for tips on holding a thorough discussion.)

Practise Your Skill

- 4 Work in your team to review the information on the Yanomami and the Inuit that you gathered for Activity 1 on page 68. **SKILL PATH**

- a) Develop a set of criteria to assess the impacts of globalization on the identity of the Inuit.
- b) Determine the most significant impacts and rank them by order of significance.
- c) As a team, discuss whether or not the Yanomami can draw any lessons from the experiences of the Inuit to help them deal with their situation. Support your views and present them orally or in writing to the rest of the class.

Focus on Inquiry

- 5 Reflect on the processing phase of your inquiry in this chapter’s Skill Path.
 - a) In what ways was the method that you used to organize and assess your findings effective or not?
 - b) Evaluate the effectiveness of the criteria you developed to measure the impact of each challenge.

Reflect on the Chapter Issue

In this chapter, you examined a few of the challenges that globalization presents to the identities and cultures of peoples in Canada. You have encountered the perspectives of peoples in the world who confront the challenges of globalization. Now you are ready to respond to the Chapter Issue: *How should we respond to the challenges that globalization poses to identity?* Begin by working in a team to develop a supported position. A supported position is one that you back up with authoritative evidence. Your position should recommend a possible response to one challenge globalization posed to identity. Choose any challenge identified in this chapter, or another your team and teacher agrees on. First review the set of criteria for working successfully as a team, which you created for Step 4 of the Skill Path for this chapter. Share your team’s supported position as a part of a class discussion about the Chapter Issue.

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

SKILL PATH