



Chapter

8

Foundations of Historical Globalization

Chapter Focus

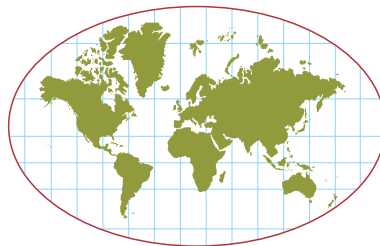
Have you ever thought of exploring your roots? This might mean researching your family tree. It might mean talking to older family members to find out about your family history. It might mean visiting a place where your ancestors came from, finding out about what your ancestors valued, or reconnecting with your cultural roots. Any of these efforts will help you understand yourself.

In this chapter, you will have a chance to explore the roots of globalization: early international trade, the rise of capitalism, and industrialization. This will help you understand globalization today. Think about the Main Issue for Part 2: *Should people in Canada respond to the legacies of historical globalization?* Your point of view on this depends on how you think globalization has affected various peoples. By exploring the past, you have a better chance of understanding the present.

As you read, think about the values that underlie the ideas you are reading about. Did these values permit one group to benefit over another? How did various peoples benefit or lose out from historical globalization? Are those same patterns continuing today? By answering these questions, you can begin to form an opinion about the best ways to respond today.

Chapter Issue

Investigating the roots of globalization will help you explore the following Chapter Issue: *To what extent did historical globalization change people's lives?*



This Mercator map projection shows the world as Westerners thought of it for centuries. It was useful for navigation because it showed latitude and longitude on a square grid.



This map shows all of the world's continents and oceans. The perspective, however, is quite different from the one shown at left.

Key Terms

Eurocentrism
international trade
historical fiction
mercantilism
monopoly
HBC
capitalism
free market
industrialization
entrepreneur
ILO

Eurocentrism the belief that European concerns, cultures, and values are superior to those of others

Figure 8-1 Who would be most comfortable with each map? Which looks upside down? Why do you think so? For centuries, the Mercator map projection was used throughout the world. It showed a European world view, with Europe at the centre. Today, most world maps still show Europe at the centre. This reflects **Eurocentrism**: a belief that Europe and Europeans are superior to others.

Use the Internet



SKILL PATH

In this chapter, you will have opportunities to make several Internet inquiries to help you explore the Chapter Issue: **To what extent did historical globalization change people's lives?**

Your Task: To make more effective Internet inquiries, review the step-by-step process outlined on these two pages. Then apply the process to make an inquiry about Marco Polo, a well-known figure in the history of globalization. Work with a partner or in a team to find out about his ventures. Begin by reading pages 125–128. Then narrow your research to gain an informed opinion about Marco Polo's contact with Indigenous peoples.

Figure 8-2 Two students in a computer class at the Ataguttaaluk school in Igloolik, Nunavut. Computer technology helps us to access information from sources around the world, as well as information from our local communities. What evidence of this do you see in the photograph?



Step 1

Employ Journalists' Tools

Review the five Ws plus How in the chart below. These are a journalist's standard tools for both researching and writing news stories. You can see these in the left side of the chart. They can help you make sure you cover all the bases, whether you are researching a news story or a Chapter Issue.

Look in the right column of the chart. You will see that the same five Ws plus How can help you conduct effective Internet searches.

Step 2

Prepare for Your Search

- With your team, brainstorm key words and phrases for your topic (for example, Marco Polo and Silk Road).
- Think of synonyms (words that mean the same, for example, *camel* and *dromedary*).
- Think of related words and phrases (for example, *Dunhuang* and *porcelain*).
- Eliminate repetition (for example, *trader* and *trading*).
- Check your spelling.

Refer to the Skill Path for Chapter 1 (pages 7–8) for guidance in effective brainstorming techniques.

Tools for Effective Research	Your Cue	Tools for Effective Internet Research
What are you researching? What happened?	What?	What kind of search should you perform? A search of the World Wide Web? A visit to a favourite dependable site, such as the Stats Canada website?
When did the events take place?	When?	When was the information posted? When was it written? When was the website last updated?
Who is your topic or issue about?	Who?	Who wrote the material? (Material on a personal website may not be reliable.)
Where did the events take place?	Where?	Where does the information come from? Is the website reliable (for example, from a university)?
Why is this topic or issue significant?	Why?	Why is the information available? Does the website's sponsor have an agenda?
How can the issue be resolved?	How?	How much information do you need? How will you document your research?

Step 3

Perform Your Search

Most search engines offer guidelines for using their research tools. They might advise, for example, putting quotation marks around phrases. Some offer an “advanced search” feature to steer you to specifics.

- Enter a key word or phrase.
- If you have too many or unrelated hits, use more key terms and phrases, or use different ones.
- If you get too few hits, try different key words or phrases, or use fewer of them.
- Pay attention to links to related sites.

Internet versus Other Research Tools

Although this Skill Path focuses on the Internet as a research tool, there are other tools to consider as well. When would books, archival documents, and ancient maps be useful? When would an Internet-based summary of historical events be useful?

Job Link

Many careers require an ability to research using the Internet. Teacher, travel advisor, and stockbroker are just a few. Think of a few more.

Step 4

Evaluate Sources

Be selective when deciding what information to use from the Internet. Use your critical eye!

- Is the material relevant to your topic?
- Are statistics related to the time period you are researching?
- Is the sponsor of the site reputable and reliable? For example, is it a government source or an educational or cultural organization?
- What is the bias of the author? Does he or she support opinions with facts and arguments? Is the material balanced or provocative?
- Can the author honestly represent the group he or she is talking about? Sources within a community, such as a knowledgeable Cree Elder, for example, have more authority to talk about their community than an outside source.
- Overall, have you found a variety of perspectives?

For more on evaluating sources, refer to the Skill Path in Chapter 2 (pages 23–24).

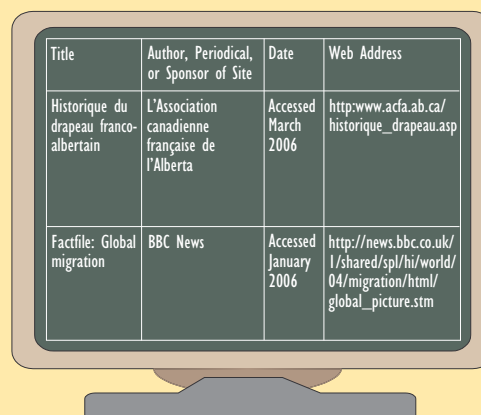
Step 5

Cite Your Internet Sources

Give credit where it is due to protect your sources.

- Bookmark valuable sites as you find them.
- As you take notes, record your sources.
- To avoid errors while copying down web addresses, use the cut-and-paste feature to move the addresses into a sources file for your project.

Figure 8-3 Here is one chart ► for recording references you find on the Internet. You can develop your own.



Title	Author, Periodical, or Sponsor of Site	Date	Web Address
Historique du drapeau franco-albertain	L'Association canadienne française de l'Alberta	Accessed March 2006	http://www.acfa.ab.ca/historique_drapeau.asp
Factfile: Global migration	BBC News	Accessed January 2006	http://news.bbc.co.uk/1/shared/spl/hi/world/04/migration/html/global_picture.stm

Reaching Outward

Question
for
Inquiry

- What were the beginnings of global trading networks?

How do you get the things you need or want? Most of us earn money, go to a store, and purchase what we need. We can even acquire things produced far, far away because of globalization. Through our networks of planes, trains, trucks, and ships, goods are transported from far and wide so that we will buy them. In this section, you will have a chance to explore the roots of historical globalization in early international trading networks. This will give you context in which to consider the Chapter Issue: *To what extent did historical globalization change people's lives?*

Early Global Trade

Have you eaten an orange lately? This fruit does not grow well in Canada's climate, so we ship them in from places such as Brazil and California. At one time, northern Europeans thought of oranges as a very special treat, to be enjoyed only on rare occasions. Why were oranges so valued? They taste good, but they were also hard to get. Until a few centuries ago, transportation technologies consisted of boats powered by the wind or human effort, or beasts of burden such as horses, burrows, and camels. It took a lot of time and effort to get even a small bag of oranges from southern Europe to northern Europe!

Despite the long months of travel required to get items such as oranges, people still wanted things they could not grow or make in their own environment. People's desire for goods spurred on **international trade**, the exchange of raw materials and manufactured goods among distant groups of people. International trade has since developed into the extensive global trading networks you began to think about in Chapter 1.

The Silk Road

The Chinese emperor Wu Di (141–87 BCE) wanted the very large Iranian warhorses that were extremely effective in battle. So he sent off a general, Zang Qian, to find some. Central Asia was a dangerous place, and the general failed to get the horses. However, he did find the way to the West. Through the centuries, Zang Qian has been honoured as the founder of the Silk Road. Eventually Emperor Wu Di acquired warhorses by force. After the Chinese controlled much of Central Asia, trade began in earnest between the East and the West.

FastFacts

Archaeological evidence shows that Indigenous nations traded all across North America. For example, the Pueblo people of the American Southwest made and traded blue-green turquoise beads throughout the Southwest and into what is now called Mexico. How could modern transportation networks extend the market for Pueblo turquoise beads today?

international trade the exchange of raw materials, goods, and services among distant groups of people

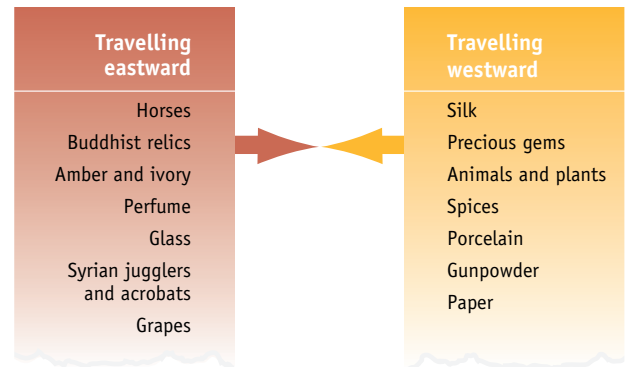
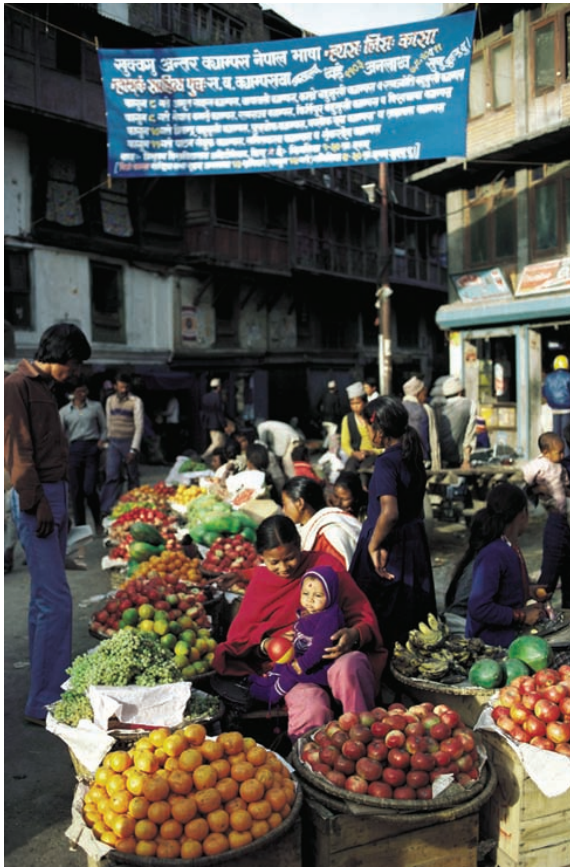


Figure 8-4 When people traded material goods, they also learned different languages and exchanged ideas. Few traders actually travelled an entire route between East and West. Speculate on how goods could still travel from one end of the route to the other.

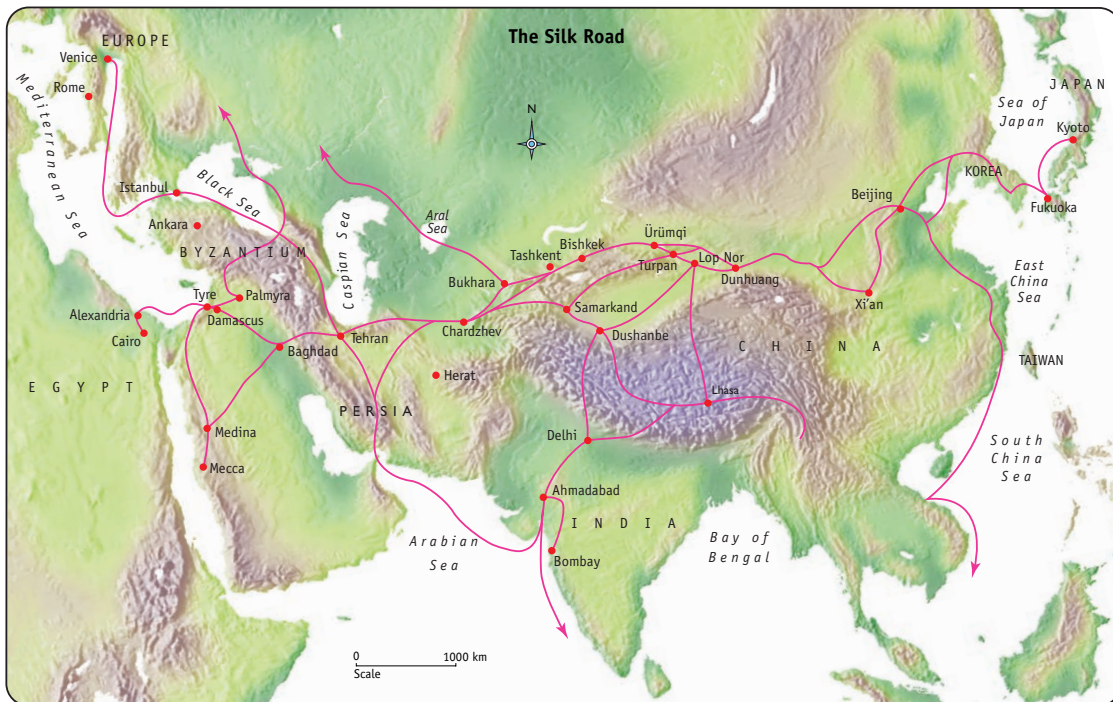


“The Silk Road” is a name given to the network of trading routes that lay between the Mediterranean and China. The three routes of the Silk Road ran between mountain ranges, along the edges of deserts, and up river valleys. Both European and Asian traders travelled the routes. They passed through bustling market towns, hiked rough trails, and rested at oases inhabited by many, varied peoples.

FastFacts

The Chinese have grown oranges for 2500 years. Europeans first brought orange trees from India around 100 CE. Eventually, orange trees crossed the Atlantic to North and South America. In 2005, 400 000 Brazilians on 20 000 farms grew enough oranges to supply half of the world’s orange juice. In this context, how has historical globalization affected people’s lives?

◀ **Figure 8-5** A fruit seller minds her goods at a bazaar in Kathmandu, Nepal, 1999. In many locations, trade and commerce in the 21st century look much the same as they did when the Silk Road was at its busiest. What might be the same for this fruit seller? What might be different?



◀ **Figure 8-6** The main routes of the Silk Road. The Chinese knew how to make silk. Others would pay a high price for this fine cloth. How does this explain why the Chinese rulers kept the mystery of silk production a secret?



Voices

Journey along the Silk Road

Seeing life through the eyes of someone in the past can help us understand their experiences. Do we have historical journals in which young people describe their experiences of life along the Silk Road? No. Do we have videos or photographs of the time period? Not possible.

What we do have are writers of **historical fiction**. Authors such as Luann Hankom help us bridge the gap between past and present. She began by doing extensive research to learn about the Silk Road as it was in the 8th century. In this period, the network of the Silk Road was at its most extensive. She studied what people wore, what they traded, where they traded, and how they lived. Then she used her talents as a writer to show us what life might have been like for a teenage boy and his father, a trader.

My name is Fa Zang. I am 12 years old, and the year is A.D. 742. I am excited! I am joining my father on my first caravan to a far-off city called Dunhuang. My father has obtained porcelain, rhubarb, herbal medicine, and silk cloth to trade. What treasures will we find on our journey?

We begin our journey in Chang'an, China, where we live. Chang'an is a bustling city with two million people. Our caravan includes private merchants such as my father, Chinese government officials, and of course, camels. Camels may be slow, but they are sturdy animals that can carry our heavy loads.

Our prized trading item is silk, which comes from silkworms. People in foreign lands use our silk cloth for fancy clothes.

We leave Chang'an and travel through the Wei River valley along the Imperial Highway. The landscape is green and yellow-bright green fields and mulberry trees. The ground is yellow with loess, a fine dust that blows in the wind. If the wind is harsh, I will put a mask over my face, so the dust doesn't get inside my mouth or eyes.

At night, my feet are sore from walking. Our caravan stops at a shelter, so we don't have to sleep out in the open. Other traders are at the shelter, too. They have dates, pistachio nuts, peaches, and pears. Someone tosses me a pear. Its sweet, slippery juice drips down my chin while I eat it I am intrigued as my father starts exchanging goods with caravans from the West.

There are rare items such as green and white jade, fine-colored glass, and exotic perfumes. My father trades his silk for white jade and Persian



▲ **Figure 8-7** This rubbing was taken from a T'ang-era (618–907 CE) tile in a tomb near Dunhuang, China. Dunhuang was the first Chinese city a European trader would have seen. It was the last stop for a Chinese trader. This image shows a typical Central Asian caravaner with one of his camels. How could examining images like this help you if you were going to write historical fiction about the Silk Road?

historical fiction stories set in a specific time and place in history, sometimes using historical characters

FastFacts

In recent years, tour operators have enjoyed a booming interest in a new type of travel adventure in Southeast Asia: journeys along the Silk Road. It might be said that the travel route itself has become the largest “trade good” of all.

- 1 a) What material goods do Fa Zang and his father trade away along the Silk Road?
 - b) What goods do they bargain for in return?
 - c) Who are some of the people they meet?
 - d) How has international trade affected their lives?
- 2 If you had written this piece of historical fiction, what other aspects of life along the Silk Road would you like to have shown in the story?

metalwork. He trades the rhubarb for pistachio nuts and walnuts. He exchanges the herbal medicine for musical instruments. The government officials trade silk for horses. The officials are pleased—the horses will be for the Emperor’s army.

The men from the West describe unusual, foreign places on their journeys: Tyre and Byzantium. I have not heard of these cities before. They speak of the difficult journeys through the Taklamaken Desert and the Pamirs. Such adventures!

I can barely fall asleep, for thoughts of these exotic places and peoples fill my brain. I will travel to these cities someday! My father and I will travel back to Chang’an, so I must get my rest. It has been an exciting journey. I dream of the travels yet to come.

Source: Luann Hankom, “Journey on the Silk Road,” *AppleSeeds*. Vol. 5, No. 2: November 1, 2002.

Explore the Issues

- 1 **Evaluate Visual Images.** An image is a powerful communication tool.
 - a) What criteria would you use in choosing a powerful image? For example, is the subject in focus?
 - b) On the Internet, find two powerful images related to the Silk Road, and print them. Alternatively, photocopy two images from books, magazines, or academic journals. The images might relate to the geography, peoples, cultures, night sky, or artifacts. They could be maps, photographs, paintings, or other artistic forms.
 - c) Identify each image and describe its significance in two sentences.
 - This image shows ... It helps us understand ...
 - d) Choose what you think is the most powerful image, according to the criteria you identified in part (a).
 - e) In a class collage, post your chosen image.
 - f) Using a word processor, summarize your impressions of the collage in a well-written paragraph titled “Impressions of a Trading Network.”
- 2 **Research and Develop Historical Fiction.** Perhaps the best-known traveller of the Silk Road was the Venetian Marco Polo. Starting in 1271, at the age of only 17, he travelled with his father and uncle across Persia. They went farther, along the southern branch of the Silk Road to Khanbalik, the site of present-day Beijing. Marco Polo’s accounts of his journeys still exist. Take the following steps to write a piece of historical fiction about Marco Polo’s adventures along the Silk Road.
 - a) The best authors research their topics. First, research Marco Polo’s adventures on the Internet or in books. Find out what Marco Polo learned of Asian geography and the Indigenous peoples he met in his travels. Refer to the Skill Path in this chapter to help you conduct an effective search. **SKILL PATH**
 - b) Now write a piece of historical fiction in the form of one page from Marco Polo’s journal.
- 3 **Draw Conclusions.** In your own words, explain how early international trading, one of the roots of historical globalization, affected people’s lives.

Organized Trade

Question for Inquiry

- Who benefited from mercantilism?

A Fish Tale

For centuries the Atlantic cod was a prized underwater currency that helped build nations, feed millions, and stir global conflict. Historians believe the Vikings in the 10th century were the first Europeans to set bait for the treasured commodity [something that is traded] in the well-populated shores off the coast of Newfoundland. In this CBC Radio clip Mark Kurlansky, author of *Cod: A Biography of the Fish That Changed the World*, recounts a peculiar fish tale that harkens back to the Vikings, the Basques, and eventually to a young country named Canada.

CBC Archives: Broadcast Date: June 24, 1997

◀ This description of a video clip describes codfish as “currency,” which means a type of money. Why would the author compare codfish to money?

Web Link

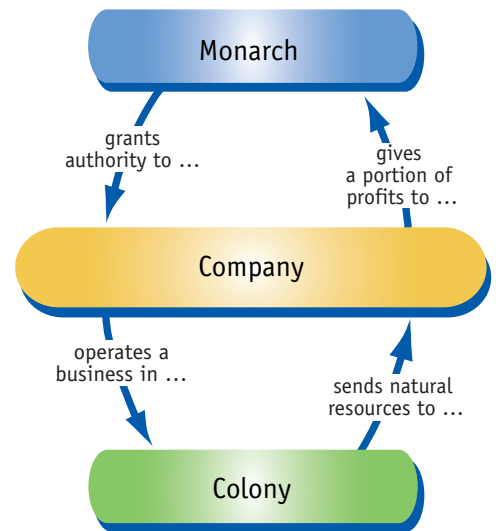
Many economic terms in European languages, such as *tariff* and *traffic*, come from Arabic languages. Follow the links at the *Living in a Globalizing World* website to find a glossary of economic terms. Find the origins of one or two other common economic terms, such as *budget*, *capital*, *cash*, *economy*, *money*, and *trade*.

mercantilism a Eurocentric economic policy whereby European monarchs increased their wealth through international trade

During the Tang Dynasty (618–907 CE), China developed a strong international ocean trade. Chinese seafarers travelled far and wide by sailing ship. They traded with many peoples, including Arabic peoples, who controlled the waters of the Mediterranean. Arab seafarers sailed to European ports to trade Chinese goods for European goods. Not until the 1300s were Europeans driven by their own ambitions to explore distant parts of the globe.

Eventually, Europeans developed an economic system called **mercantilism**, which you will be able to investigate in this section. Under mercantilism, governments controlled international trade to increase their wealth. It was popular among European monarchs of the 18th century. They sponsored colonies, which provided natural resources. The codfish described above was just one product gathered by Europeans in colonies to process and sell for a profit. In the view of European monarchs, the level of gold, silver, and jewels in their treasury reflected their level of prestige. In the view of some Indigenous peoples, the business opportunities were welcome when they were offered as a respectful partnership.

In the system of mercantilism, monarchs and their governments had the right to control trade for their own benefit. Monarchs would sponsor some trading ventures with their own money. They also granted the right to trade to their friends, relatives, and allies. These friends paid high taxes in return, so the monarch made even more money. Sometimes the monarch would grant a friend a **monopoly**: the sole right to harvest and trade in a particular good. Here are three examples of monopolies:



monopoly occurred in the past when a monarch granted one individual or a single company the sole right to gather and trade in a particular good; today, monopolies exist when a business has no competition in a market, such as when a product or service is controlled by one company

Web Link

A charter gave the HBC the sole trading rights to the entire region drained by all rivers flowing into Hudson Bay (an area of four million square kilometres). Follow the links on the *Living in a Globalizing World* website to view artifacts and historical documentation of the HBC.

HBC Hudson's Bay Company

- The Dutch East India Company was founded in 1602. It held a monopoly on trade in the East Indies for 200 years. The role of this company was threefold. It brought money into the Dutch treasury. It fought the enemies of the Dutch monarch. Finally, it prevented other European nations from entering the East India trade in Indonesia, Malaya, and Ceylon (Sri Lanka).
- In 1627, the French crown granted Le Chevalier Isaac de Razilly and his Compagnie des Cent-Associés (or Company of One Hundred Associates) a charter over New France. The company profited from the fur trade. In return, the company established a French presence by supporting a French colony.
- In 1670, two Frenchmen, Pierre Esprit Radisson and Médard Chouart Des Groseilliers, told some exaggerated tales about North America to King Charles II of England. Inspired, the king granted a charter to “The Company of Adventurers of England Trading into Hudson’s Bay.” He gave it the sole right to trade in furs in North America. We commonly know this company as the Hudson’s Bay Company (HBC).

Figure 8-8 French explorer, Jean-François de Galoup, Comte de La Pérouse (1741–1788) is shown meeting with peoples of the West Coast. He visited Canada’s West Coast in 1786 for the purpose of developing the relationships needed to conduct whaling and fur trading in the region. How would you describe the level of respect shown in this 19th century illustration by G. Bramati? How does it compare with the relationship shown image in Figure 8-9 on the next page?



Balancing the Benefits?

Could the benefits of a Eurocentric system such as mercantilism be shared? Before you consider this question, refer to the Perspectives diagram on page 3 of this book to remind yourself about why it is important to investigate a variety of perspectives on an issue.

If you look at the purpose of mercantilism—to enrich European monarchs—you might wonder how anyone else could benefit. European monarchs and their advisors thought their mercantilist system was wonderful: they designed it so they could build up great wealth. Do you think the Indigenous peoples in the territories where they operated had the same perspective? As always, the answer cannot be a straight yes or no. If you look at the two visuals in Figures 8-8 and 8-9, you will see two

READING GUIDE

How does labelling something as Eurocentric reveal a perspective? As you read, think about how an analysis of the past tells as much about the analyst as it does about the past.

examples of ways that Europeans and Indigenous peoples interacted. How are the relationships shown different? How would the Indigenous peoples' views of mercantilism differ from those of Europeans?

Why did some Europeans treat Indigenous peoples with respect? Why did some Indigenous peoples benefit to some degree from partnerships with Europeans? The difference can be explained in part because some natural resource extraction requires a healthy, co-operative workforce. That was generally the case in New France, where the First Nations were critical to the success of the fur trade. The French goal was to develop a permanent, thriving French colony. The colony required income from the fur trade, which depended on the skills and expertise of the First Nations to extract the resource. First Nations benefited from the European goods that the French traded, so a business partnership was born, and both the First Nations and the colonists benefited to some degree.

In many parts of the world, however, Indigenous peoples were unable to resist European resource exploitation or permanent occupation of their lands.

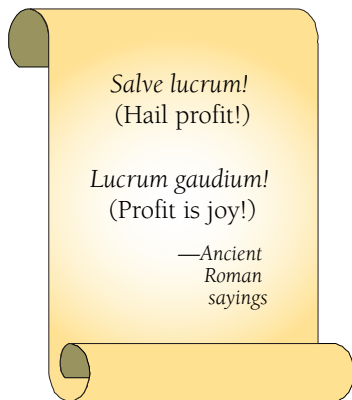
Figure 8-9 Felipe Guaman Poma de Ayala (1583–1615) illustrated this scene in which a Spanish conquistador beats a young Quechuan man while his mother begs for mercy. Guaman Poma, who was Quechuan, spent many years of his life creating an 800-page history of the Quechuan people of the Andes, including 400 full-page drawings. Why would Guaman Poma want to record this particular scene? How does the drawing convey his people's perspective?



Explore the Issues

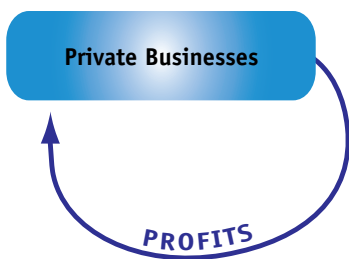
- Evaluating Images.** Examining visuals can tell you a lot about the past. Compare the relationships shown in the two images in Figures 8-8 and 8-9. What do these illustrations tell you about who benefited from mercantilism?
- Explain visually.** Create a labelled diagram to show how mercantilism worked. Add examples. On your diagram, show how various people benefited under mercantilism. Whose lives were affected by this form of historical globalization?

	Figure 8-8	Figure 8-9
Artist		
Perspective shown		
Description of the relationship shown		



▲ These were mottoes to live by in Pompeii, one of the urban centres of the ancient Roman Empire in 79 CE. What values are revealed by these sayings? How does this compare with messages about profit that you might find in media advertising today?

capitalism an economic system based on free markets, private ownership of business and industry, and the profit motive



In capitalism, private businesses generate profits, which are ideally reinvested to generate even more profit.

free market an economy in which government does not interfere in business activities; supply and demand are not regulated, or are regulated with only minor restrictions

Making Profit

Question for Inquiry

- What values drove capitalism?

You have likely seen the occasional headline such as “Profits jump at West Jet!” or “Healthy profit margin for Sycrude’s last quarter.” Profits are the bread and butter of the Canadian economy, and profits are always good. Right?

Capitalism is a foundation for modern economic globalization. In this section, you will have a chance to investigate the beginnings of capitalism. You will consider the values—such as the respect for profit—that have encouraged many governments to embrace capitalism. These values include competition, economic freedom, personal responsibility, and consumerism. You will begin to think about your own assumptions related to these values, and what the upside and downside of each one might be.

Early Capitalism

You have read that mercantilism was an economic system designed to increase the wealth of monarchs. Capitalism is similar; it is an economic system designed to increase the wealth of business people.

Through mercantilism, many merchants had successfully built up their wealth. Some business people went into money lending: making money by charging interest. Others financed large-scale business enterprises in trade and manufacturing. Partnerships and companies formed to spread the risk. All of these people were generating wealth, not only to support themselves and their families but also to reinvest to generate even more wealth. This was the start of the economic system known as capitalism. The business people wanted to use their money freely, without government interfering.

Competition and Freedom

The 18th century was a time of turmoil in Europe. People wanted political change—they challenged the rights of monarchs and wanted more rights and freedoms for ordinary people. Freedom is an important idea in capitalism, too.

Capitalism requires a **free market**. In a free market, government does not restrict or control how people make or spend their money. Capitalism also allows private ownership of businesses, requires open competition, and supports the profit motive.

Scottish philosopher and economist Adam Smith (1723–1790) was a critic of mercantilism and the granting of monopolies. He believed that individualism and competition should be encouraged. He thought that these

values would create more wealth. In his opinion, the “strongest” (the hardest working, the most entrepreneurial) would succeed and survive.

Smith’s *Wealth of Nations*, along with the writings of Thomas Malthus, David Ricardo, John Stuart Mill, and others, became the foundation for the economic system of modern capitalism. These thinkers believed in four key ideas:

- Individual initiative and the desire for profit motivate people to work.
- People compete in their own self-interest.
- Individuals have the right to own private property and to accumulate wealth through development and use of that property.
- Most of the production, distribution, and ownership of the goods of a country should be in the hands of private individuals and companies.

Voices

Freedom to Lose Out

On the surface, the values that underlie capitalism can seem very positive. Freedom, for example, is a very appealing idea. Capitalism now offers consumers the freedom to buy. Critics point out, however, that capitalism does not consider such freedoms as the freedom from poverty, freedom from exploitation, and freedom from a ravaged planet. Here is what one Canadian expert has to say.

With the computer, you can get anything you want from [the] outside world, without actually having to go there.

Or can you? If what you want is silk pyjamas, a cocktail dress, or an exquisite watch, the possibilities are endless. But there’s no icon to click on if you want a clean environment, to save an endangered species, streets that are safe to walk on, a public education system so your children can go to a decent school, a public transit system that will take you where you want to go. ... All our public systems—public health care, public education, public pensions, public transit—are underfunded and under attack. Although we are richer ... than we’ve ever been before, we are told we can’t afford the level of spending on public programs that we managed to afford in the past.

Source: Linda McQuaig, *All You Can Eat: Greed, Lust, and the New Capitalism*, (Penguin, 2001).

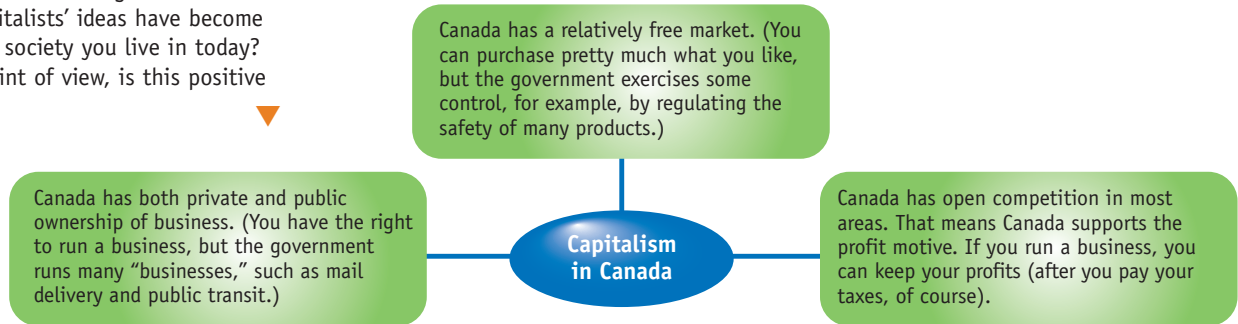
- 1 How are public programs under fire, according to McQuaig? Give an example of a scenario in which cutbacks—real or potential—might affect your life.
- 2 Make a list of freedoms you have under capitalism. Make another list of freedoms that Canadian society aims to protect. Which are more important to you, and why?



Figure 8-10 Students at Rosslyn Junior High in Edmonton get ready to climb aboard a city bus after final exams. Think about how public transit is paid for in Canadian communities. Who is affected when governments take away or provide additional funding for public transit? Are you?

The early capitalists argued (as modern capitalists do now) that the creation of wealth is good. Many societies, however, qualify that statement. One position is that the creation of wealth is good if the wealth is shared with the disadvantaged in society. Another position is that the creation of wealth should not exploit workers or damage the environment. That is where governments come in. Governments have the capability of controlling capitalism, redistributing wealth (via taxes), and supporting other values that people hold dear (through laws and social programs). In the Voices feature on the previous page, you read about one Canadian expert's opinion about how the values of capitalism fall short.

Figure 8-11 Canada has several characteristics that support the values of capitalism to some degree. Which of the early capitalists' ideas have become values in the society you live in today? From your point of view, is this positive or negative?



Explore the Issues

- 1 **Express Main Ideas.** Create a drawing about capitalism to go with the one you created to illustrate mercantilism (Activity 2 on page 131). Think about who benefited most from each system. Think about your intended audience, and then write a caption for each of your drawings to help your audience understand what they are looking at.
- 2 **Retrieve and Evaluate.**
 - a) With a partner, create a list of values that drove the move toward capitalism.
 - b) Consult a dictionary to find a definition for each one. Rewrite each definition to match your understanding of the term.
 - c) Explain how each of the values has helped make capitalism work.
 - d) Now explain the downside of each value, if you think there is one. Ask yourself who benefits, who does not, and to what degree.
 - e) How can knowing about the values of early capitalism help you decide on the extent to which we should embrace globalization today?

Full Steam Ahead

Question
for
Inquiry

- How did industrialization change people's lives?

As you have probably seen in life, one thing always leads to another. This is true in human history. Early international trade led to mercantilism, designed to help monarchs get rich. Mercantilism led to capitalism, designed to help business people get rich. Now you will have a chance to investigate

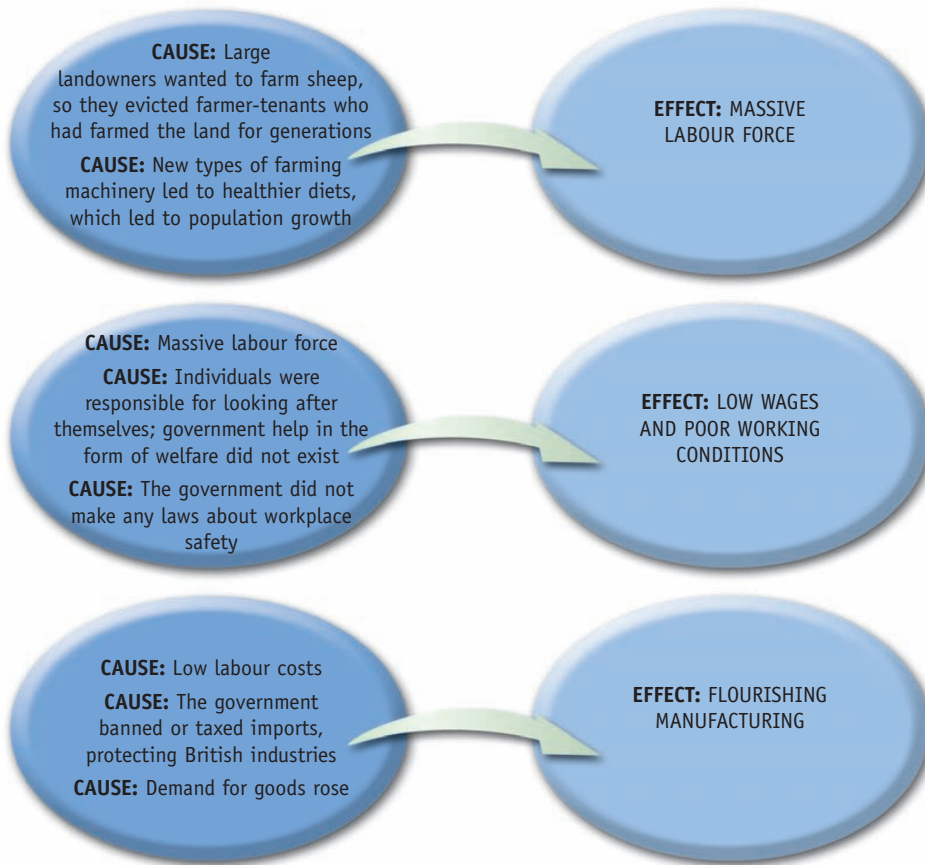
another foundation of historical globalization: **industrialization**. In this section, you can explore how industrialization changed people's lives. You will have an opportunity to think about what values made industrialization possible. You may also consider who benefited, and to what degree. By looking at the experiences of the past, you can better evaluate present-day globalization, which came from these roots.

industrialization the shift of a country's major economic activity from agriculture to manufacturing

Driving Industrialization

As you saw in the section about mercantilism, Europeans sought out raw materials in North and South America, Africa, and Asia. They used these in their manufacturing industries. As time went by, these industries became larger. They also increased in number. Increased manufacturing leads to industrialization, which occurs when the major economic activity of a country shifts from agriculture to manufacturing.

Industrialization first took place in European countries such as Great Britain, France, Spain, and Belgium. Other European countries, such as Sweden, became banking and financial centres because of their geographic locations. Canada became industrialized, too, but it did so later and over a longer time period. As you will see in the next chapter, the industrialization of European countries made possible the extensive global economic networks of imperialism.



◀ **Figure 8-12** Great Britain was the first country to transform itself into an industrial country. Here are some factors that led to industrialization in Great Britain. Look at each cause. Think about what values allowed industrialization to occur. What is an upside to each of these values? A downside?

The Inventions!

Inventions and innovations in the workplace made industrialization possible both in Britain and elsewhere. For example, Sir Mark Isambard Brunel, a French inventor living in England, invented the first production line that used specialized machinery. Here are three examples of machines that drove industrialization:

Steam Engine: At one time, production depended on water, wind, or human energy. The invention of the steam engine changed that. Wood and coal were burned as fuel. The fire heated water into steam, and the tremendous pressure created by the expansion of the steam provided energy that could be used in any industrial process. In France, Jacques Perrier invented the first steamship in 1775.

Blast Furnace: The introduction of large blast furnaces revolutionized iron and steel production. The new furnaces used coal to smelt iron ore.

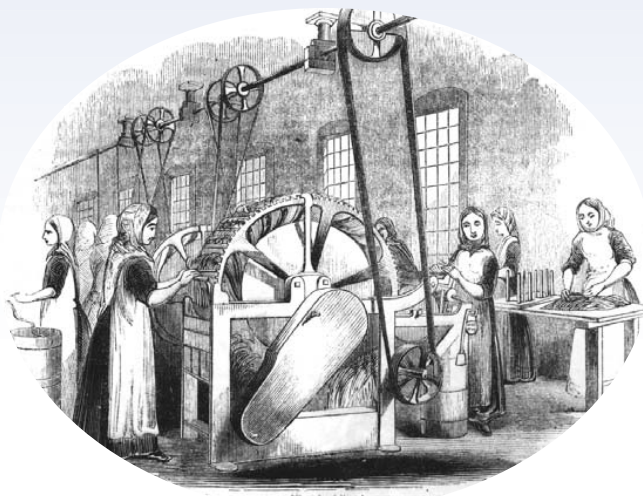


Figure 8-14 Flax hecklers, shown in an illustration from the 18th century. Flax heckling is the process of combing out the flax fibres. The newly invented factory machinery could produce consistent goods at a small cost per item. How would factory owners benefit? Would workers benefit? Explain your thoughts.

Figure 8-13 This 1830 illustration shows the “Rocket,” the winner of a competition to find the most efficient locomotive for hauling heavy loads. Inventors George and Robert Stephenson had also invented the “Puffing Billy,” one of the earliest locomotives built for coal mine work. How could hauling capacity affect industry capabilities? How would you describe the public reaction to the Rocket, based on the evidence you see here? ▼



Smelting removed impurities from the iron to create very hard steel. The result was a vastly improved finished product. Iron production in Britain quadrupled between 1788 and 1806 to meet the increasing demand. At the time, Britain was at war with France, so it increased production of steel to build a bigger navy and railway network.

Power Loom: The flying shuttle, the spinning jenny, and the power loom transformed the textile industries. Factories had machines and access to power that individual households did not have. In factories, operators could produce cloth of a consistent quality at a fraction of the cost of homespun (handmade cloth).

FastFacts

Some inventions did not affect production, but still affected people’s lives. For example, in 1783, the Montgolfier brothers invented the hot air balloon in France. Jules Verne featured it in his popular adventure novel *Le tour du monde en quatre-vingts jours* (*Around the World in 80 Days*) in 1872.

The Effects on Working People

Under the modern factory system, as it first developed both in Canada and elsewhere, **entrepreneurs** owned the factories, machinery, tools, and materials. Many of these business owners hired workers as cheaply as possible so that they could make good profits. Entrepreneurs made great fortunes selling manufactured goods to the emerging consumer class.

But what of the workers? Primary sources tell of unhealthy and unsafe workplaces. Many men, women, and children worked in coal mines, cotton mills, and textile factories, where they could earn money to support their families. In some workplaces, conditions were acceptable. In some, conditions were dreadful. The government believed in capitalism because it allowed people to support themselves. It also believed in personal responsibility, though, so it did not feel an obligation to protect workers. As a Canadian, you may have a different opinion about society's role in protecting people's rights. Keep in mind that your perspective is that of a present-day Canadian. People had different ideas about the role of government in the past. Over time, though, people responded to industrialization by making laws to protect working people. These laws helped form Canadian laws, which now protect you.

Read the accounts of two different miners in two different times and places in the Global Connections feature on the next two pages. Think about whether or not the situation has changed since the Industrial Revolution.

entrepreneur a person who sets up or finances a new business or industry to make a profit

FastFacts

The transformation in the 19th century was so dramatic that historians call it the Industrial Revolution. Why do you think it is called a revolution?



Global Geography

Geographers understand the world better by dividing it into regions of various types. When you research economic globalization, you will come across a variety of terms to describe world economic regions. Most geographers agree that when countries are grouped according to their economic development status, they fall into two general groups—*more developed* and *less developed*. Countries within each group are said to have certain characteristics in common. Understanding terms like these will help you in your inquiries.

You will also come across terms such as *First World* and *Third World*, *industrialized* and *industrializing*, *North* and *South*. These are all used to describe different economic categories.

- 1 Refer to the Skill Path in this chapter, and use the Internet to find definitions for these terms. In what ways is each set of terms unsatisfactory? Are any Eurocentric? Explain. **SKILL PATH**
- 2 How are the terms *more developed* and *less developed* unsatisfactory?
- 3 Think of another way to categorize countries according to their economic characteristics.



Active Citizen

Conduct research on the Internet or in the library to find one example of unacceptable working conditions in factories that make products for North Americans. (Review the Skill Path in this chapter.) Express your opinion about what should be done about this situation in a letter to the CEO of the company responsible for distributing the goods in Canada.

SKILL PATH

January 12, 2007
To whom it may concern,
I have learned that your company distributes CD players made in China. According to my research, the subcontractor you hire to make these CD players is in the habit of requiring

Global Connections



Figure 8-15 ▶
Lancashire, England,
and Kenya, Africa

Fast Facts

What was the worth of Harris's weekly wage? Work it out:

- 20 shillings = 1 pound
- 1 pound = about 4 dollars (in 1842)

Harris probably paid about 1.5 shillings a week in rent.

Working Conditions Then and Now

In the following 1842 testimony, Betty Harris, a 37-year-old miner, tells about her working life. She was a drawer—she dragged wagons of coal upward through narrow, steeply inclined tunnels of the mine. Keep in mind that children were hired and worked beside Harris doing the same or similar tasks. As you read, think about what conditions would not be permitted today if you were to take on a job as a miner in Canada.

I work for Andrew Knowles, of Little Bolton [Lancashire, England], and make sometimes 7 shillings a week, sometimes not so much. I am a drawer, and work from 6 in the morning to 6 at night. Stop about an hour at noon to eat my dinner; have bread and butter for dinner; I get no drink. ...

I have a belt round my waist, and a chain passing between my legs, and I go on my hands and feet. The road is very steep, and we have to hold by a rope; and when there is no rope, by anything we can catch hold of. There are six women and about six boys and girls in the pit I work in; it is very hard work for a woman. The pit is very wet where I work, and the water comes over our clog-tops [wooden shoes] always, and I have seen it up to my thighs; it rains in at the roof terribly. My clothes are wet through almost all day long. ... My cousin looks after my children in the daytime. I am very tired when I get home at night; I fall asleep sometimes before I get washed. I am not so strong as I was, and cannot stand my work so well as I used to.

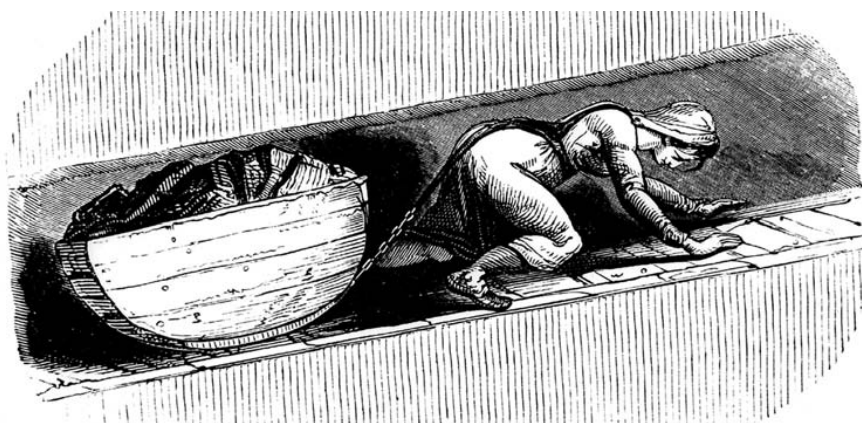


Figure 8-16 A woman drags a sledge of coal along a narrow tunnel in a mine in South Wales, about 1848. Many drawings like this were created for a series of government reports that led to laws limiting the employment of women and girls and boys younger than 13 in mines and other dangerous occupations. What do you think was the main point the artist was trying to make with this drawing?

Source: "Women Miners in the English Coal Pits,"
Internet Modern History Sourcebook,
<http://www.fordham.edu/halsall/mod/1842womenminers.html>.

Do you think that conditions in mines have improved? Perhaps in Canada. However, in June of 2005, the United Nations International Labour Organization (ILO) stated that at least one million children aged 5 to 17 worked in small, unregistered mines around the world. These small-scale operations are considered some of the world's most dangerous workplaces. The ILO urged a ban on permitting this practice. As you read the following 2005 account by African journalist Florence Gbolu, think about what values employers demonstrate when they employ children in these conditions.

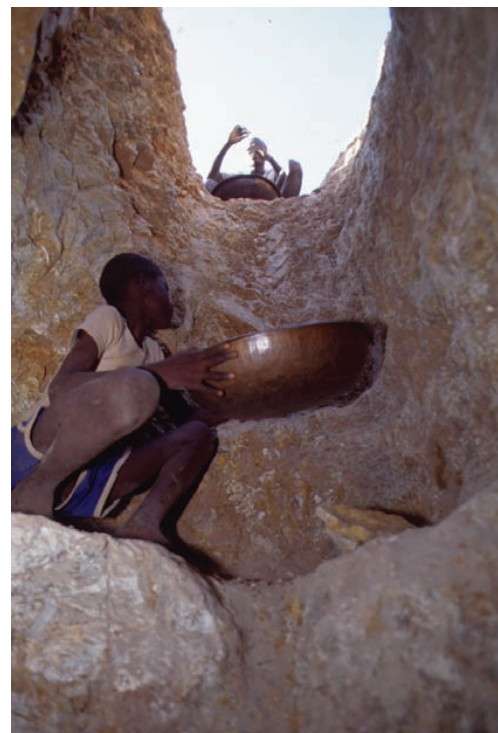
These children work in the worst conditions imaginable, where they are faced with the risk of dying on the job or sustaining injuries and health

problems that would affect them throughout their lives.... The plight of children who labour in mines and quarries that [are] often dangerous, dirty, and can pose a grave risk to their health and safety, will be the focus of the Fourth World Day against Child Labour, scheduled for June 12, this year [2005].

In both surface and underground mines, children work long hours, carry heavy loads, set explosives, sieve sand and dirt, crawl down narrow tunnels, breathe in harmful dust, and work in water, often with the presence of dangerous toxins [poisons] such as lead and mercury.

Source: Florence Gbolu, "One Million Kids Work in Mining," *All Africa* (May 24, 2005), (Ghanaian Chronicle/All Africa Global Media via COMTEX), <http://www.ghanaian-chronicle.com/>.

- 1 Compare and Contrast.** Create a chart to show the similarities and differences in the working conditions described in these two articles. How have things changed in 160 years? How have they stayed the same? What does this say about present-day globalization? What do improvements in some areas of the world, such as Canada, say about people's ability to respond to problems generated by industrialization? **SKILL PATH**
- 2 Practise Your Skill.** Use the Internet to research the day-to-day lives of workers during Britain's Industrial Revolution. Find one piece of information that caught your interest. Share it with your class. What findings showed improving living standards?
- 3 Look at Another Perspective.** Historians try to understand why people did the things they did. Assume you were an employer at the mine where Betty Harris worked. Write a response to a letter-writer who challenges you to justify the conditions in your mine.



▲ Figure 8-17 In your mind, picture a typical Canadian miner. Does the person look anything like the miner pictured here? This photograph shows a Turkana boy working in a gold mine in northern Kenya. (The Turkana people number about 340 000, and live in northwest Kenya east of Lake Turkana.) What impression do you think the photographer was trying to make with this photograph? Would a mine owner have taken a similar picture? Why or why not?

ILO International Labour Organization

Explore the Issues

- 1 **Practise Your Skill.** Review Step 2 of this chapter's Skill Path. **SKILL PATH**
 - a) Use the Internet to investigate one invention of the Industrial Revolution (19th century) that dramatically changed people's lives. As you research, answer each of the questions in the chart under Tools for Effective Internet Research. Look ahead to the Skill Path in Chapter 10 (pages 157–158) for guidance in taking and using research notes.
 - b) Create a one-page report. At the top, place a picture or drawing of your invention. Underneath, write at least one sentence after each of these headings: Who, What, When, Where, Why, and How. Using your chosen invention as an example, explain how industrialization changed people's lives.
- 2 **Defend an Informed Position.** Today, because of globalization, many kinds of manufacturing have moved from more developed to less developed countries, where wages are low. In some cases, child labour is used to produce goods imported to Canada. In other cases, safety or health standards are lower than Canada's. This places workers at risk. Defend your informed position on this question: *Should Canadians pay attention to where products are made before they buy?* Use word-processing technology to compose, edit, revise, and rewrite.
- 3 **Promote Your Values.** Canadian law cannot be used to regulate industries far from our shores. What other means do Canadians have—through government or individually—to be active citizens and support their values? What could you do if you were a journalist? A consumer? A teen in Alberta?

Chapter Summary and Reflection

Apply and Extend Ideas

- 1 Many classic board games invite players to acquire goods, services, property, territory, and so on. As a class, plan a games day. Form teams of players. Arrange to bring in strategy games such as Monopoly, Stratego, and Risk. After you play, answer the following questions:
 - a) Which economic system does Monopoly mimic? What values does it demonstrate? (Hint: How do you win?)
 - b) Risk, a game of global conquest, demonstrates imperialism, which you will learn about in the next chapter. What values does this game demonstrate? Predict what you think imperialism is, based on your knowledge of Risk.
 - c) In Stratego, armies fight for dominance on a battlefield. What values does it demonstrate? (Hint: What kind of conflict resolution technique does it advocate?)
 - d) Write a journal entry to reflect on the goal of each game. Which one reminds you most of historical globalization? Explain.
- 2 Have the roots of globalization affected the way the world works today? Are the values of past systems still in place today? Identify a specific example or event from the past that has a parallel in your own experience. For example, you might compare the health and safety in factories during the Industrial Revolution with your own work experience, that of your friends, or that of an adult in your family who works in a business that produces consumer goods. Comment on whether or not we appear to have learned from the past, using your example to support your argument.
- 3 a) Discuss with a partner the following questions about the roots of historical globalization. Decide how you would answer the questions, and why.

- To what extent did powerful people use less powerful people to make themselves rich?
 - To what extent did powerful people better society for everyone by driving the economy?
- b) Now imagine you are a historian in 2150. Discuss these same questions in relation to Canadian society as it is today.
- c) How did the underlying values of historical globalization affect the lives of people in the past and today?
- d) Can history help us decide if we should embrace globalization today? Why?

Practise Your Skill

- 4 How did the Industrial Revolution in Great Britain affect women's lives?
- a) With a partner, read about how women's lives were changed. Check the Internet for informative sources. Then write a piece of historical fiction. For example, you could write a day-in-the-life diary entry for a fictitious female coal miner, based on historical facts. **SKILL PATH**
- b) Industrialization eventually spread, via globalization, through much of the world. In your opinion, would this be a good thing for women or not?

Focus on Inquiry

- 5 Consider the inquiry you conducted for Activity 4 above, or for any other activity in this chapter in which you used the Internet for researching an issue and creating a product.
- a) Reflect on the creating phase of your inquiry by completing these sentences:
- The steps for organizing my research worked/did not work for me because ...
 - I designed my final product to be effective by ...
 - Thinking about my audience influenced my work by ...
 - _____ helped me revise and edit my work. I would ask for his/her help again because ...

- I was satisfied/dissatisfied with my plan for creating a product. Next time, I would improve my plan by ...
- b) Develop a list of criteria for evaluating the creating phase of your inquiry.

Reflect on the Chapter Issue

In this chapter, you investigated the foundations of historical globalization. You are now ready to respond to the Chapter Issue: *To what extent did historical globalization change people's lives?* To get prepared for a class discussion, work in a group to make a list of various ways that historical globalization changed people's lives. Draw examples from this chapter. Conduct Internet research to find more if necessary. Identify at least one example from each of the four roots of globalization discussed in this chapter: early international trade, mercantilism, capitalism, and industrialization. Create four before-and-after T-charts: one for each of the five roots of globalization. Develop criteria to decide which root had the most striking effect on people's lives. (For guidance in developing criteria, see the Skill Feature for Chapter 4 on pages 55–56.) Use your conclusions to help you take part in a class discussion about the Chapter Issue.

This exploration will help you continue to develop a personal point of view about the Main Issue for Part 2: *Should people in Canada respond to the legacies of historical globalization?* **SKILL PATH**