



Chapter

9

Historical Globalization and Imperialism

Chapter Focus

If you read science fiction, you may have come across one of those alien creature stories. The aliens land on Earth, enslave people, try to control their minds, and steal their resources. Imagine this happening to you and your friends. The aliens tell you that Earth is part of their Galactic Empire. Perhaps they pay you to bottle tap water for them.

This is a situation somewhat similar to **imperialism**. In the 19th century, European countries took over vast regions of the world. They engaged inhabitants in economic partnerships. Who benefited and how? Predict an answer. Then read this chapter to find out if your instincts are accurate or not. This exploration will help you further explore the Main Issue for Part 2: *Should people in Canada respond to the legacies of historical globalization?*

Key Terms

imperialism
raw material
market
colony
protectorate
sphere of influence
company land grant

imperialism the policy of one country extending political, economic, or military control over another

READING GUIDE

Editorial cartoonists often distort physical characteristics, such as large noses, to help you identify the people in their drawings. They use stereotypes for the same purpose. A stereotype is an oversimplified image of a person, often based on false notions about his or her culture or ethnicity.

Chapter Issue

Looking at the driving forces of imperialism, and considering various people's views about the impacts of imperialism will help you explore the

Chapter Issue: *To what extent was imperialism a beneficial force?* Keep in mind that you may conclude that imperialism was beneficial in different degrees and in different ways for various people. You may conclude that, for some, it was harmful.



Figure 9-1 This editorial cartoon was published in the French newspaper *Le Petit Journal* in 1898. The countries pictured include China, Great Britain, Germany, Russia, France, and Japan. What country are those at the table fighting over? Do you agree with using stereotypes in editorial cartoons? Why or why not?

Put a Historical Document in Context



SKILL PATH

READING GUIDE

As you read historical accounts, try to figure out what the writer was trying to accomplish. Why does he or she go to the trouble of explaining something in writing? How does thinking about a person's motives help us to draw conclusions?

When you explore issues about events that occurred in the past, it helps to put on your historian's cap. Historians find out about the past by examining primary source documents critically. (Recall that a primary source document is an account of an event made by someone who had first-hand experience of the event in question.) In other words, historians avoid taking what people have written at face value. Instead, historians ask questions. They ask who wrote the piece. They think about when and where it was written. They consider the political climate of the time. By doing these inquiries when you consider historical documents, you can put them in context.

Context helps us understand. Imagine you are strolling in aisle three at the local grocery store. You hear a loud voice at the front of the store: "I said, hand over the money!" You couldn't be blamed for thinking this might be a holdup. If you knew the context, however, you might think differently. You might have seen an angry customer demanding his money back for a carton of milk that had gone bad.

Only by having context can you begin to understand.

Your Task: Examine the brief historical document, below, and then attempt to put it into context. This will help you better understand its significance to the Chapter Issue: **To what extent was imperialism a beneficial force?** Just follow the steps.

Step 1

Read for a First Impression

First, read the excerpt to get your first impression of what the speaker or writer is saying. Find definitions for any unfamiliar words or phrases. "Break" the quotation into manageable parts to help you make meaning of the larger message.

Charles Grant's Comments

Is it not necessary, to conclude that ... our Asiatic territories ... were given to us, not merely that we might draw an annual profit from them, but that we might diffuse [spread] among their inhabitants, long sunk in darkness, vice and misery, the light and the benign [helpful] influences of Truth ...?

Source: Charles Grant, quoted in Niall Ferguson, *Empire: The Rise and Demise of the British World Order and the Lessons for Global Power* (New York, Basic Books, 2003), p. 138.

Step 2

Research to Establish Context

Next, do a little research to discover some of the context surrounding the quotation. (To remind yourself of ways to analyze sources of information, refer to the Skill Path for Chapter 2 on pages 23–24.) You might try to find answers to questions like these:

- Who was the speaker?
- When did he or she live?
- What was his or her role?
- Where was the piece published?
- How could this person's culture or identity influence his or her perspective?
- Was this just one person's point of view, or is it the perspective of a group?

You could record your information in point-form notes like those in the text box about Charles Grant on the next page.

About Charles Grant

- The speaker is Charles Grant (1746–1823), born in Scotland.
- From 1767 to 1790, he served in the British military in India and rose to the level of superintendent of the East India Company in Bengal. At the time, India was controlled as part of the British Empire.
- From 1802 to 1823, he served as a member of the British Parliament.
- In India, he became an evangelical Christian (an attendant of a Christian church that stresses the teachings of the New Testament).
- He often spoke and published on behalf of the Church Missionary Society.
- The East India Company policy had been to keep missionaries out of India.
- Evidence exists of other Europeans of the time holding views similar to Grant's.

Step 3

Analyze the Text

Now combine your first impressions with the context you have discovered to analyze the document. First consider the language.

- What does the writer or speaker mean by certain terms (for example, “our Asiatic territories” and “Truth”)?
- What does the writer or speaker assume (for example, who owns the territories)?
- What bias is revealed (for example, by phrases such as “long sunk in darkness”)?

Step 4

Evaluate the Text

Consider credibility, reliability, and perspective.

- From what perspective did the writer or speaker view his or her topic?
- Where and when was the piece published?
- What factors may have swayed the speaker's opinion?
- What might be the writer's or speaker's goal?
- How is the writer's or speaker's opinion reflective of his or her time?
- Does it represent the views of many people? Is the view important?

Step 5

Reach Your Conclusion

- How valid is the information? Create a list of criteria based on bias, sources, objectivity, evidence, and reliability.
- What perspective is being presented in the excerpt? Who might share this perspective? Who might not?
- Do you agree with the views of the speaker or writer? Why or why not?

Today we are making more than we can use. Therefore we must find new markets for our produce, new occupation for our capital, new work for our labour. Ah! As our trade spreads, the flag of liberty will be guarded by the guns of the republic. And as their thunders salute the flag, benighted [ignorant] peoples will know that civilization is dawning at last, for them.

Source: Adapted from US Senator Albert Beveridge, “Albert Beveridge: The March of the Flag (1898).” The Internet Modern History Sourcebook, <http://www.thelatinlibrary.com/imperialism/readings/beveridge.html>.

Driving Imperialism

Question for Inquiry

- What historical forces and attitudes led to imperialism?

- ◀ What reasons does Albert Beveridge give to justify increasing global trade? How does he claim the world's peoples will respond to the sound of the guns of the American republic? What do you think about that opinion?

Imperialism occurs when a strong country takes over a weaker country or region and dominates its economic, political, or cultural life. Why would one group of people feel they have the right to control another group? Why would a country want to build an empire? You can begin to answer these questions by considering the roots of globalization you learned about in the last chapter. Early international trade, mercantilism, the rise of capitalism, and industrialization all built on one another to increase the level of historical globalization. But did they have to lead to imperialism? In this section, you will have a chance to explore the reasons that were given to justify imperialist practices and policies. You can decide for yourself whom these policies benefited, and whom they harmed. This will give you context for considering the Chapter Issue: *To what extent was imperialism a beneficial force?*

Empire Building

Imperialism is sometimes called empire building. What is an empire? You might have heard of some of the empires from ancient history, such as the Greek Empire created by Alexander the Great, the Roman Empire, or the Empire of the Incas in South America. In each case, a powerful country used its army to control other countries and other peoples. Throughout the course of human history, empires have risen and fallen.

European imperialism had its roots in early mercantilism, which you learned about in the previous chapter. It caused huge increases in trade and exploration around the world. It brought many peoples into contact who had never had the opportunity to meet before. By 1815, the world had seen about 400 years of outward expansion of European power over the peoples in other continents. The word *imperialism* came into use in the mid-1800s, when the world saw a great surge of empires led by European countries. By 1815, most European countries were increasingly industrialized. They needed two things to keep their industrialized economies going:

- **raw materials** with which they could create goods to sell
- **markets** to buy those goods

Europe was running out of both. Europeans began looking outside of their borders for cheaper and more abundant raw materials. They used their

READING GUIDE

Before you read farther in this chapter, review the headings and subheadings from the previous chapter. Now read the headings and subheadings for this chapter. Predict connections between the two chapters.

FastFacts

In 1939, 42 million people were living in France, an area of about 551 000 km².

In the same year, 65 million people were living in the colonies of Europe, which together made up an area of about 11 137 000 km².

What imbalance do you observe from these facts?

raw material unprocessed natural resources such as logs and iron ore

market a place, generally another country, where one can buy and sell raw materials or manufactured goods

Motives

What a Dutch Spice Merchant Arguing for Imperialism Might Say

Feelings of material need

My factory requires raw spices from elsewhere, so I can process and sell them. I also want new markets where I can sell more spices!

Feelings of nationalism

I am so proud of my country and my people. I want my country to have more territories than any other country. That way, the world will respect us!

Feelings of superiority

No one else really counts, because our religion and way of life are the best. However, if we can control more territories, maybe we can make everyone else change their ways. It would be good for them!

◀ **Figure 9-2** People do things for reasons. Sometimes the reasons are valid, and sometimes they are not. This table shows three of the major reasons that Europeans (and, later, Americans and Japanese) used to justify controlling other peoples. Imagine another country trying to use these reasons to take over Canada today. How would you respond to each point? Do any countries you know of use this reasoning today? Explain.

armies to acquire territories all over the world. These territories provided them with both raw materials and markets for their goods. The European countries valued these territories so much that they fought wars with each other over which country would control which regions. Look at the table in Figure 9-2 on the previous page and think about why Europeans thought imperialism was acceptable.



Thematic maps are maps that display data about particular themes. The thematic map in Figure 9-3 gives information about European imperialism in Asia. Imperialism comes in different forms.

These include **colonies**, **protectorates**, **spheres of influence**, and **company land grants**. Rupert's Land, which included present-day Alberta, was a company land grant controlled economically by the Hudson's Bay Company, which in turn had been granted the land by the British Crown. You can see examples of the first three forms of imperialism on the thematic map.

colony a territory claimed and ruled by another country; in many instances, people travelled from the ruling country to create settlements in colonies

protectorate an area that ruled itself but was guided by another, more powerful, country

sphere of influence a region in which an outside country influences or controls political or economic events for its own gain; this may have an impact on the culture of the region

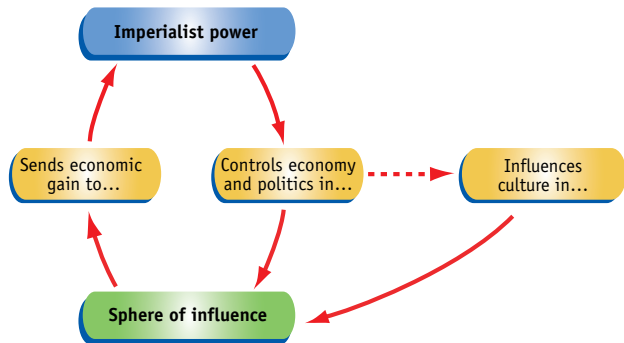
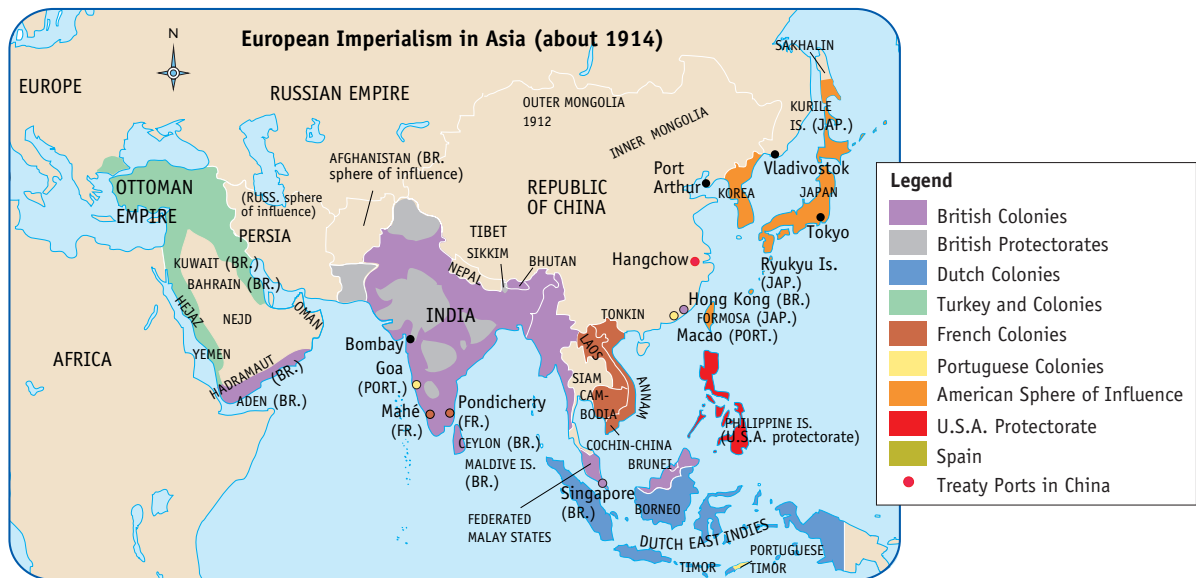


Figure 9-3 Europeans were heavily involved in imperialism in Asia. On the map, find at least one example of the first three forms of imperialism listed in the paragraph above. With which form of imperialism are you most familiar? Which forms existed in Canada?

company land grant a region granted to a company for economic gain



Imperialism in China

By 1800, Britain was well established in India. The British were spending large amounts of money on tea from China. Their difficulty was that the Chinese viewed the goods the Europeans brought to trade as nearly worthless, so a trade imbalance was created. To solve the trade imbalance, Britain began importing opium into China. Opium is a highly addictive drug similar to heroin. The opium, processed from poppy plants, was grown in Britain's colony India.

The Chinese government did not like what the opium was doing to its people. It attempted to ban the

In the 1842 Treaty of Nanking, which ended the Opium Wars, China was forced to agree to the following:

1. Repay Britain for the cost of fighting the Chinese.
2. Open ports to British trade.
3. Provide Britain with complete control of Hong Kong.
4. Give British citizens exemption from Chinese laws.

Figure 9-4 Key terms of the Treaty of Nanking. What terms benefited the British? What terms benefited the Chinese? Was this an "unequal treaty"? Explain.

importation of the drug, but it failed. The British declared war on China. The two countries fought a series of conflicts called the Opium Wars. Military technology allowed the British to claim victory and force the Chinese to sign a series of treaties. Many historians view treaties such as the 1842 Treaty of Nanking (see Figure 9-4) as unfair to the Chinese.

The Chinese attempted to resist foreign rule. In the late 1890s, Chinese Emperor Tsu Hsi issued a message to all the Chinese provinces:

The present situation is becoming daily more difficult. The various [European] Powers cast upon us looks of tiger-like voracity [greediness], hustling each other to be first to seize our innermost territories. ... Should the strong enemies become aggressive and press us to consent to things we can never accept, we have no alternative but to rely upon the justice of our cause. ... If our ... hundreds of millions of inhabitants ... would prove their loyalty to their emperor and love of their country, what is there to fear from any invader? Let us not think about making peace.

Source: "The Boxer Rebellion," Small Planet Communications, <http://www.smplanet.com/imperialism/fists.html>.



Figure 9-5 A Boxer, China, 1900. In the northern Shandong province of China, a secret society attracted thousands of followers. They called themselves the Fists of Righteous Harmony. Foreigners called them "Boxers" because they practised martial arts. The slogan "Support the Ch'ing! Destroy the foreigner!" is on the Boxer's banner. Is forming a secret society a reasonable response to foreign occupation? Explain.

- 1 Recall and Reflect.** Eventually, several other European countries followed Britain's example. They forced China to sign a number of treaties. Recall the editorial cartoon in Figure 9-1 on page 142. Does it make more sense now? What did you read about in this feature that helped you understand the context better? **SKILL PATH**
- 2 Speculate.** Complete this sentence: The Chinese called the century following these wars "The Century of Shame" because

Explore the Issues

- 1 Describe and Think of a Parallel Example.** Return to the opening quotation for this section, on page 144.
 - a) Think of two adjectives to describe the ideas expressed.
 - b) Does anyone today hold a similar opinion? Provide evidence to support your answer.
- 2 Create a Historical Map Portfolio.** In a group, create a collection of historical maps that will help you decide to what degree European imperialism was a beneficial force. For ideas on putting together a portfolio of maps, refer to the Skill Path in Chapter 5 on pages 71–72.
- 3 Gather and Compare.**
 - a) What historical forces led to imperialism?
 - b) Consider the information that you gather. From what you have studied so far, what similarities do you see between imperialism and globalization in the present day? What differences do you see? Are the historical forces that created them the same?
 - c) How do your answers to these questions help you consider the Key Issue for this course: **To what extent we should embrace globalization?**

You: You're late! Our project meeting was supposed to start half an hour ago!

Your Project Partner: Well, you know how it is. I mean, the bus never came! I had to wait forever!

With a “reason” like this, you might feel tempted to ask a few probing questions. Perhaps the bus really was delayed. Or maybe your partner just made up an excuse. To think like a historian, you also ask probing questions about the reasons people give to justify their behaviour.

Fast Facts

The federal government moved the people of Pond Inlet on Baffin Island and Inukjuak in Québec to the new community of Resolute on Cornwallis Island. Find Resolute on a map. Whose interests would this move protect?

Justifying the Methods: Eurocentric Views

Question for Inquiry

- What justifications were given for the methods of imperialism?

Some of the early arguments in favour of imperialism were based on economic grounds. Europeans needed raw materials, so they took them wherever they could. How did they attempt to justify their actions? They fell back on Eurocentric attitudes. In this section, you will have a chance to analyze the reasons people gave to justify their imperialist policies.

Many Europeans claimed that they were helping countries modernize. For example, the British oversaw the building of an extensive railway in India. This railway moved raw materials, manufactured goods, people, and troops. Your opinion on whether or not the railway was good for India would depend on whether or not you thought the railway would benefit India as well as industries owned by the British.

In another example, the Canadian government in the 1950s moved Inuit who were living a traditional lifestyle on the land into year-round communities with permanent housing. The government's position was that it wanted to ensure that the Inuit had sufficient food, housing, and schooling, and to provide them with the benefits of modern medicine and technology. Some historians claim that the federal government moved the Inuit into permanent communities to solidify Canada's claim to the region.

What some Europeans would view as a benefit may not have been viewed as a benefit by Indigenous peoples. For instance, some Europeans claimed that Western peoples and Western cultures were superior to those of anyone else in the world. Some went so far as to believe that Western peoples had a duty to “civilize” Indigenous peoples. They felt they had a

responsibility to “uplift, civilize, and Christianize” the Indigenous peoples of the world. The Jesuits of New France, for example, worked tirelessly to convert the First Nations and Inuit to Christianity.

The so-called duty to civilize became known as “The White Man’s Burden,” after a popular poem of the same name was published by Rudyard Kipling in 1899. You can read part of this poem in the Voices feature below. Look at the graphic on the next page, first, to see how these social goals aided Europeans’ economic goals.

Voices

Was the Justification Valid?

The “White Man’s Burden” is glamorized in this excerpt from Rudyard Kipling’s poem of the same name.

*Take up the white man’s burden—
Send forth the best ye breed—
Go bind your sons to exile
To serve your captives’ need ...*

*Take up the white man’s burden,
And reap [earn] his old reward—
The blame of those ye better
The hate of those ye guard.*

Source: Rudyard Kipling, “The White Man’s Burden,” (originally published in *McClure’s Magazine*, February 1899), online at Oswego City School District, Regent’s Exam Prep Center, http://regentsprep.org/Regents/global/the_mes/imperialism/wmb.cfm.

Not everyone supported imperialism or believed in the “White Man’s Burden.” Opinions varied widely. Opportunities for African Indigenous peoples to express or publish their points of view were limited. In those cases where individuals spoke out, they risked punishment. The following editorial, titled “Two Burdens,” appeared in March 18,

1899, in *The Colored American*, a newspaper written by African Americans, many of whom had been freed from or had escaped slavery.

With all due respect for the alleged genius of one Rudyard Kipling, his latest conglomeration [cluster] of rot about the “white man’s burden” makes us very, very tired. It has ever been the dark races who have borne the world’s burdens both in the heat of day and the travail [difficulties] of the night. The white man has never had a burden that was not self-imposed, sometimes through a temporary wave of indignation or charity, but more frequently through greed of gold and territory. Might [power] has been made to pose for [pretend to be] right, and the weak and untutored peoples have had burdens forced upon them at the mouth of the cannon or point of the bayonet. The white man’s burden is a myth. The black man’s burden is a crushing, grinding reality. Let us have done with cant [insincere piety] and hypocrisy [falseness].

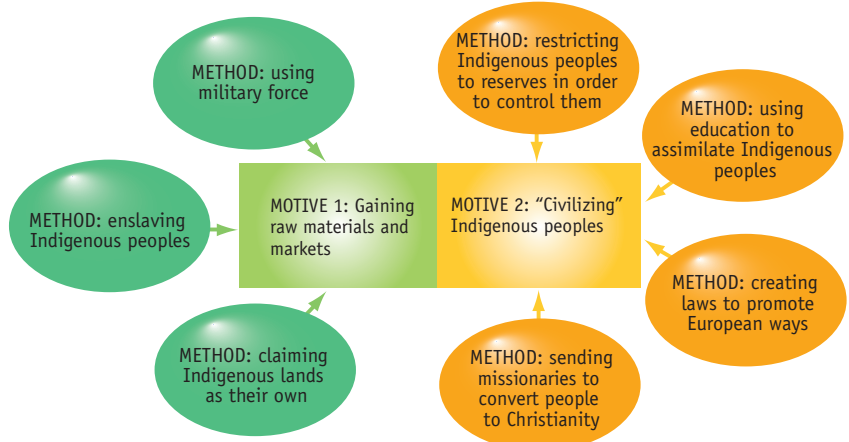
Source: “Two Burdens,” Editorial from *The Colored American* (D.C.) (March 18, 1899), <http://www.boondocksnet.com/ai/kipling/colamer.html>.



It took the objections of many people of many ethnic groups before the worst examples of European imperialism were put to an end. It took a civil war in the United States to end slavery there. To read other anti-imperialist arguments, follow the links on the *Living in a Globalizing World* website.

- 1 Outline the key arguments made against “The White Man’s Burden” in the editorial. What are the two burdens identified in the title? Which is the real burden, according to the writer? Why?
- 2 Analyze the two pieces of writing, using the Skill Path in this chapter to help you. **SKILL PATH**
 - a) Whom is each speaker addressing?
 - b) Define any words you don’t understand.
 - c) *To paraphrase* means to summarize the main points of a piece of writing. Paraphrase these two voices.

Figure 9-6 This graphic shows an overview of motives and methods used by some imperialist governments around the world. Think about how each of the methods would affect imperialists' economic goals. Think of one example showing that these methods have had an impact on Canada today.



The Global Trade in People

You have seen that imperialism was made possible through Eurocentric attitudes. In fact, in the view of many historians, Eurocentrism became so extreme that some Europeans felt that Indigenous peoples were little more than commodities—something to be bought and sold. Imperialism led to the slave trade. Between 1650 and 1900, anywhere from 12 million to 28 million Africans were put on ships, taken across the Atlantic Ocean, and sold into slavery.

“The Middle Passage” was the name given to the route used by European countries to exchange goods across the Atlantic Ocean. European traders would export manufactured goods to the west coast of Africa. Here the goods were exchanged for captured Africans. The Africans were sold for

huge profits in the Americas. Here they were forced to work on plantations, producing raw materials. Traders then bought these raw materials, such as sugar, cotton, coffee, metals, and tobacco, which they shipped back to Europe.

Economically, Europe and other Western countries benefited greatly from slavery. Business boomed for shipping services, ports, finance companies, and insurance companies. Other new industries were created, processing the raw materials harvested or mined by enslaved African Americans. Cities such as Liverpool in England and Amsterdam in Holland grew wealthy as a result of the trade in humans. Find out some of the effects of imperialism on Africans by reading the Voices feature on the next page.

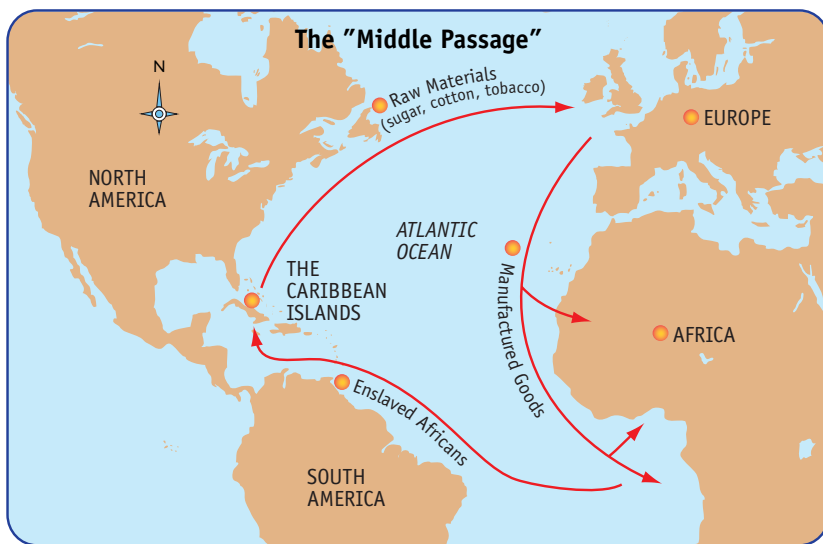


Figure 9-7 This map shows the route of the transatlantic slave trade. How did this trade route benefit or harm Europe? Africa? The Americas?

Voices

What Equiano Had to Say

What impact did imperialism have on Indigenous peoples? Many people had many different perspectives about this. One person who experienced the effects first-hand was Olaudah Equiano. He was an Ibo from Nigeria. He was captured at the age of 11 and sold to British slavers. Eventually, he earned his freedom, became a sailor, and travelled the world. In London, England, he wrote his autobiography and published it to help in the fight to end the slave trade. Here is an excerpt from his book.

Generally, when the grown people in the neighbourhood were gone far in the fields to labour, the children assembled together in some of the neighborhood's premises [yards] to play; and commonly some of us used to get up a tree to look out for any assailant, or kidnapper, that might come upon us. . . . Ere long, it was my fate to be thus attacked, and to be carried off, when none of the grown people were nigh [nearby]. . . .

On boarding the slave ship:
I now saw myself deprived of all chance of returning to my native

country or even the least glimpse of hope of gaining the shore. . . . Soon, to my grief, two of the white men offered me eatables and on my refusing to eat, one of them held me fast by the hands and laid me across the windlass [winch] and tied my feet while the other flogged [whipped] me severely. I had never experienced anything of this kind before. If I could have gotten over the nettings, I would have jumped over the side, but I could not.

On arrival in the West Indies:
We were conducted immediately to the merchant's yard, where we were all pent up together, like so many sheep in a fold, without regard to sex or age. . . . On a signal given (as the beat of a drum), buyers rush at once into the yard where the slaves are confined, and make a choice of that parcel they like best. . . . There were several brothers who, in the sale, were sold in different lots; and it was very moving on this occasion, to see and hear their cries in parting.

Source: *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa the African* (London, 1789), online at California Newsreel, "A Son of Africa," <http://www.newsreel.org/guides/equiano.htm#>.



Figure 9-8 Olaudah Equiano (1745–1797), painted in 1780s, possibly by Joshua Reynolds.

- 1 Think about the impact on Equiano's home country, Nigeria, as well as on Equiano himself. What were some economic, social, or political impacts?
- 2 From Equiano's perspective as an Ibo of Nigeria, to what degree was imperialism a beneficial force? Support your answer with evidence.
- 3 Although many countries today have banned slavery, others turn a blind eye to the global trade in people. On the Internet or elsewhere, find an example of the international slave trade continuing in the present day. How could forces of globalization help stop these practices?

Explore the Issues

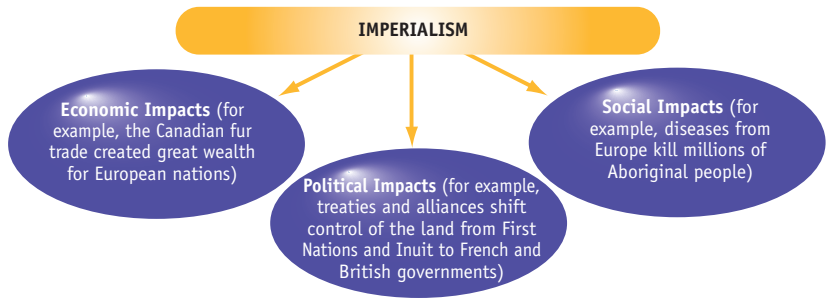
- 1 **List and Find Parallels.** Make a list of methods imperialists used to achieve their goals. Refer especially to Figure 9-6 on page 150. Are any of these methods still being used in the world today? For example, do any countries today use military force to ensure trade?
- 2 **Reach a Conclusion.** Complete these sentences:
 - Imperialists justified their methods by ...
 - Their reasoning was valid/invalid because ...

Impacts of Imperialism on Canada

Question for Inquiry

- How could imperialism affect the political, cultural, and social aspects of a country?

Figure 9-9 Look backwards over what you have learned about imperialism so far. Imperialism had economic, political, and social effects. How will this knowledge help you respond to the Chapter Issue: *To what extent was imperialism a beneficial force?*



READING GUIDE

As you read about specific examples in this section, think back to the Key Issue for this course: *To what extent should we embrace globalization?* Recall that imperialism is one form of globalization.

So far in this chapter, you have learned about some of the motives, methods, and impacts of imperialism. In this section, you will have an opportunity to examine a few examples of how imperialism affected the peoples of Canada.

Creation of a Country

The Aboriginal peoples have always occupied this land—the Inuit in the Far North and the First Nations in what is now southern Canada. Imperialism did not come here until the Europeans reached North America’s shores some 500 years ago. What has been the impact of French and British imperialism on the character of Canada?

France was the first European country to begin a permanent colony in what is now the country of Canada. The new colony conducted an extremely profitable fur trade with the First Nations such as the Wendat [WAH-n-dot] and the Haudenosaunee. First Nations trappers were necessary to the fur trade, so the French colonists and the First Nations generally maintained a co-operative working relationship. The French colonists became the Acadians and Canadiens of New France.

The British also had imperialist intentions in what is now Canada. They began a fur trade as well. They sailed into Hudson Bay, where they traded with First Nations trappers such as the Cree. British colonists also occupied the Thirteen Colonies on the East Coast of what is now the United States.

The Canadiens in a British Colony

You learned earlier in this chapter that European countries were often fighting over territories. That occurred during the Seven Years War between the two imperial powers of Britain and France. At the end of the war, the Canadiens watched helplessly as the Treaty of Paris, made

FastFacts

The 1839 Durham Report was prepared for the British Parliament to assess the political situation in Canada. Lord Durham saw a political division along language and cultural lines. He wrote that the Canadiens were “ignorant, inactif, et stationnaire” (meaning “ignorant and uncultured”). The British decided to assimilate the Canadiens to make Canada more British. How were these actions typical of imperialism? Did these events leave a mark on Canada that remains?

between the two imperial powers, made New France a colony of Britain. Britain then made the Proclamation of 1763, which took away the rights of the Canadiens and laid out a plan to assimilate them. When the American colonies went to war with Britain, however, the British needed to think of a way to preserve the loyalty of the Canadiens. So, in 1774, the British Parliament passed the Québec Act. This law guaranteed the Canadiens their rights in the areas of language, religion, and civil law.

Britain, nonetheless, still had imperialist intentions. It wanted all its colonies to become British in character. So it encouraged immigration. Eventually, millions of British immigrants came to British North America. The Canadiens saw this as an attempt to assimilate them.

The Struggle to Live Together

The early struggles of the Canadiens to maintain their rights in a largely British society, however, have led to another legacy—an officially bilingual country, which later paved the way for a more pluralistic society. At Confederation, the founders of Canada agreed to create a country based on an equal partnership between Francophones and Anglophones. Either the French or English language could be used in the debates of Canada's Parliament and federal courts. Laws, records, and proceedings would be recorded in both official languages. The Constitution Act of 1867 guaranteed separate school rights. It also made the federal government responsible for the protection of the rights of minorities.

Making the partnership work was difficult, and for many decades, Francophones did not enjoy a political, economic, or artistic influence equal to that of Anglophones. Further, for many decades, they could not exercise their collective language and education rights. In many provinces, such as Manitoba, language rights were taken away. The legacy of British imperialism meant that Francophones, as well as Aboriginals and, later, non-British immigrants, experienced the oppression of a government and society that believed that British ways were superior to theirs.

The struggle of Francophone Canadians to assert their rights eventually helped lead to a more accepting society. To make bilingualism work, many Canadians learned to value the attitudes of acceptance and respect for others. As people from a diversity of ethnic, cultural, linguistic and religious backgrounds immigrated to Canada, Canadians used these attitudes to help create a more pluralistic society—one grounded on respect for all peoples.

Impact of Confederation on Aboriginal Peoples

The Inuit, Métis, and First Nations were not given the chance to participate in the talks leading to Confederation. In fact, all the decisions were left to the politicians, none of whom were women, poor, or Aboriginal. As you learned earlier in this chapter, Eurocentrism was central to imperialism. Eurocentrism led to a lack of respect for Aboriginal peoples and their way of life. By leaving them out of discussions about Confederation, Canadian politicians embraced this imperialist approach.

FastFacts

At the most basic level, imperialism left Canada with a legacy of people. Statistics Canada data tell us that, in 2001, 18 627 155 people claimed to descend from English, French, Irish, or Scottish peoples. That's about 63 per cent of the population. What would Canada look like today if imperial Britain and France had not colonized North America?



▲ **Figure 9-10** This photograph shows the Volunteer Regiment of Elora, Canada West, in May 1862. By 1870, the active militia in newly formed Canada numbered more than 30 000. Their purpose was to defend against the United States. Could American imperialism have played a part in the development of Canada?

FastFacts

During the 1870s, the American government spent about \$20 million every year on military conflicts intended to drive American Indians off of land Americans wanted for farming. The Canadian government took a different approach. It spent about \$730 000 (in total) between 1875 and 1905 on costs related to treaties (formal agreements between peoples) to transfer land from the First Nations by peaceful means. Assess each approach from a variety of perspectives.

Canada's new Constitution made "Indians, and Lands reserved for the Indians" a government responsibility, like mines or roads. Parliament passed laws to replace traditional First Nations governments with band councils that had little real power. The federal government took control of resources located on reserves and traditional lands. They forcibly replaced First Nations and Inuit concepts of marriage and parenting with European ones. These laws, and others, were written into the Indian Acts of 1876, 1880, 1884, and later. You will read more about imperialism and Aboriginal peoples in the next chapter.

Voices

Imperialism and Aboriginal Peoples

In 1867, the partnership of Anglophones and Francophones in Canada was formalized in Confederation. The partnerships with First Nations and Inuit were no longer considered to be important.

In this quotation, Canada's first prime minister, John A. Macdonald, stated his intentions very clearly:

[The Canadian government will] do away with the tribal system [First Nations governments], and assimilate the Indian people in all respects with the inhabitants of the Dominion.

Source: "Looking Forward, Looking Back," Indian and Northern Affairs Canada, http://www.ainc-inac.gc.ca/ch/rcap/rpt/lk_e.html.

The laws the federal government put in place to regulate and assimilate First Nations people were together called the Indian Act. Katherine June Delisle of the Kanien'kehaka [gun-yung-gay-HAH-gah] First Nation in Kahnawake, Québec, offers her opinion of what the Indian Act did to her people:

[It] has ... deprived us of our independence, our dignity, our self-respect, and our responsibility.

Source: "Looking Forward, Looking Back," Indian and Northern Affairs Canada, http://www.ainc-inac.gc.ca/ch/rcap/rpt/lk_e.html.

William Means, of the Lakota Nation, speaks as the president of the International Indian Treaty Council. Read his comments, and then speculate on how imperialism affected relationships between peoples.

Today, the United Nations begins the process of knowing us, not through the distorted history of the colonizer, but by hearing our own voices, looking into our hearts, and understanding our humanity—to really begin learning about the important past of Indigenous people and our potential contributions to the world.

Source: Alexander Ewen (Ed.), *Voice of Indigenous Peoples: Native People Address the United Nations*, Santa Fe: Clear Light Publishers, 1994, pp. 58–59.



Figure 9-11 Métis traders, about 1872. After Confederation, the Canadian government planned to populate the West with Europeans who either spoke English or would learn it. Yet many Métis were already living in the Red River settlement and elsewhere in the West. How would the arrival of large numbers of European homesteaders have affected Métis society? Keep in mind that the newcomers would be English-speaking Protestants, while the Métis of Red River were largely French- and Cree-speaking Catholics.

- 1 Assess these different views. What do they tell you about the impact of imperialism in Canada?

Explore the Issues

- 1 **Be Creative.** Consider American imperialism in Canada.
 - a) Find examples of American influence in political cartoons from the time of Confederation. Go to the National Library and Archives website by following the links on the *Living in a Globalizing World* website.
 - b) Using these examples as a guide, create a political cartoon that shows your point of view about American influence in Canada today.
- 2 **Select and Express.** Pick out two major examples of imperialism in Canada.
 - a) Identify an economic impact, a political impact, and a social impact for each example.
 - b) Illustrate one of your examples in a drawing, a haiku, or a brief rap song. Try to show the extent to which imperialism benefited or harmed people in this instance.

Chapter Summary and Reflection

Apply and Extend Ideas

- 1 Create a diagram that illustrates the five most important developments of historical globalization that led to globalization in the present day. Review the headings in Chapter 8 as well as Chapter 9 to help you identify them. Justify your choices.

Practise Your Skill

- 2 The following is an excerpt from a speech given by the British Secretary of State for the Colonies Joseph Chamberlain at the annual dinner of the Royal Colonial Institute on March 31, 1897. He is reflecting on Britain's policies in Africa.

I do say that in almost every instance in which the rule of the Queen has been established and the great Pax Britannica [British peace] has been enforced, there has come with it greater security to life and property, and a material improvement in the condition of the bulk of the population. No doubt, in the first instance, when those conquests have been made, there has been bloodshed, there has been loss of life among the native populations, loss of still more precious lives among those who have been sent out to bring these countries into some kind of disciplined order, but it must be remembered that that is the condition of the mission we have to fulfill.

Source: "Joseph Chamberlain, from 'The True Conception of Empire' (1897)," *The Norton Anthology of English Literature*: Norton Online, The Victorian Age, http://www.wwnorton.com/nael/victorian/topic_4/chamberlain.htm.

Whose lives does Joseph Chamberlain believe to be "more precious"? What does he mean when he uses the term *mission*? To what degree is Eurocentrism evident in his use of this term and in the speech excerpt as a whole? Explain. Refer to the guidance on considering historical context in the Skill Path in this chapter to help you analyze Chamberlain's speech. **SKILL PATH**

Reflect on the Chapter Issue

In this chapter, you explored experiences of imperialism. You evaluated the reasons that were used to justify it. You considered the methods that were used to achieve imperialist goals. You are now ready to respond to the Chapter Issue: *To what extent was imperialism a beneficial force?* Begin by writing six one-sentence answers to that question to demonstrate six different perspectives about imperialism. Create a paper cube, like the cube shown on page 3 of this book. Affix one perspective onto each of the six sides of the cube. Use your perspectives cube to help you formulate your own answer and then 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?*