

Unit 2

Impacts of Historical Globalization

Chapter 6: Cultural Contact

Terms

- ✘ World View: a philosophy of life and way of seeing the world.
- ✘ Democracy: A government in which power is held by the people under a system of free elections.
- ✘ Constitution: a system of basic principles by which a country is ruled.
- ✘ Colonial: When people from another country settle in and govern another land and its people.
- ✘ Displacement: The involuntary dispersal of a people, especially from their homeland.

Cultural Contact in North America

- ✘ The extinction of cultural groups. For example, the Beothuk were eradicated from North America.
- ✘ The loss of the potlatch traditions of the Aboriginals in Canada.
- ✘ A positive effect was the tools that the First Nations acquired from the Europeans.
- ✘ The Europeans learned of democracy and that all people are equal from the Six Nations Confederacy.
- ✘ Aboriginals losing their freedom of movement and being placed on reserves.

Lasting Effects of Contact

- ✘ Residential schools have scarred the Aboriginal people of Canada.
- ✘ Lost sense of identity and loss of self-esteem.
- ✘ There is a high unemployment rate for young Aboriginals in Alberta compared to young non-Aboriginals.
- ✘ In other countries, culture is still threatened by colonialism.
- ✘ In Sudan, many of the Sudanese people were denied their rights because they refused to convert to Islam.

Chapter 7: Historical Globalization and Imperialism

Terms

- ✘ International Trade: Is the exchange of raw materials, goods, and services among distant groups of people.
- ✘ Mercantilism: A Eurocentric economic policy whereby European monarchs increased their wealth through international trade.
- ✘ Entrepreneur: A person who sets up or finances a new business or industry to make a profit.

Terms Continued...

- ✘ Capitalism: an economic system based on free markets, private ownership of business and industry, and the profit motive.
- ✘ Free Market: an economy in which the government does not interfere in business activities.
- ✘ Industrialization: the shift of a country's major economic activity from agriculture to manufacturing.

Terms Continued...

- ✧ Cottage Industries: An early stage of economic development in which workers produce limited number of goods in their homes.
- ✧ Communism: A planned economic system in which government owns all means of production and all people work for government-owned and government-run enterprises.
- ✧ Imperialism: An association between peoples that intentionally benefits one people over another, often by laying claim to territories inhabited by Indigenous or non-Indigenous peoples, seizing land and resources through conflict and warfare, and imposing political control.

Reaching Outward

- ✧ The Silk Road was the first example of international trade. It connected the people of Asia with products from the Middle East and Europe and vice versa.
- ✧ The Silk Road also acted as a communication tool in the ancient world. It enabled people to share knowledge, beliefs, traditions, religions, languages, and social customs.

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- ✧ Mercantilism is a European phenomenon. It was created in order to make the European monarchs rich.
- ✧ In the 1500s, monarchs in Spain, Portugal, France, and England began to search the world for resources. England, France and Spain made their way to North and South America where they began to acquire resources.

The Values Behind Capitalism

- ✧ Capitalism requires a free market, open competition, profit motive, and extensive private ownership.
- ✧ Many people fought for economic freedom and the right to use their talents, abilities, labour and luck to survive and thrive economically.

The Key Ideas Behind Capitalism

- ✧ See page 140 and write down the key ideas at the top of the page.

Industrialization

- ✧ Began in Great Britain in the 18th century.
- ✧ Countries moved from an agricultural based economy to a factory based economy.
- ✧ The introduction of new inventions such as the spinning jenny and the power loom made cottage industries obsolete.
- ✧ A result of industrialization was poor working conditions for those who worked in the factories.

Imperialism

- ✳ During the 17th and 18th centuries the Europeans became very competitive with one another. In order to bigger and better than others, they began to colonize in other parts of the world.
- ✳ Due to colonizing in other parts of the world, many people were displaced by the colonies.

Chapter 8: Imperialist Policies and Practices

Imperial Economic Expansion in North America

- ✳ The colony of New France in North America was founded in 1663.
- ✳ Along the Eastern Coast of North America, Britain established the Thirteen Colonies.

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- ✳ Early contact between First Nations and Europeans was a cooperation and benefited both parties. They signed treaties which the First Nations saw as being sacred. By signing these treaties, the British recognized the nationhood of the First Nations and that they were equal.

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- ✳ The treaties were misunderstood due to the language barriers. The British expected the First Nations to give up their land for the colonies while the First Nations people had no concept of this.
- ✳ Over time, the British began to ignore the needs of the First Nations peoples and began to treat them as though they were children.

Confederation

- ✳ On July 1st, 1867 was Canada's Confederation. This was a partnership between the French and British. The Aboriginals were not represented in this partnership.
- ✳ The government would "do away with the tribal system, and assimilate the Indian people in all respect with the inhabitants of the Dominion."

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- ✳ Parliament passed these laws:
 - ◆ Replace traditional Aboriginal gov't with band councils that had little real power.
 - ◆ Take control of resources located on reserves and reserve finances
 - ◆ Forcibly replace Aboriginal concepts of marriage and parenting with European ones.

Chapter 9: Historical Origins and Contemporary Issues

Residential Schools

- ✦ Under the Indian Act of 1884, attendance in Indian schools was compulsory. Every child under the age of 16 was to attend school until they reached the age of 18.
- ✦ 130 schools existed between 1884 and 1996.

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- ✦ Children were forced to leave their homes and had to live in residences on the school properties.
- ✦ Children didn't have contact with their parents for up to 10 months at a time.
- ✦ They were not allowed to speak their language and were often separated from their siblings to ensure this.

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- ✦ Children suffered from physical and emotional abuse.
- ✦ Other effects of residential schools included poor self-esteem, loss of parenting skills, inability to speak their own language, loss of culture and identity, separation of family and community, and the feeling of being unloved or uncared for.

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- ✦ In 1998, the government issued an official apology to the former students of residential schools.
- ✦ Since then, many people have been compensated for what happened to them while they attended these schools.
- ✦ Approximately 86 000 are eligible for compensation.

Historical Imperialism and Civil Strife

- ✦ There are many instances where imperialism in the past has led to civil strife and violence in the present.
- ✦ An example of this in Canada was the Oka Strife. This occurred in 1990 and lasted 78 days. It was a land claim dispute in Quebec that resulted in barricades and violence. There was one police officer killed during the crisis.