



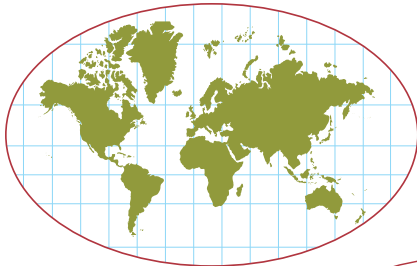
# Historical Globalization and Imperialism

## Chapter

# 7

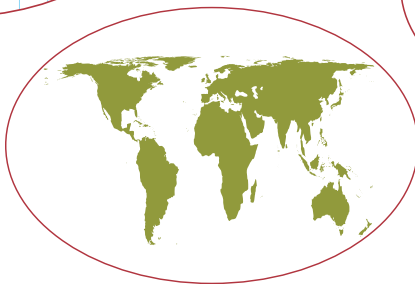
Figure 7-1

How is each map “right” in its own way? Who do you think would be most comfortable with each one? Which map do you feel looks “right”? Why do you feel that way? How does each map show a different perspective? You will learn more about recognizing perspectives in the Skill Path for this chapter, on pages 153–155. ▼



Mercator map projection:

- useful for navigation because it shows latitude and longitude
- does not show land area accurately



Gall-Peters map projection:

- shows the world’s continents according to their actual land area
- relative positions are not accurate



A Pacific-centred map.



Another way to look at the world.

## Chapter Focus

In the last chapter, you started to get an idea about the ways that cultural contact has affected both Indigenous and non-Indigenous peoples. Much of this contact resulted from early forms of globalization. Consider the Main Issue for Part 2: *To what extent should contemporary society respond to the legacies of historical globalization?* Your opinion on this issue will depend on how profoundly you think globalization has affected various peoples, and whether you think that impact has been largely positive or negative. In other words, you have to understand what happened.

So, in this chapter, you will have the opportunity to explore the roots of globalization. This involves investigating early international trade and the rise of mercantilism, capitalism, and industrialization. How did these early forms of historical globalization lead to imperialism? What values drove historical globalization? How did it affect people? By answering questions like these, you will begin to form an opinion about appropriate contemporary responses.

## Chapter Issue

Investigating the networks of historical globalization will help you explore the Chapter Issue: *To what extent did historical globalization affect people’s lives?*

## Reaching Outward

### Question for Inquiry

- What were the beginnings of global trading networks?

How do you get the material goods that 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. As you know, globalization is a process that has roots deep in our history. In this section, you will have a chance to explore the roots of modern globalization in early international trading networks and in mercantilism. This will give you historical context for considering the Chapter Issue: *To what extent did historical globalization affect people's lives?*

### The Silk Road: Early Globalization

Had an orange lately? At one time, northern Europeans thought of oranges as a very special treat, to be enjoyed only by the privileged on special occasions. Transportation technologies were extremely slow, so it could take months for an orange to be carried from southern to northern Europe, for example. People's desire to acquire natural resources—such as oranges—that were not native to their region was the motivation for developing trading networks. This desire spurred on **international trade**: the interchange of raw materials and manufactured goods among distant groups of people.

Over time, extensive trading networks developed overland and overseas, connecting the peoples of the world. In this section, you will have a chance to explore one of the oldest and longest trading networks that historians know about, the Silk Road. This route was really a network of trails that wended its way up river valleys, over mountains, and across deserts. By the beginning of the first century CE, it was possible for merchants, diplomats, and travellers to travel and trade along routes that stretched from the Roman Empire in the west to China in the east. Traders would transport goods using pack animals and riverboats. An extensive network of strategically located trading posts made possible the exchange, distribution, and storage of goods.

You might want to think of the Silk Road as the communication highway of the ancient world. Numerous contacts were formed between and among peoples of diverse cultures as goods were moved over long distances through trade, exchange, gift giving, and the payment of tribute (goods given by one government to another, as a price for peace). People moved from place to place to conduct business. They shared knowledge, inventions, religious beliefs, artistic

## READING STRATEGY

Know these “codes” to help you research history: Older documents use the abbreviations “BC” and “AD” beside a date. In the past 25 years or so, most historians use “BCE” and “CE.”

### Before Year 1

BC (Before Christ)

BCE (Before Common Era)

### Year 1 and Later

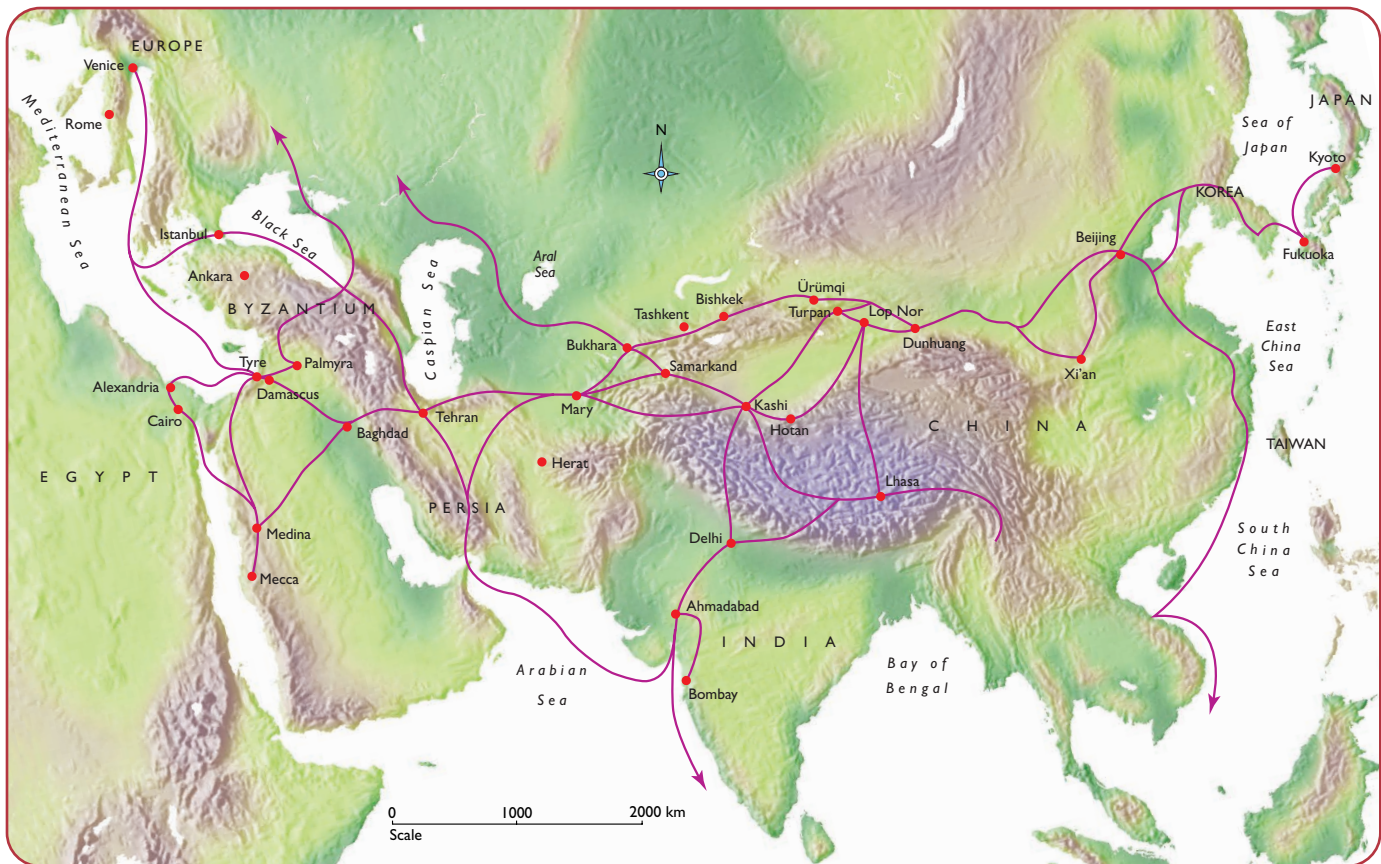
AD (*Anno Domini*, Latin phrase meaning “in the year of the Lord”)

CE (Common Era)



Figure 7-2

This rubbing was taken from a T'ang-era (618–907 CE) tile from a tomb near Dunhuang, China. Dunhuang was the first Chinese city a European trader would have seen and the last stop for a Chinese trader. This ancient rendition shows a typical Central Asian caravaner with one of his camels. Speculate on the benefits and drawbacks of transporting goods via a caravan of camels versus by ship.



Source: The Silk Road Project, <http://www.silkroadproject.org>.

**Figure 7-3**

The main routes of the Silk Road. The Chinese wanted to trade with nomads for camels and horses. They offered silk in return. The nomads then traded the silk with travellers from the West. Chinese rulers of successive dynasties kept secret the mystery of silk production. Compare and contrast this situation with modern transnational corporations taking out patents to protect their right to profit from their research.

### Fast Facts

Written records show that many different peoples lived, travelled, and traded along the length of the Silk Road, including the Chinese, Turks, Mongols, Middle Eastern Christians, Western Europeans, and Persians.

How would this form of historical globalization affect people socially and culturally, as well as economically? Do you see a parallel to the present day?

styles, languages, and social customs as well as goods. Cities along the route became cultural and artistic centres, where peoples of various ethnic and cultural backgrounds could meet and intermingle.

### Mercantilism

A shift in international trade began in the seventh century, when Arab governments became actively involved in trading and controlling trade to increase their wealth. The Arab peoples were well placed to make this work, because they lived along the trade routes between three great empires: Egypt, Persia, and Byzantium. Arabic control of trade was therefore international in nature.

Europeans saw the value in the Arabic approach in Northern Africa, Spain, the Middle East, and Asia. European governments began regulating international trade to increase their wealth. They

developed this into an economic system called **mercantilism**, a system of government-sponsored international business ventures designed to make European monarchs rich.

In the 1500s, monarchs in Spain, England, France, and Portugal began searching the globe for attractive business opportunities. They sponsored colonies that provided natural resources. World trade came to be dominated not by small bands of traders but by major companies such as the Dutch and British East India companies. These officially sanctioned companies added to their countries' wealth by finding and bringing home natural resources and raw materials. The Europeans would use these to produce manufactured goods. For example, the fur trade in New France supplied France with inexpensive fur, which the French made into expensive top hats. These ventures also accomplished their main goal: putting gold and silver into the monarchs' pockets.

It is important to appreciate that mercantilism was a Eurocentric phenomenon, that is, it placed the benefits to Europe above all else. The powerful European monarchs and their advisers thought their mercantilist system was wonderful because it enabled them to accumulate wealth. The Indigenous peoples in the territories that they plundered did not have the same perspective. The Europeans treated Indigenous peoples with respect when doing so helped the Europeans build up wealth. That was generally the case in New France, where the First Nations were crucial to the success of the fur trade. In many cases, however, respectful relations were not the norm, as you can see in Figure 7-4. In many parts of the world, Indigenous peoples were unable to resist European exploitation of their resources or permanent occupation of their lands.

**Figure 7-4** ▶

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

## Fast Facts

Numerous economic terms in European languages, such as “tariff” and “traffic,” are derived from the Arabic language.

Find the origins of other common economic terms, such as “budget,” “capital,” “cash,” “economy,” “money,” and “trade.” What does this exercise tell you about how globalization can affect language?



## Explore the Issues

- 1 **Interpret Visual Images.** An image is a powerful communication tool.
  - a) Describe the characteristics of a powerful image.
  - b) Search the Internet to find and print three powerful images related to the Silk Road. Alternatively, photocopy images from books, magazines, or academic journals. The images might relate to the geography, peoples, cultures, night sky, or relics. They could be maps, photographs, paintings, or other artistic forms.
  - c) Identify each image and describe its significance in two sentences.
  - d) Choose what you think is the most powerful image, according to the criteria you identified in (a).
  - e) In a class collage, post your chosen image, along with your written description of it, and your explanation about why it is powerful.

- f) Summarize your impressions of the collage in a well-written word-processed paragraph called “Impressions of a Trading Network.” To find images from the Silk Road, and to learn more about the people who lived along the route—their beliefs, their concerns, how they spent their free time, and how the trade route influenced their lives—follow the links at the *Perspectives on Globalization* website.



- 2 **Connect and Compare.** International trade along the Silk Road and mercantilism were both examples of early international trading networks. Create a Venn diagram to show how each network affected people’s lives in similar and different ways. Think about a variety of people’s perspectives, including those of independent traders, ordinary people, the wealthy, monarchs, Indigenous peoples, Europeans, and the Chinese, among others.

## The Values Behind Capitalism

### Ideas and Opinions

“*Salve lucrum!* (“Hail profit”)  
*Lucrum gaudium!*  
 (“Profit is joy”)”

—Ancient Roman saying,  
source unknown.

These were mottos to live by in Pompeii, one of the urban centres of the ancient Roman Empire in 79 CE. What do these sayings reveal? In our society, who values profit? What does this tell you about similarities between ancient Rome and modern Canadian society?

### Question for Inquiry

- What values underlie capitalism?

You have likely seen the occasional headline: “Profits Jump at West Jet!” or “Healthy Profit Margin for Syncrude’s Last Quarter.” Profits are the bread and butter of the Canadian economy, and profits are always good. Right?

According to capitalism, profits are always good. But many people have varying perspectives about capitalism and those whom it benefits. In this section, you will have a chance to investigate the beginnings of capitalism to find out what started it all. You will have a chance to consider the values—such as the respect for profit—that have encouraged many governments to embrace aspects of capitalism within their economic systems. These values include competition, economic freedom, personal responsibility, and consumerism. Finally, you will have a chance to think about your own assumptions about these values, and what the upside and downside of each one might be for various people.

## Early Capitalism

You have read that mercantilism is an economic system designed to increase a monarch's wealth. **Capitalism** is similar; it is an economic system for increasing an individual's wealth. It requires a relatively **free market**, open competition, the profit motive, and extensive private ownership of the means of production.

Mercantilism had depended on merchants to carry out the trading ventures for the monarch. Merchants who were successful accumulated surplus wealth. Some businesspeople 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. By generating wealth, these people could support themselves and their families, and could also reinvest to generate even more wealth. This was the start of the economic system known as capitalism, which now predominates throughout the world and is the foundation of economic globalization. Then, as now, there are many opinions about the merits of capitalism. First, let's look at the foundational ideas.

## Competition and Freedom

The 18th century was a time of turmoil in Europe. People wanted change. They challenged the rights of monarchs and demanded more political and economic rights for ordinary people. The slogan for the French Revolution, for example, was "Liberty! Equality! Fraternity!" A group of French thinkers, led by François Quesnay and A.R.J. Turgot, led the fight for economic freedom. Calling themselves "physiocrats," or supporters of the "natural order," they put forth the idea that each individual should be able to apply his or her own talents and abilities, labour, and luck, to survive and thrive economically. Think about the repercussions of that idea, and the society that would result.

Scottish philosopher and economist Adam Smith (1723–1790), a critic of mercantilism, imagined a Society of Perfect Liberty, in which economic growth would increase naturally and rapidly if **entrepreneurs** were free of government restrictions. (Entrepreneurs are people who take risks by launching business ventures.) In his opinion, the hardest working, most entrepreneurial people would succeed. He believed that this would benefit society as a whole, not only because these people would reinvest their profits, employ more people, and donate to charity, but also because they would create a product or service that would be of value to others.

These ideas have lasted a long time, and have spread far and wide. Just think back to the latest election campaign, and you will probably recall an issue related to these ideas.

## Fast Facts

Totally free markets do not exist. In a totally free market, government would not regulate anything and would not own any businesses or property. In Canada, we have a *relatively* free market because government regulates the market in some ways. For example, it regulates safety on products for children.

To what degree do values affect the powers we give government?



## READING STRATEGY

Keep up your personal glossary by noting your understanding of any unfamiliar terms or concepts you encounter on these pages.

## Ideas and Opinions

“ For many Canadians, Conrad Black has always represented the archetypal capitalist. ... In many eyes, capitalism remains a system marked by greed, exploitation, and abuse. ... Capitalists, however, are as complex as the rest of us, a mixed bag of talents and flaws. The great strength of capitalism is that it rewards talents and punishes flaws. ”

—The Financial Post,  
September 3, 2004.

This newspaper article resonates back to economic ideas developed in the 18th century. In the writer’s opinion, what are the flaws and the greatest strength of capitalism? In your opinion, what are the merits of this “strength”? What are its drawbacks?

### The Key Ideas Behind Capitalism

Smith’s *Wealth of Nations* and the writings of Malthus, Ricardo, Mill, and others became the foundation for the economic system of modern capitalism, which is in turn the foundation for globalization. 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.

### Alternative Economic Systems

Who pushed for laws supporting capitalism? It wasn’t ordinary people. It was powerful businesspeople who wanted to operate more freely. The interests of ordinary people were not a factor. Government simply did not see itself as a protector of the rights of ordinary people. As you will see in the next section of this chapter, capitalism without laws to ensure the well-being of citizens can lead to **exploitation** (the use of a person or group for selfish purposes). Capitalism is a foundation for economic globalization today, and many countries still struggle to find a balance between offering entrepreneurs the freedom to thrive, and meeting the varied needs of all its citizens.

In the 18th century, some people had already begun to see the flaws in capitalism. They proposed different economic models that would give government a stronger role in directing the economy. John Stuart Mill (1806–1873), for example, thought that government should enact laws to protect workers.

Some thinkers, such as Karl Marx, believed that capitalism oppresses (takes advantage of) the ordinary workers who produce goods. Following his ideas, countries such as Russia, China, and Cuba put communist economic systems in place. Under **communism**, all people work for government-owned and government-run enterprises.

Yet, many experts believe that communism has failed to produce thriving economies. Since the 1980s, more and more countries have turned to free enterprise as they pursue faster economic development. In Russia and China, citizens can now own a business and make profit. They can now be consumers, earning and spending money. These countries are looking to the individual, rather than to the state, to provide answers to economic problems. What values are being supported through these changes?

Capitalist systems have their share of problems, however. Read the following Investigation to see the problems that the Chinese are facing as they begin to create a more open market.

## China Moves to a Freer Market

**Something to Think About:** Capitalism is effective in developing an economy. What risks does it bring?

**An Example:** “It doesn’t matter whether the cat is black or white, as long as it catches mice.” Deng Xiaoping, who led China for over a decade, spoke these words when he turned his country down the road of limited capitalism and consumerism in the 1980s. Although the government would stay in control, it would allow some private ownership of businesses. In Deng’s view, communism had not helped the country’s economy develop. Only capitalism could do that—it could catch the mice. Since that change, China has opened its doors to investment and trade. It has become a huge player in a world transformed by globalization. Read the following excerpt to see some of the positive and negative outcomes of Deng’s decision.

**Comments from an Authority:** “Jumping into the sea” is a new Chinese expression that means quitting a safe but low-paying government job to go after a risky but high-paying one in private business. ...

China now has a growing middle class (with disposable income) that is larger than the entire population of the United States. Even the still huge majority in the rural areas is enjoying prosperity never before imagined. Farmers have bigger houses with a variety of styles reflecting their greater wealth and individualism. They also are buying their own tools and vehicles. The entire population has an expanding latitude of choice concerning where to live, work, and learn. Although the state still owns the land, collective farms [farms owned and run by the government] have been abolished and farmers can lease [land] for up to 25 years. ...

At the same time, however, the great economic changes have precipitated [brought about] a host of related problems. The reform and abolishment of state-owned enterprises (SOEs) have resulted in unemployment and demands for a social safety net more reliable than the one being lost with the demise [end] of the SOEs. If the government does not do something quickly, there will be big problems. Economic development has exacerbated [worsened] environmental degradation, such as that from the much-criticized Three Gorges Project to dam the Yangtze River. Many of the social ills present in other countries have also begun to show up in China, including homelessness, social deviancy [unacceptable behaviour] among the

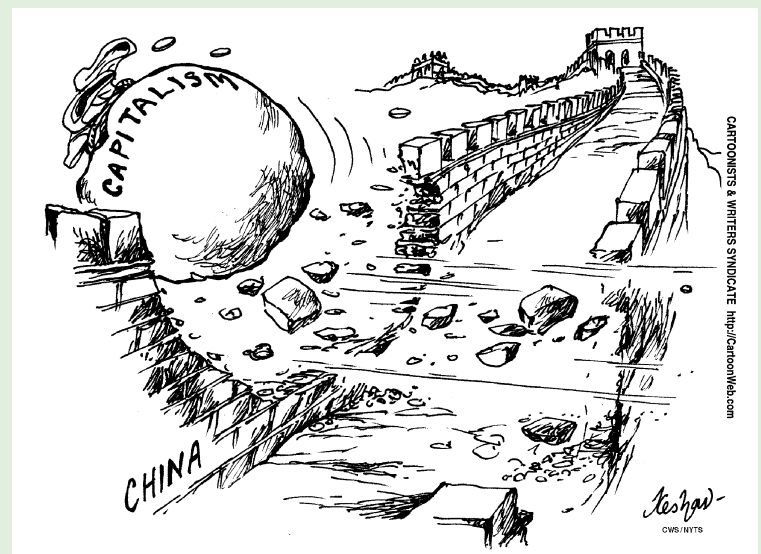
## INVESTIGATION

### READING STRATEGY

When “reading” editorial cartoons, try looking for symbols. For example, in the cartoon below, what does the “Great Wall” represent? What does the rolling rock represent? What or who has been caught up in that rolling rock?

Figure 7-5

Use the Reading Strategy above to think about the symbols in this editorial cartoon. What is the cartoonist saying about capitalism and China? ▼





youth, and a growing dearth [lack] of ethical values. There is increasing incidence of divorce, while the one-child policy has created “little emperors and empresses” who are selfish, unco-operative with the group, and overweight.

—Source: Michael Gunter, “Chinese Kaleidoscope,”  
*World Affairs*, Spring 2003.

- 1 Put Deng Xiaoping’s statement into your own words and interpret the editorial cartoon in Figure 7-5. How are they related?
- 2 Create a comparison organizer to help you assess the positive and negative changes brought by the economic changes in China. In your view, do the benefits that people have enjoyed outweigh the drawbacks they have suffered?
- 3 Globalization often leads to development. But development can have both positive and negative impacts. Identify one positive and one negative impact of development on your community. How does this information affect your thinking about the extent to which we should embrace globalization?

## Explore the Issues

- 1 **Integrate and Synthesize.** With a partner, create a chart to list values associated with capitalism. Include profit, competition, economic freedom, personal responsibility, and consumerism. In your own words, define each and explain how each helps make capitalism

work. Now explain the downside of each, if you think there is one. This might show negative repercussions. Ask yourself who is affected, and how.

- 2 **Take and Justify a Position.** To what extent do the benefits of capitalism outweigh the problems that accompany it?

## Industrialization

### Question for Inquiry

- Whose values did industrialization reflect?

Powerful people have influence. The principal in your school has influence. Effective teachers have a different kind of influence. So do the most popular students. Your school’s character stems from the influence of people with different kinds of power.

Does the character of our society stem from the influence of the powerful? Influential politicians wrote the BNA Act and the Canadian Constitution. Role models like Terry Fox inspire many to make our country great. Powerful business groups lobby government to make laws that favour their interests.

Government can be used to support many values in society, thereby directly affecting our lives. For example, governments have made globalization possible. As you consider the following section about industrialization (which is integral to present-day globalization), think about what values the changes were intended to support, whom they were meant to benefit, and why. Try to find parallels to today. That will help you judge to what extent you would like your society to embrace globalization.

## Driving Industrialization

Through mercantilism, Europeans exploited the raw materials in their territories in North and South America, Africa, and Asia to expand their domestic manufacturing industries. Increased manufacturing leads to **industrialization**, which occurs when the place of production shifts from the home and small craft shops to large factories. Industrialization took place in European countries such as England, France, Spain, and Belgium. Other European countries, such as Sweden, became banking and financial centres. As you will see in the next section, industrialization of European countries made possible the extensive global economic networks of imperialism.

## Factors Leading to Industrialization

Many European countries were shifting production techniques to an industrial model. We will consider Great Britain in this section, because it was the first country to do so. Its transformation in the 18th century was so dramatic that historians call it the **Industrial Revolution**. Look at each factor in the text box below. Think about the values that allowed industrialization to take place. Consider whose interests were being promoted.

### Fast Facts

The Riksbank (the Central Bank of Sweden) began operations in 1668, and is the oldest central bank in the world.

What services could banks offer that would make industrialization possible?

### Why Did Great Britain Become the Powerhouse of the Industrial Revolution?

- Hard work was encouraged and expected.
- Individuals were held responsible for improving their lives by working hard.
- There was no employment insurance, social insurance, or pensions for elderly people or people with disabilities. Everyone, even children, was expected to work unless he or she was rich.
- The government did not control competition in the economy.
- It protected the property rights of the large landowners, who evicted farmer-tenants even when they had held occupation rights for generations.
- The government did not regulate health or safety.
- It promoted free trade.
- New types of farming machinery led to healthier diets, which in turn led to population growth.
- The resulting population increase in the cities created a massive labour force of workers who had jobs but had to accept low wages and poor working conditions.
- The rising demand for goods drove manufacturing.
- The invention of the steam engine led to the railroad. Railroads made money transferring food to the cities.
- The strong British navy was used to protect merchant ships that supplied British factories with raw materials.

## Fast Facts

Mass production of textiles dramatically increased the output of industry. By 1885, Britain was manufacturing 60 per cent of the world's cotton goods.

Does this seem like an accomplishment to you? What value does your answer reflect?

## The Inventions

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. They 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.

Let's look at the effects of industrialization on people's lives in relation to one industry: textiles. At one time, textiles were produced on hand looms by weavers in their homes. A company would supply the workers with cotton or wool, and take away completed textiles. These businesses were called **cottage industries**. The invention of new machines, such as the flying shuttle, the spinning jenny, and the power loom made these cottage industries obsolete (out of date). The new machinery produced cloth of a consistent quality at a fraction of the cost of homespun (handmade) cloth. This production method reduced the cost of clothing for ordinary people. However, the weavers had no choice but to go to work in the factories, despite low pay and poor working conditions.

## The Effects on Working People

Some people's lives improved as a result of industrialization because they could afford to buy less expensive goods. But what of the working environment? Many primary sources of the early decades of Britain's Industrial Revolution testify to unhealthy and unsafe working conditions for men, women, and children employed in the coal mines, cotton mills, and textile factories. Because these people had no political power, the government did not put laws in place to protect them. Who was the early industrial system rewarding, and why?

Figure 7-6

*The Straw Plaiters* (hat makers), painted by Carlton Alfred Smith (1853–1946), shows self-employed women producing straw hats in their small workshop. What would be the benefits of working at home in a cottage industry? What would be the disadvantages?



## The Industrial Revolution

## INVESTIGATION

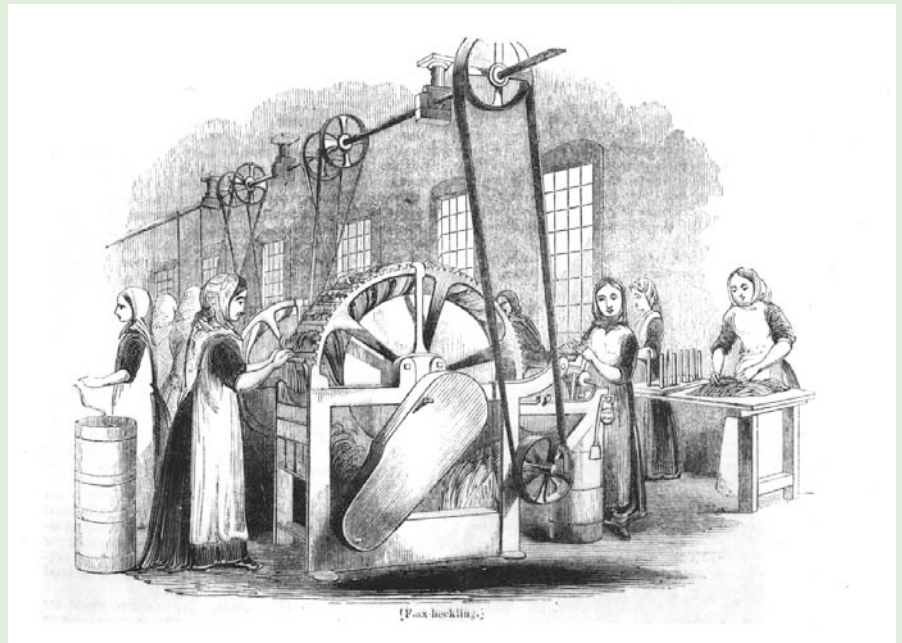
**Something to Think About:** Capitalism and industrialization changed the nature of relationships in the workplace. How did they affect people's lives?

**An Example:** Under the factory system, as it first developed, capitalists (people with money to finance businesses) owned the factory, the machinery, tools, and materials. Workers were hired as cheaply as possible and worked long hours in poor conditions.

**Comments from an Authority:** Arnold Toynbee was the 19th-century British historian who coined the term "Industrial Revolution." Here he explains a view that many historians adopted:

*The new class of great capitalist employers made enormous fortunes, they took little or no part personally in the work of their factories, their hundreds of workmen were individually unknown to them; and as a consequence, the old relations between masters and [workers] disappeared, and a "cash nexus" was substituted for the human tie. ...*

*The effects of the Industrial Revolution prove that free competition may produce wealth without producing well-being. We all know the horrors that ensued in England before it was restrained by legislation.*



- 1 The "cash nexus" means simply the exchange of money. Speculate on how the substitution of a cash nexus for the "human tie" may have resulted from the values of capitalism, such as self-interest, individualism, and competition. To what degree does this put employees at a disadvantage? Explain.
- 2 Historians always try to think about why people held the values they did. Assume you were an employer in the 19th century, like the one described above. Write a response to a letter-writer who asks you to explain why you treat your employees the way you do.
- 3 Industrialization, one of the foundations of historical globalization, changed people's lives by changing relationships in the workplace. In your work experience, has that change continued? Explain.

**Figure 7-7**

English flax hecklers, shown in an engraving created in the 18th century. Flax heckling is the process of combing out the flax fibres. Compare and contrast the scene with the cottage industry shown in Figure 7-6. Predict how the workday would differ, based on what you see in these two scenes.

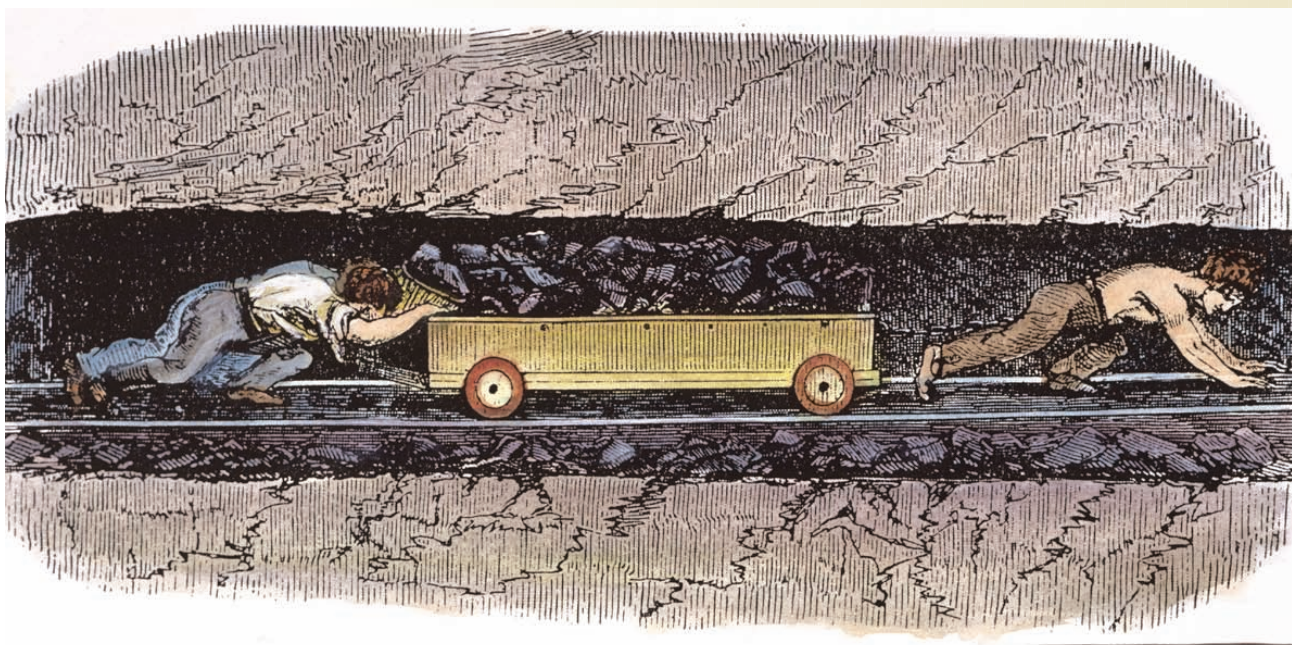


## From the Age of Eight

Today, people have many different perspectives about the working conditions in the many factories that have sprung up in less developed countries to take part in the global economy. Similarly, during the Industrial Revolution, people had many different perspectives about the acceptability of working conditions in Great Britain. As you can imagine, the perspective of employers differed from that of the employees. To get an inkling of the employees' perspective, begin by reading a worker's testimony collected for a parliamentary investigation of conditions in textile factories. In it, Matthew Crabtree answers questions about his years working as a labourer in a blanket factory. As you read, think about how the factory owner might have responded to Crabtree's answers.

**Figure 7-8**

Three children working in a coal mine in the Lancashire, Cheshire, district of England. This wood engraving was created in 1842. What values in Canadian society prevent excessive examples of exploitation today? What means do we use to prevent the exploitation of children? ▼



Q: *Have you ever been employed in a factory?*

A: Yes.

Q: *At what age did you first go to work in one?*

A: Eight.

Q: *How long did you continue in that occupation?*

A: Four years.

Q: *Will you state the hours of labour at the period when you first went to the factory, in ordinary times?*

A: From 6 in the morning to 8 at night.

Q: *Fourteen hours?*

A: Yes.

Q: *With what intervals for refreshment and rest?*

A: An hour at noon.

Q: *When trade was brisk what were your hours?*

A: From 5 in the morning to 9 in the evening.

Q: *Sixteen hours?*

A: Yes.

Q: *With what intervals at dinner?*

A: An hour.

Q: *How far did you live from the mill?*

A: About two miles. ...

Q: *During those long hours of labour could you be punctual; how did you awake?*

A: I seldom did awake spontaneously; I was most generally awoke or lifted out of bed, sometimes asleep, by my parents.

Q: *Were you always in time?*

A: No.

Q: *What was the consequence if you had been too late?*

A: I was most commonly beaten.

Q: *Severely?*

A: Very severely, I thought.

Q: *In those mills is chastisement [punishment] towards the latter part of the day going on perpetually [continually]?*

A: Perpetually.

Q: *So that you can hardly be in a mill without hearing constant crying?*

A: Never an hour, I believe. ...

Q: *At the time when you were beaten for not keeping up with your work, were you anxious to have done it if you possibly could?*

A: Yes; the dread of being beaten if we could not keep up with our work was a sufficient impulse to keep us to it if we could. ...

Q: *Did you not, as a child, feel it a very grievous [terrible] hardship to be roused so soon in the morning?*

A: I did. ...

Q: *And if you had been too late you were under the apprehension [fear] of being cruelly beaten?*

A: I generally was beaten when I happened to be too late; and when I got up in the morning the apprehension of that was so great, that I used to run, and cry all the way as I went to the mill.

—Evidence Given Before the  
Sadler Committee, Parliamentary Papers,  
1831–1832, Vol. XV, pp. 95–97.

**1** Michael Sadler was a textile factory owner and a member of the British Parliament. He believed that in a “society in which persons enjoyed unequal measures of economic freedom, it was not true that the individual pursuit of self-interest would necessarily lead to collective well-being.” Like many people in British society, he did not support exploitation of workers. So, in 1832, he launched and chaired the parliamentary investigation that generated interviews such as the one above.

a) How does this action reflect active citizenship?

b) Review newspapers to find an example of a comparable act of active citizenship on the part of a government representative in Canada today. Share this with the class.

**2** 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. 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?

**3** Discuss with your classmates: *What does it take to solve the problems that are associated with capitalism?*

## Planning a Model Community

In industrial England, people's well-being was not guaranteed. Individuals have had to fight for workers' rights to a decent life. Sir Titus Salt, the owner of five textile mills, was one individual who valued these rights. He acted on those values by creating a "model" village for the textile workers in his mills. He showed that capitalism and industrialization could be successful without exploiting workers.

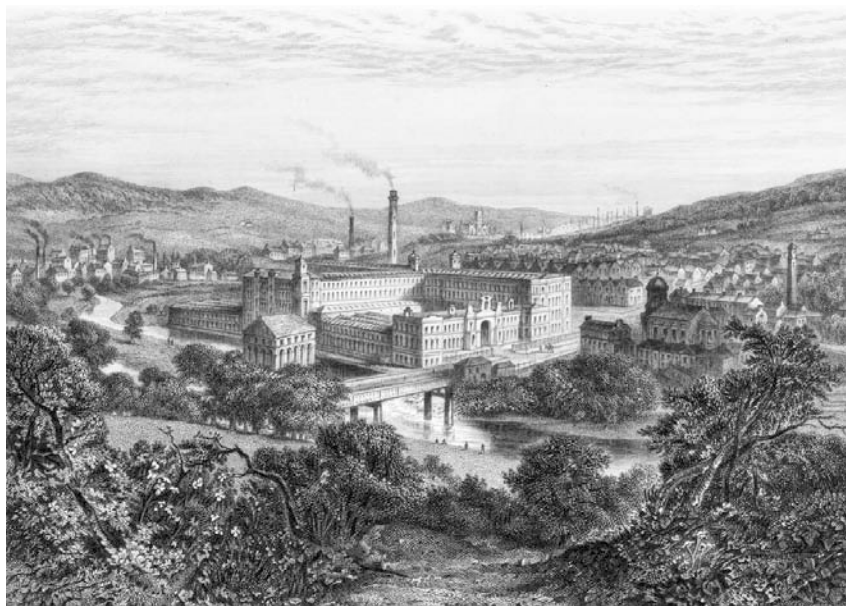


Figure 7-9

Steel engraving of Salt's Textile Mill, Saltaire, West Yorkshire, 1869. Owner Titus Salt built a "model village" for his workers. The village contained houses; sports and recreation facilities; a library; a learning institute; a school; and a centre with offices, shops, and a park.

1. Form a triad of students to do some background reading about Titus Salt's Saltaire settlement or Robert Owen's New Lanark.
2. With your group, brainstorm features for your own model community. It will house families like your own, who work for a major logging company. Assume that the company needs to maintain a contented, reliable workforce in an isolated area in northern Alberta. Also assume that the company must keep expenses within reasonable limits in order to remain competitive in the international market.
3. Make a list of criteria to help you choose features that would best address the community's needs. For example, beside each feature, label it as "expensive" or "inexpensive," and "necessary" or "would be nice."
4. As a group, decide what features your town will have.
5. Create a word-processed document that justifies the choices you have made. Explain how values have played into your decisions.
6. Draw a metre-square plan of your town.

### READING STRATEGY

**Before you begin a longer activity, read through all the instructions. Think about what you will do, when you will do it, and what materials you might need. Assign responsibilities and set deadlines.**

## Explore the Issues

### 1 **Develop a Timeline and Make Connections.**

Construct an illustrated timeline between 1700 and 1850 to show the technological developments that took place in textiles, iron, transportation, and other industries during the Industrial Revolution. Include a date and inventor for each development. Highlight the impact each development had on people's lives. To remind yourself about making and analyzing a timeline, refer to the Skill Path in Chapter 3.

### 2 **Be a Global Citizen.** Countries set their own labour laws.

a) As a class, develop a set of international labour laws for all adolescent workers.

- b) What would be the challenges for getting agreement on the laws?  
c) How would these laws be enforced?  
d) Compare and contrast the effectiveness of national labour laws versus worldwide labour laws.

3 **Consider and Discuss.** How can people in a position of authority affect other people's lives? Before you answer this question, think about the many ways that a person can exercise power. Use examples from this section. Think about any parallels you see between Britain in the 19th century and the world today.

## Imperialism and Eurocentrism

### Question for Inquiry

- In what ways did imperialism benefit one people over another?

In this chapter so far, you have investigated early international trade, mercantilism, capitalism, and industrialization. All of these are aspects of historical globalization. All came together to make imperialism possible.

**Imperialism** is an association between peoples that intentionally benefits one people over another. This is often accomplished by laying claim to territories inhabited by Indigenous or non-Indigenous peoples, seizing land and resources through conflict and warfare, and then imposing political control.

In this section, you will have a chance to think about the values that made imperialism possible. As you read, consider **Eurocentrism** (a belief that the European world view is superior to all others) and what values Eurocentrism represents.

Figure 7-10

"The Plumb-pudding in Danger," an 1805 editorial cartoon drawn by caricaturist James Gillray. Pictured are British Prime Minister William Pitt (left) and Napoleon Bonaparte of France (right), happily carving up the globe. What are your first impressions when you scan this editorial cartoon? What relationships among the peoples of the world are implied?





## Fast Facts

### Great Britain:

45 million people; 243 000 km<sup>2</sup>

### Colonies:

470 million people; 33 929 000 km<sup>2</sup>  
(early 20th century)

What imbalance do you observe in these facts?

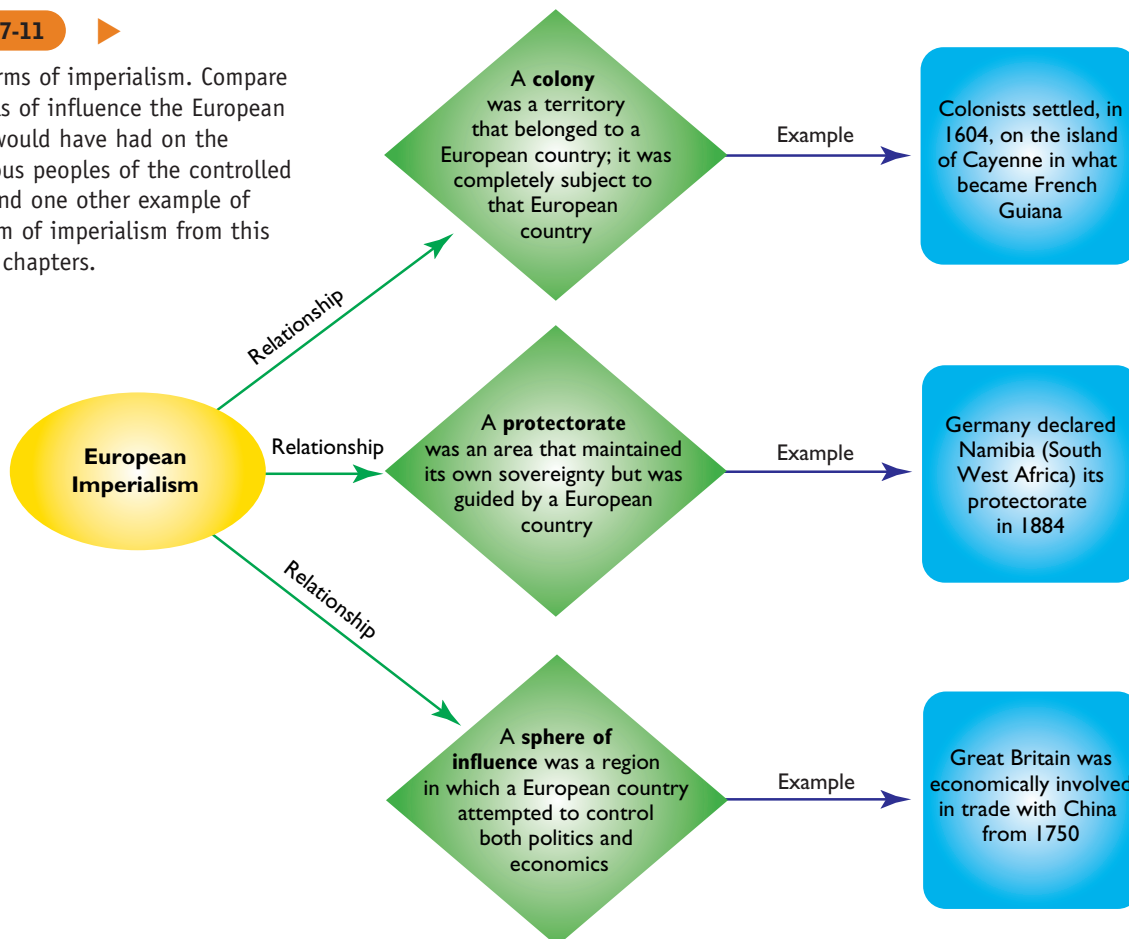
Think about how a yearning for national prestige was a factor. Think about how much value was placed on the rights of women, minorities, working people, non-Europeans, and Indigenous peoples. You will have an opportunity to consider how societal values made it possible for Europeans to impose their political will over others. This will help you explore the Chapter Issue: *To what extent did historical globalization affect people's lives?*

## European Imperialism

During the 17th and 18th centuries Europeans were very competitive with one another. Each nationality wanted to be bigger and better than the others. They believed that to gain prestige, a country needed both wealth and power. And to get wealth and power, a country had to have colonies. The more territory that they were able to control, the more powerful and important they thought they could become. Often a European country would take over territory simply to prevent another European country from taking it.

Figure 7-11

Three forms of imperialism. Compare the levels of influence the European powers would have had on the Indigenous peoples of the controlled areas. Find one other example of each form of imperialism from this or other chapters.





Source: Patrick O'Brien, ed.,  
*The Oxford Atlas of World History*  
 (New York: Oxford University Press, 1999),  
 p. 208.

**Figure 7-12**

World trade and empires, 1870–1914. This map might well be subtitled “A Scramble for Empire.” How many European countries were engaged in empire building during this period? How many non-European countries? Which country was most successful in the “scramble”? To view interactive historical maps related to trade and empire, visit the *Perspectives on Globalization* website.



During the 1800s a global economy began to develop. The activities of European capitalists spread far and wide. They sought out their raw materials to feed their factories. The entrepreneurs in Europe did well. In the previous section, you investigated the way that entrepreneurs treated their workers in the new factories. According to many historians, dealing ethically with workers was not valued. Neither was dealing ethically with non-Europeans. The objectives of the Europeans were Eurocentric—each country focused on gaining advantages and benefits over another European country, at the expense of Indigenous peoples in the lands they controlled.

### The Trade Connection

Trade was crucial to the success of imperialism. Through trade, a European power could increase its wealth, which in turn increased its prestige. European entrepreneurs were very successful in generating wealth through trade, because they exploited the people and natural resources of other countries. For example, Great Britain imported raw materials such as cotton from India at very low cost. They processed these raw materials in factories, as you saw in the previous section. Then they exported the cotton back to India and elsewhere as finished textiles. These could be sold to generate high profits.

## Fast Facts

The textile industry in India is healthy now. From just 1988 to 1997, the export of cotton textiles grew by 1162 per cent.

When a country's exports of manufactured goods increase, how are its people affected?

Europeans consistently repressed attempts by colonists to industrialize. They did not want their colonies as competitors in world markets for manufactured goods. For example, in the year 1700, Britain banned the import of cotton textiles. This effectively killed the textile industry in India. India, however, had little choice but to continue exporting raw materials. Can you think of any example from today in which one country attempts to give one of its industries an advantage in the global marketplace?

## Impacts of Imperialism

European imperialism changed the way of life of both Indigenous and non-Indigenous peoples. In North and South America, Africa, Asia, Australia, and central Asia, Indigenous peoples were displaced by European settlement in colonies. Indigenous peoples adapted their ways of life to function within the European economic system. For example, the First Nations worked in the fur trade in exchange for manufactured goods such as metal pots, needles, guns, and blankets.

Europeans believed that their languages, customs, attitudes, and behaviours were superior to any others. What might have led them to this belief? One opinion is that power had a lot to do with it. You can probably think of situations in your own life when a person with authority expresses a sense of superiority. The English felt the same way after New France became part of the British Empire. In the words of Lord Durham, who reported to the British about conditions in the North American colonies, the **Canadiens** (Francophones living in North America) were “a people with no history and no literature.” The Canadiens had to struggle through many years of discrimination in their own country.

Europeans and Indigenous peoples had different perspectives on the impacts of imperialism, as you will read about in the Skill Path on the next page.

## Ideas and Opinions

“Exploitation and oppression [cruel use of authority] is not a matter of race. It is the system, the apparatus of world-wide brigandage [robbery] called imperialism, which made the [European] Powers behave the way they did. I have no illusions on this score, nor do I believe that any Asian nation or African nation, in the same state of dominance, and with the same system of colonial profit-amassing and plunder, would have behaved otherwise.”

—Chinese author Han Suyin (b. 1917).

To what extent do you agree or disagree with Han Suyin? Would any group of people in a position of dominance exploit peoples with no power?



SKILL PATH

## Recognizing Perspectives

Imagine that you have been assigned to gather various perspectives related to the Chapter Issue: **To what extent did historical globalization affect people's lives?** You've gone to the library, have completed some initial work, and have narrowed your topic to a consideration of the ways that imperialism—one form of historical globalization—affected people's lives. Yet, you are faced with a difficulty: What is a perspective?

Take the following steps to help identify various perspectives about an issue and select appropriate perspectives to use in your research.

### Step 1 Conduct Initial Research

**1** Before you try to consider what various perspectives on a topic might be, always do some initial research to get a rough idea of the historical facts. Good sources for rough outlines of history are encyclopedias and general history books. For example, if you were going to research the effects of imperialism on people, you might start by familiarizing yourself with the topic of imperialism. You might choose to research the major imperialist countries, the countries or regions they controlled, and the major dates of colonization.

### Step 2 Determine the Major Perspectives

**2** The next step is to do further research to decide who were the people involved in the events and who was affected by the outcomes. For this, you would have to consult more detailed sources, such as books that focus on your topic (in this case, imperialism). A perspective is the way that a group of people views a matter. So, as you research, you would probably want to make a list of peoples that you think would have a relevant perspective about the issue you are researching. If you have come across enough information, you may be able to make a tentative statement about what their perspectives might be.

Note that a perspective is different from a point of view. A **point of view** reflects an individual's opinion about a matter, based on his or her personal experience. A **perspective** reflects a people's world view, which has developed from its collective experience.

### Job Link

Being aware of different perspectives on issues can be crucial to some professions. For example, when journalists research a conflict, they try to find out various perspectives on the issues so they can write balanced news stories. A land-claims mediator must also attempt to understand various perspectives.

After your initial research about the effects of imperialism, you might draw up a chart similar to this one to show your initial ideas about what various peoples' perspectives might be. ▼

People	Possible Perspective
British, 19th century	They probably feel that imperialism is justified, because it improves the lifestyle of Europeans.
Africans, 19th century	They probably feel that imperialism is not justified, because it has resulted in the kidnapping and enslavement of many Africans.

When you research, finding out “the facts” is just half the battle. Finding and thinking about people’s perspectives about those facts is just as important. For example, the Spanish enslaved the Quechua and other Indigenous peoples in South America to work in their silver mines. Each miner would labour for an average of six months before dying of disease or the dreadful conditions. They mined 100 000 tonnes of silver for the Spanish treasury from about 1500 to about 1800. How would the Spanish conquerors’ and Quechua’s perspectives on these facts have differed?

### Step Finding Quotations

3

It is important not to stop your research after figuring out what you think various peoples’ perspectives might be. The only way to ensure that you know how a group of people thinks is to read or hear a representative who can present the group’s perspective. Good sources would include a recognized Elder, a union representative, a respected academic from the group, and a government representative. These sources could probably provide you with a perspective on the group. Think about why quotations from an Indigenous person who is your neighbour, a member of a local union, an unknown academic, or a classmate might be better described as a point of view rather than a perspective.

To find perspectives requires persistent, careful research. Sometimes it means consulting directly with the affected people. Sometimes it involves scanning historical accounts for legitimate quotations. Sometimes it involves extensive research on the Internet. Sometimes it involves archival research.

The box on the next page displays two examples of perspectives on the effects of imperialism on people.

### Step Analyze your Perspectives

4

After you have found your perspectives, the next step is to analyze them to better understand the perspective being expressed. For example, consider the perspectives given at the top of the next page.

- What does the British Secretary of State mean when he uses the term “civilization”?

- To what degree is Eurocentrism evident in his use of this term and in the speech as a whole? Why?
- To what degree do the two excerpts reveal different perspectives about the impacts of imperialism?

It helps to quote from your excerpts to support your analysis.



Figure 7-13

Visuals often show perspective. This coloured line engraving, made in 1877, shows a Hudson’s Bay trading store on Hudson Bay. Whose perspective is shown? How might the visual be different had a First Nation artist drawn this scene? How would it help your inquiries to be aware of perspective in visuals?

## Two Perspectives About Imperialism

The following is an excerpt from a speech given in 1897 by the British Secretary of State for the Colonies, Joseph Chamberlain. He is reflecting on Britain's policies and practices in Africa.

*"In carrying out this work of civilization we are fulfilling what I believe to be our national mission. ... No doubt ... 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."*

—Speech of the British Secretary of State for the Colonies, Joseph Chamberlain, at the annual dinner of the Royal Colonial Institute on March 31, 1897.

In the following excerpt, Linda Tuhiwai Smith expresses the perspective of the Indigenous experience of imperialism. Smith is the Director of the International Research Institute for Maori and Indigenous Education at the University of Auckland, New Zealand.

*"Imperialism frames the Indigenous experience. It is part of our story, our version of modernity [life today]. ... The politics of imperialism and colonialism as an epic story telling of huge devastation, painful struggle, and persistent survival."*

—Linda Tuhiwai Smith, *Decolonizing Methodologies, Research and Indigenous Peoples* (Dunedin, NZ: University of Otago Press, 1999), p. 19.

### Step Practise Your Skill!

5

**1. Apply It.** Conduct some research to find, select, and analyze more perspectives on how early imperialism affected people. Discuss your findings in a small group.

**2. Apply It Again.** Conduct some research to find, select, and analyze perspectives on how an earlier form of historical globalization—mercantilism—affected people. Express your findings in a brief written report or an oral presentation. For guidance on developing a persuasive position, see the outline on page 113.

## Explore the Issues

**1 Research and Illustrate.** What were the motivations of European countries to create empires? Review this section, and conduct further research to find answers. Check out the websites listed on the *Perspectives on Globalization* website. To remind yourself how to analyze source material, see the Skill Path for Chapter 2 on pages 27–28. Make one drawing to illustrate each motivation.



- 2 Synthesize.** Create a diagram showing how imperialism is related to international trade, mercantilism, capitalism, and industrialization. Include pictures and text to explain connections.
- 3 Present.** Write a speech or hip hop lyrics to explain the ways in which European imperialism affected people's lives. Remember to consider various perspectives.

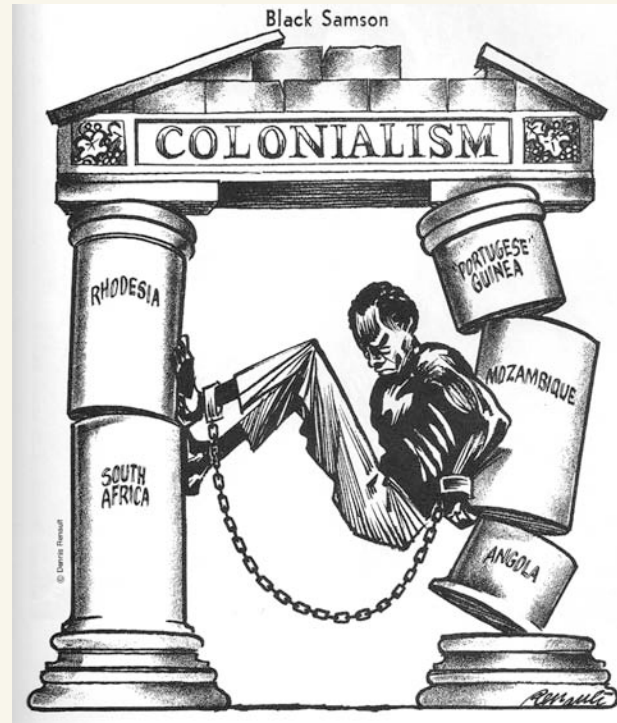
## Reflect and Analyze

In this chapter, you have investigated the foundations of historical globalization and explored the relationship between historical globalization and imperialism. You should now have a good foundation for responding to the Chapter Issue: *To what extent did historical globalization affect people's lives?* Discuss this issue in your class. Think about the impacts, both on Indigenous peoples and on the peoples of Europe.

By trying to understand what happened in history and why, you will become better prepared to find solutions to long-term problems. You are now well on your way in your exploration of the Main Issue for Part 2: *To what extent should contemporary society respond to the legacies of historical globalization?*

### Respond to Ideas

- 1 Look again at the Mercator projection on page 134. For centuries, this map was used throughout the world. For that whole time, it showed a European world view, with Europe at the centre. Europe appeared much larger than it was geographically. This reflects **Eurocentrism**. Speculate on how the Mercator projection may have affected various people's world views.
- 2 Look at the editorial cartoon in Figure 7-14. What statement is artist Dennis Renault making about colonialism?
  - a) Is his cartoon an incentive for action? What different actions could be taken to resolve the event the cartoonist implies is about to unfold?
  - b) What role does this type of medium play? Is it informational? Factual? Propaganda? Activism?



© The Sacramento Bee, 2007

Source: Syd Hoff, *Editorial and Political Cartooning: From Earliest Times to the Present* (New York: Stravon Educational Press, 1976), p. 305.

Figure 7-14

"Black Samson" by Dennis Renault, an American editorial cartoonist of the mid-20th century.

- c) Imagine and describe a series of events in which an artist changes the world through an editorial cartoon.
- 3 Discuss the following statements and questions in a small group.
    - Why does competition, an underlying value of capitalism, dictate that there must be winners and losers in society?
    - Why does unfettered industrialization encourage situations in which some people get ahead by exploiting others?

- What methods do we, as a society, use to address the disparities created in our capitalist, industrialized society? Are they effective?
- In capitalist systems, society is “ruled” by the individual. Do you agree with that principle? Do you like it?

### Recognize Relationships between Content and Issues

- 4 You have seen, starting in Chapter 1, that globalization has a huge effect on our lives, economically, culturally, and politically. In this chapter, you have seen that the roots of globalization have also had a huge effect on people’s lives.
- In a small group, make two lists. On the left side of a piece of chart paper, list some of the effects historical globalization has had on people’s lives in the past. On the right side, list the effects of globalization on your life and the lives of others that you have learned about so far in this course.
  - Now, find parallels. What impacts in the past pair up in some way with current impacts?
  - Discuss what lessons we might learn by finding parallels between the past and the present. How could knowledge about the past help you answer the Key Issue: *To what extent should we embrace globalization?*

### Focus on Research and Inquiry

- 5 Imperialism is not something relegated to history. Imperialism can occur whenever one country uses its advantages to benefit itself at

the cost of other countries. It can happen whenever one country exerts political control over another.

- Consider the case of the United States and its quest for oil. One position is that it is acting like a modern imperial power. Another position is that the United States is a benevolent society doing its best to bring democracy to less advantaged countries. Which view is correct? This depends on your perspective. **SKILLS**
- With a partner, do some research to familiarize yourself with the diminishing US oil supply and the ways in which the country is attempting to secure new resources. To remind yourself about effective ways to use a resource centre, see the Skill Path for Chapter 6, pages 117–118.
- Refer to the following ways and means that countries use to gain commodities that they need:
  - purchase from a willing global producer
  - exchange of a surplus commodity for one that is in short supply
  - diplomatic negotiation
  - aggressive expansionism
- Locate, select, and analyze at least two perspectives about the behaviour of the United States in relation to oil. Refer to the Skill Path in this chapter to help you identify perspectives. **SKILLS**
- Turn to the Prototype for Debate inside the back cover of this text. Follow the outlined processes to debate this question in class: *What methods are justified when countries pursue national economic interests beyond their territorial boundaries?*