



1.61 Sometimes “outsiders” may have their own perceptions of what a group’s identity is, although these may be based on false assumptions. These perceptions can sometimes lead to stereotypes of a place or people. A stereotype is an oversimplified view of the characteristics held by members of a certain group or place. Sometimes stereotypes are negative and can lead to a prejudiced view of a group. Do you think the pictures shown here are good representations of our provincial identity or do they portray some stereotypes? If you had to shoot three photographs that were representative of Newfoundland and Labrador, what would you feature?

TOPIC 1.8

Culture and Identity

Is the culture of Newfoundland and Labrador unique?

What symbol is the best representation of your identity?

Introduction

When people share a culture (or parts of it), they often feel a sense of belonging. This feeling is often based on shared experiences in some of the areas discussed – economics, geography, history, and politics. Similar ways of interacting with the environment, similar lifestyle experiences tied to economic activities, and a common history all contribute to the idea of having a **group** identity or set of collective characteristics and qualities.

Having a group identity can create a sense of unity among its members. A group may be as small as a sports team* or as large as a nation. Most people identify with a variety of groups. Newfoundlanders and Labradorians, for example, are also Canadians; they may further identify themselves as residents of a specific community.

The distinctive expressions of culture that are found in a particular region contribute to that area’s sense of identity. In our province, for example, it is not uncommon to hear

a particular expression or dialect and have someone say, “Oh, you must be from such-and-such community.” However, if you look at Newfoundland and Labrador as a whole, you will notice that there are some expressions of culture that tend to be common to many people. While there are differing opinions on what these are, mass media portrayals of Newfoundland and Labrador often feature the fishery, a rugged coastline, and friendly, unpretentious inhabitants.

Despite these depictions, it is important to understand that not all people who belong to a single group will have the same definition of what that group’s identity is. For example, people living in rural areas of Newfoundland and Labrador may have a different perspective of the province than those living in urban centres. Likewise, individuals who live in a non-fishing community may not identify as readily with symbols derived from the sea.

*For some people, cheering for a local sports team contributes to a sense of belonging to a group.

**“Trying to define
yourself is like
trying to bite
your own teeth.”**

— Alan Watts, British philosopher, writer, speaker

*Do you agree? How would
you define your identity?*



1.62 Identity is also shaped by adversity.

For example, during the First World War, over 1300 men out of the more than 5000 Newfoundlanders and Labradorians who travelled to Europe to fight were killed in the conflict. These losses affected almost every community in the colony. But it also became a sense of pride for many when King George V granted the title “Royal” to the Newfoundland Regiment in 1917 for its contribution to the war effort. Shown here is the dedication ceremony following the unveiling of the National War Memorial, St. John’s, July 1, 1924.

1.63 This British Passport for a Newfoundland resident was first stamped on July 11, 1934.

Older adults may have a different sense of identity as Newfoundlanders and Labradorians than younger people – as people born before April 1, 1949 were not “Canadians,” but rather “Newfoundlanders.”

*This term was used before our province
officially changed its name in 2001 to
Newfoundland and Labrador. Post-2001 we
refer to “Newfoundlanders and Labradorians.”*



Symbols of Identity

Groups and individuals often use symbols or icons to represent their identities to other people. Symbols also allow members within a group to develop a sense of community, which strengthens their ties to one another and to the group as a whole.

A group's history tends to have a significant influence on its sense of identity and therefore the symbols by which it chooses to portray itself. For example, images of saltfish drying on flakes, although not a major part of contemporary society, are widely associated with Newfoundland and Labrador. Other symbols are borrowed from physical geography, economic activity, or political events.

1.64



PINK, WHITE, & GREEN

The origins of this flag are obscure. One tradition holds that it descends from the flag of the Natives' Society, another that it was the creation of Bishop Fleming as a result of his intervention in disputes between sealers hauling wood for churches in St. John's. Recent research suggests that the flag appeared later in the nineteenth century, and was probably based on the colours of the Star of the Sea Association, a Roman Catholic fraternal society founded in 1871. The Pink, White, and Green was never an official flag.

THE FLAG OF NEWFOUNDLAND.

Archbishop Howley.
Tempo di marcia.

Charles Hutton.

1. The pink the rose of Eng-land shows, The green St. Pat-rick's em-blem bright,
2. What-e'er be-tide our o-cean bride, That nes-tles 'midst At-lan-tic's foam,

While in be-tween the spot-less sheen Of An-drew's cross dis-plays the white.
Still far and wide we'll raise with pride, Our na-tive flag o'er hearth and home.

Then hail the pink, the white, the green, Our pa-triot flag long may it stand;
Should e'er the hand of Fate de-mand Some fu-ture change in our ca-reer,

Our Sire-lands twine their em-blems trine, To form the flag of New-found-land.
We ne'er will yield on flood and field, The flag we bon-or and re-ver-e.

CHORUS.

Fling out the flag o'er creek and crag,..... Pink, white and green so fair, so grand;

Long may it sway, o'er bight and bay, A-round the shores of New-found-land.

DEAR, OLD SOUTH-SIDE HILL.

His Grace, Archbishop Howley.

Hutton

Moderato. mf

1. The fond-est tho'ts of child-hood's days
2. I love each nook, each dark-ling dook
3. I've seen the hills that proud-ly stand
4. I've seen Kil-lar-ney's loft-y Reeks
5. Thou stand-est o'er our har-bor's mouth

round thee, dear old hill. And as I gaze, thy bare, bleak brags With love my bos-
Each gul-ly pond, and lan-guing brook That tum-bles rat-
copes of rus-set brown: In man-y a bright and fa-vored land Far-famed in son-
stretch from shore to shore, Ben Lo-mond's and Ben Ne-via's peaks, And Snow-don's Gl-
no-ble Gall-tee Mor, And shield't us from the storm-y South And wild At-lan-
sen-try stern and hoar,

thrill. Of all the hills that stud earth's breast, And foreign countries fill, I love thee
down. I love thee, bathed in sun-ner sun, With o-pal light a-glow, Or robed in
lore; But oh, there's none so dear as thou, Old, shag-gy, South-Side Hill, Thy i-ron
Fawr; The lord-ly Alps and Ap-e-nine, And Hermon's sacred Height, But with all their
roar; When breakers blanch the o-cean's crest And sur-gees dash thy side, With-in thy

CHORUS.

all the rest, Oh, dear old South-Side Hill.
garment, spun From woof of silk-en snow, Or robed in
beetling brow My soul with rap-ture fill. Oh, dear old South-Side Hill, Old, rag-ged
none like thine Can cheer my wear-y sight.
arms at rest Our ships se-cure-ly ride.

creak.

hill, I look with pride on thy sun-brown side, Oh, dear old South-Side

77

CHARLES HUTTON—FIRST-CLASS PIANOS.

↖ Dr. Harry Paddon was a doctor with the International Grenfell Mission at North West River. He wrote this piece in the 1920s.



1.67

Ode to Labrador

Written by Dr. Harry Paddon (c. 1927)

Dear land of mountains,
woods and snow,
Labrador, our Labrador:
God's noble gift to us below,
Labrador, our Labrador:
Thy proud resources waiting still,
Their splendid task will soon fulfill,
Obedient to thy Maker's will,
Labrador, our Labrador.

Thy stately forests soon shall ring,
Labrador, our Labrador:
Responsive to the woodsman's swing,
Labrador, our Labrador:
And mighty floods that long remained,
Their raging fury unrestrained,
Shall serve the purpose God ordained,
Labrador, our Labrador.

We love to climb thy mountains steep,
Labrador, our Labrador:
And paddle on thy waters deep,
Labrador, our Labrador:
Our snowshoes scar thy trackless plains,
We seek no city streets nor lanes,
We are thy sons while life remains,
Labrador, our Labrador.



Labrador Identity

Labradorians have always had a strong sense of identity. This sense of identity is exemplified by various symbols, including: the “Ode to Labrador,” written c. 1927 by Dr. Harry L. Paddon; the Labrador flag, which was designed by Michael Martin in 1973 and celebrates the unique identity and common heritage of Labrador’s people; the Labrador coat of arms; and the Labrador tartan, designed and registered by Michael Martin in 2009.

Labrador was really the eastern edge of the Hudson Bay territory and what distinguishes its identity is just that. It has, of course, an Aboriginal population. It has the most southerly Inuit population anywhere in Canada. It has an Innu population, which Labrador shares with the north shore of Quebec, and there is a Metis population, as well.

We are fortunate to have Labrador as part of the province. That special identity of Labrador has been recognized. The identity of the island was so strong that for a long time it was difficult for people to accommodate, let us say, another strong identity, but that has now been done. In 2001... the name of the province was changed to Newfoundland and Labrador so that we now recognize that there are two strong, separate identities in one strong province.

– Senator William Rompkey
May 2009

Experiencing The Arts
Learn more about conceptual art by visiting page 602 to read about and view the work of Marlene Creates.

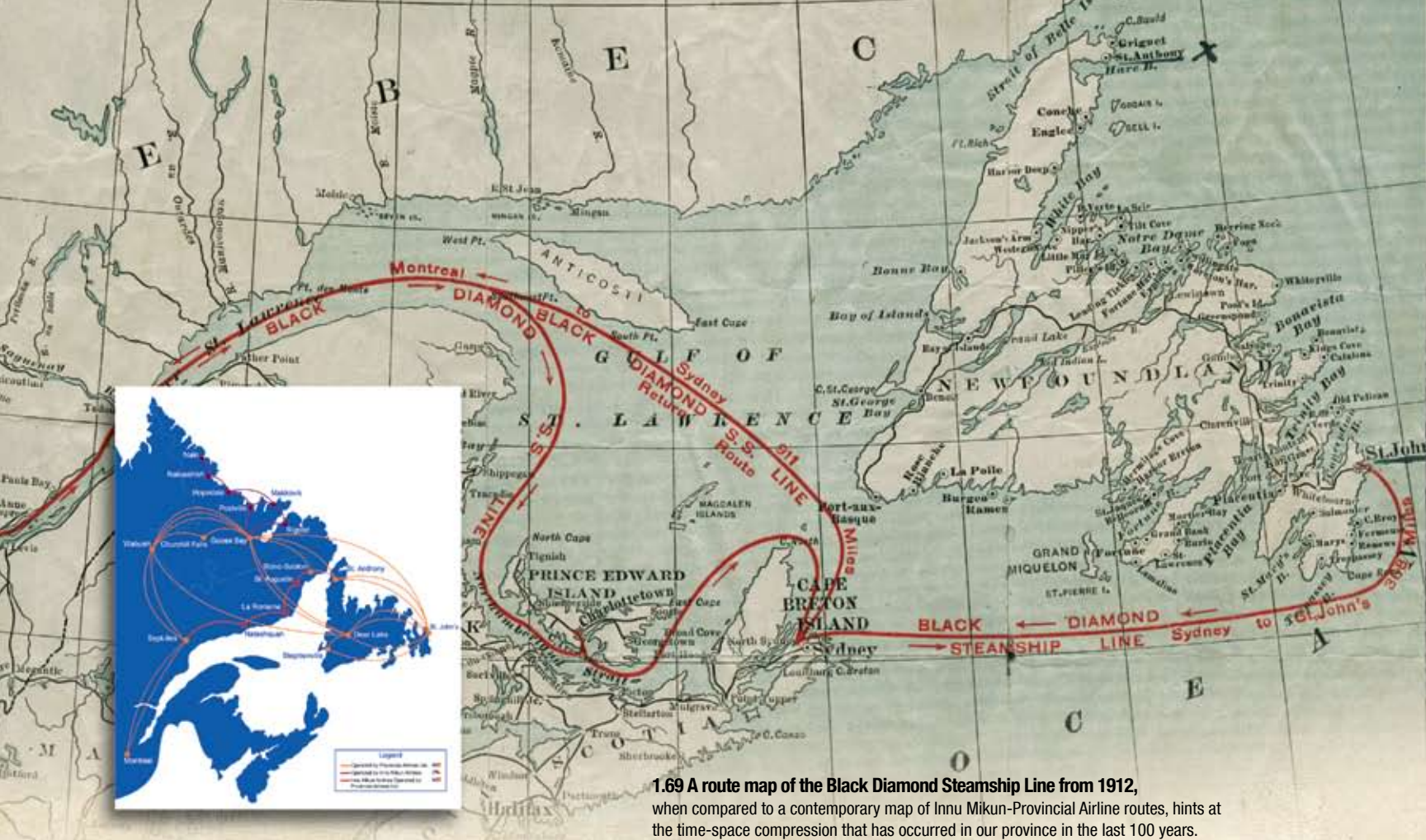
Questions:

- In this section of the chapter you examined four forces that influence culture: economics, geography, history, and politics. Organize your answers for (a) and (b) in a chart.
 - Interview an older community member to determine how his or her sense of provincial identity was influenced by each of the areas noted.
 - Interview someone in his or her early to mid-20s to determine how his or her sense of provincial identity is influenced by each of the areas noted.
 - What are the (i) similarities and (ii) differences between these two perceptions of Newfoundland and Labrador identity? What might account for this?
- Each of us belongs to different groups. Our association with those groups influences our sense of identity. For example, most people living in your community would all identify as (insert name of your community), Newfoundlanders and Labradorians, Atlantic Canadians, and Canadians. In addition, someone may belong to a service club, a sports team, or a musical group. List all of the groups to which you belong. Which group most influences your sense of identity? Why?
- In this section, there are a number of symbols tied to Newfoundland and Labrador identity. Which three symbols do you feel best represent Newfoundland and Labrador identity today? Would these same three symbols have applied 100 years ago? Explain. Do you think there are other symbols which would be better representations?

SELECTED DATES IN THE HISTORY OF LABRADOR

- 7000 BCE** Evidence of earliest known peoples in Labrador
- 1497 CE** Innu and Inuit have long tradition of living in Labrador before the arrival of Europeans
- 1700s** By the middle of this century Labrador Metis culture becomes established
- 1763** Royal Proclamation placed the coast of Labrador, Anticosti, and the Magdalen Islands under the jurisdiction of the Government of Newfoundland
- 1774** Labrador was re-annexed to Quebec under the *Quebec Act*
- 1809** The *Newfoundland Act* re-annexed the Labrador coast to Newfoundland
- 1825** The 52nd parallel was established as the southern boundary of Labrador and the jurisdiction of Newfoundland over Labrador east and north of Blanc Sablon was confirmed
- 1927** Following decades of dispute, Labrador was awarded to Newfoundland by the judicial committee of the Privy Council, the highest court in the British Empire





TOPIC 1.9

Why Does Culture Change?

What is an example of a cultural change during your lifetime?

What elements of culture in your community would you fight to preserve?

Introduction

Culture is always evolving. There are few cultures today that have not experienced significant changes over the last 100 years. Many changes have been due to the influence of ideas and innovations that have spread across the globe through communication and transportation systems. As

technologies improve, and the speed of communication and transportation systems increases, a phenomenon known as **time-space compression** occurs. When this happens, interactions between cultures occur more often and change happens more frequently than ever before.

1.70





1.71 Fishers hauling nets, Flower's Island, Bonavista Bay, 1939

There are three general ways to describe how culture changes: innovation, diffusion, and large-scale interactions.

1. Innovation: This type of change, unlike the other two types of change noted above, originates inside a culture. Innovation refers to the emergence of new ideas, objects, or techniques. Sometimes innovation involves a new way of using an existing object. In other instances, it represents the creation of something entirely new. Typically, innovation occurs in response to a need or a want. The term cultural hearth is used to describe a location where an innovation first occurs before it spreads to other areas.

The cod net is an example of an innovation that impacted culture in Newfoundland and Labrador. One "haul" of a fleet of cod nets could yield as much fish as a single fisher without nets might harvest in an entire season. (A modern deep-sea trawler can catch as much as 20 tons in one haul, every 20 minutes or so.)

Experiencing The Arts

In this assignment you will use photography to explore how artifacts can change people's way of life. As you make these photographs, use as many different perspectives as possible. Experiment with how light sources can affect your theme and subject.

Identify 10 artifacts that have influenced the way of life in your community in the last 100 years. Explore each artifact using photography. Select one

image for each artifact and arrange these images on a storyboard to produce an animated viewbook. Introduce your animation with a quotation. Your presentation should be no more than 45 seconds.



1.72 A negative example of diffusion is the spread of the Spanish flu that occurred in 1918-19.

This disease, which killed more than 600 Newfoundlanders and Labradorians in less than five months, was brought here from Europe when a steamer carrying three infected crewmen docked in St. John's. The effects were particularly devastating in Labrador, where the disease killed close to one-third of the Inuit population and forced some communities out of existence. Death rates were especially high in the Inuit villages of Okak, where 204 of its 263 residents died from the flu, and Hebron, where 86 of its 100 residents died. Shown here is Okak, Labrador, c. 1884 to 1902.

2. Diffusion: This type of change occurs when an idea, object, or technique is introduced to a culture from an external source. This can happen when a person travels to a different area and returns with an innovation, or when someone with a different cultural background moves into an area. This term also describes the process of an innovation spreading within a particular culture. Pizza is an example of this. It is thought that flat bread may have first originated within Greece and eventually spread to Italy, where a tomato topping became popular. Somewhere along the way pizza made its way to North America, where it has become a popular food.

3. Large-Scale Interactions: When two cultures interact, their respective cultures will be altered. The degree of change, however, may vary. **Acculturation** describes the experience of one culture dominating another culture. This represents a radical alteration in the culture of one group normally due to the overwhelming size or technical capacity of the dominant culture. When two cultures interact and there is a relatively equal change in both groups it is termed **transculturation**.

1.73 Example of Acculturation

In 1928, a government official predicted Canada could end its "Indian problem" within two generations by sending Aboriginal children to church-run, government-funded residential schools for native children to assimilate them into "white society." In many cases, children in these schools were victims of emotional, physical, and sexual abuse. Shown here is a 1929 photograph from the Department of Indian Affairs and Northern Development collection depicting Mi'kmaw girls in a sewing class at the Roman Catholic-run Shubenacadie Indian Residential School in Shubenacadie, Nova Scotia as an example of a "success" story.



1.74 A question often debated in the media is whether the cultural exchange between Canada and the United States is one of transculturation or acculturation.

The Canadian Radio-television and Telecommunications Commission (CRTC) regulates both radio and television broadcasting in Canada to ensure that a certain percentage of programming is Canadian. Why is this considered important? To what degree is your life influenced by American media?

	6:30	7:00	7:30
PBS 02	Antiques Roadshow	NOVA	News
CBC 03	Here & Now	Jeopardy	The Simpsons
NTV 05	NTV Evening News Hour		House
HIST 06	All Quiet on the Western Front (BW)		

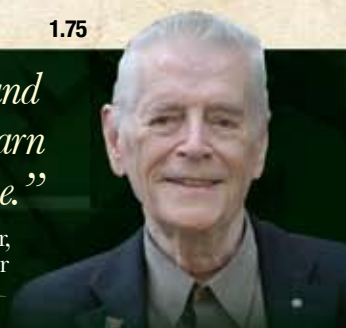
1.75

(((DIMENSIONS OF THINKING)))

CAUSE AND CONSEQUENCE

“By knowing who and what we were, we learn who we have become.”

– Paul O’Neill, writer, actor, community activist, teacher



Events, new ideas, and emerging trends unfold around us each day. Historians study the causes and consequences of these changes so that we can learn from them and make better plans for the future.

A consequence of an event may be obvious and immediate or it may only become observable in the long term. Likewise, some consequences can be anticipated, while others may be unexpected. For example, when Newfoundland and Labrador decided to participate in the First World War in 1914, it was expected that

there would be some loss of life among the soldiers sent overseas, as well as financial implications. Yet it is doubtful that anyone would have predicted that over 1300 Newfoundlanders and Labradorians would die in the conflict. Nor is it likely that anyone foresaw that by 1932, one third of the colony’s debt (over \$30 million) would be a direct consequence of its involvement in the war – and that this debt would contribute to the collapse of responsible government.

Question:

Think of a current event. What might be an unanticipated consequence of that event?

Questions:

1. Change is not necessarily good or bad. In some instances change simply means that something is different. Identify an example of change that is taking place today in your community, or the province as a whole, that is:
 - Positive
 - Negative
 - Neutral
2. Research a current trend or innovation and describe how your community’s way of life may change (or has changed) if the trend becomes (or has become) widespread. Possible topics include:
 - Communication
 - Transportation
 - Health and nutrition
 - Employment
3. In a chart, identify three examples of how aspects of culture in Newfoundland and Labrador have changed through each of the ways described – innovation, diffusion, and large-scale interactions. These examples may come from what you have read in this chapter or from your own personal knowledge.

CASE STUDY

Inventions and Culture

1809-10 *Canning process for food developed. (France and UK)*

In the decades that followed, the portability of canned food had an impact on both warfare and exploration.

1876 *Bell patents the telephone. (USA)*

The first transatlantic telephone cable became operational in 1956. The European terminus was Oban, Scotland and the North American terminus was Clarenville, Newfoundland and Labrador.

1885 *First practical, petroleum-powered motorcycle built by Daimler and Maybach. (Germany) Modern automobile developed by Benz. (Germany)*

It is expected that by 2020 there will be over one billion cars and light trucks on the road worldwide.

1895 *First "medical" X-ray taken by Röntgen. (Germany)*

X-rays are now commonly used not only to see the skeleton but also soft tissue like the lungs.

1903 *Wright brothers make first powered flight. (USA)*

In 1919, the first non-stop transatlantic flight was accomplished by Alcock and Brown between St. John's, Newfoundland and Labrador and Clifden, Ireland. Today, about 900 airlines – using 22 000 aircraft – transport over two billion passengers annually.

1959 *Introduction of the modern snowmobile by Bombardier. (Canada)*

As of 2009, snowmobilers in Canada and the United States are spending over \$28 billion on snowmobiling each year.

1970 *First modern, all terrain vehicle (ATV) enters market. (Japan)*

Produced by Honda, the model had only a seven horse power engine. Earlier American versions were typically amphibious and had six wheels.

1973 *First practical hand-held mobile phones are sold. (USA)*

Once a luxury, cell phones are now so widespread that their use is sometimes banned in schools, theatres, and moving automobiles.

1977 *Personal computers popularized with the introduction of the mass-produced Apple II by Apple Computers. (USA)*

Since 1977, well over a billion personal computers have been produced worldwide.

1983 *Global networks connected to create the Internet.*

In 2009, it was estimated that one-quarter of the world's population has used the Internet.

How has each of the following developments affected our culture? Which of these innovations were the most significant?

1906 *First radio program broadcast. (USA)*

Some expected the arrival of television to eliminate radio as a mass medium. While this has not occurred, the arrival of other media, such as the Internet, has seriously impacted shortwave radio.

1911 *First commercially made refrigerators become available. (USA)*

The refrigerator allows people to consume more fresh foods without having to own a garden or a farm. This has allowed people to eat a more varied diet.

1929 *First regular television broadcasts. (Germany)*

In 2004, Statistics Canada reported that the average Canadian watches about 21.4 hours of television each week.

1947 *First microwave oven made by Raytheon Company (USA)*

Increasing popularity of home models by the 1970s accelerated the growth of the frozen dinner industry and the switch to non-metallic trays.



Fig. 1.76

Question:

Identify a household appliance, tool, or other innovation that you cannot imagine living without. Research the innovation. Write one or two

paragraphs about the innovation, including a discussion of what life was like “before and after” the innovation was widely used.



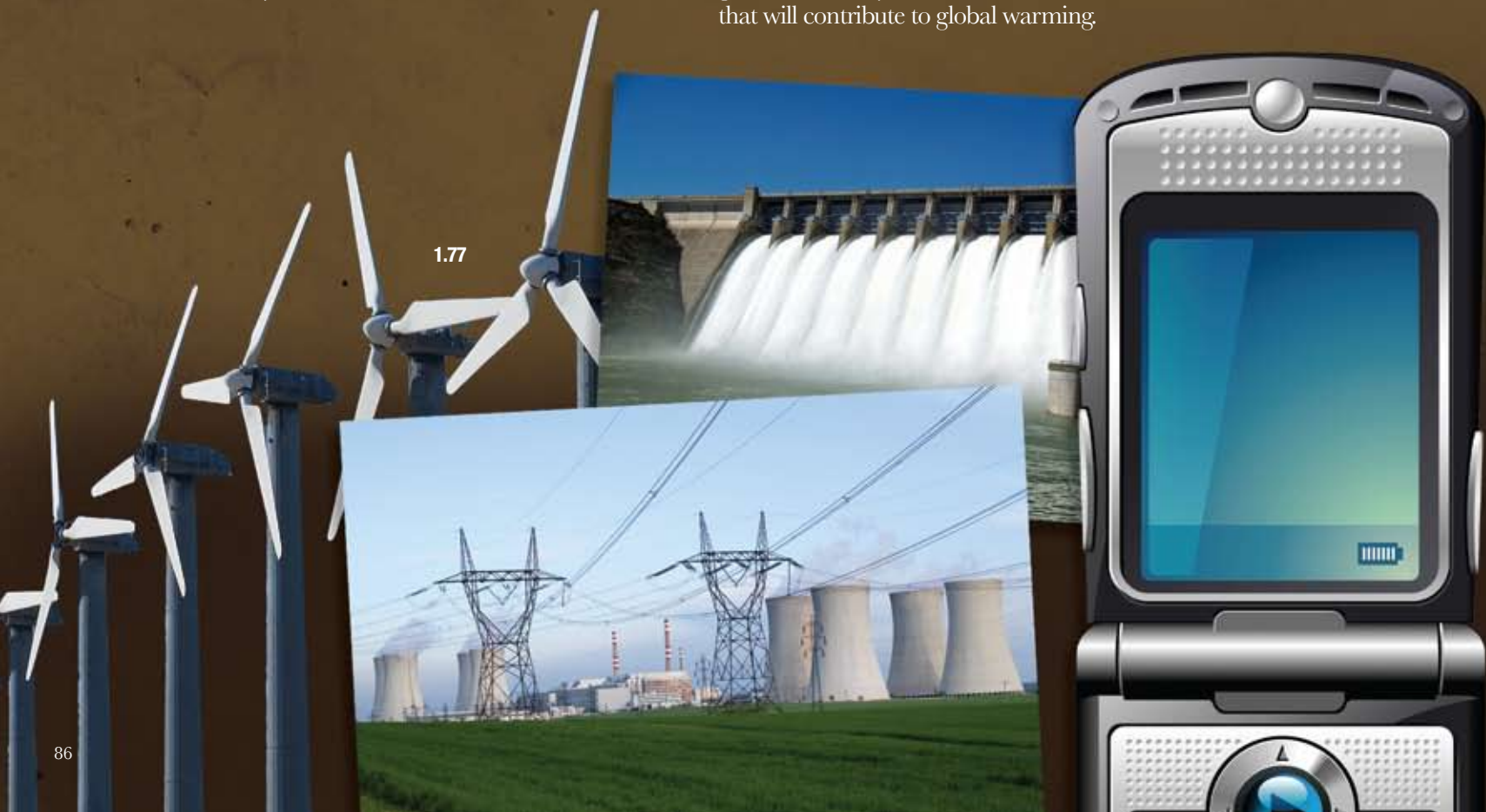
AT ISSUE

Culture, Change, and Sustainability

Over the past number of decades there has been a growing awareness that our way of life has a direct impact on Earth. Some of those consequences, such as global warming, are negative. In response to this, many people have tried to adjust their lifestyle to live in a sustainable manner. For instance, recycling, composting, using public transit, and using energy-efficient appliances are becoming more popular. The question is: Are these changes in our culture enough to reduce our negative impact on our planet?

Modern technologies have increased the ability of humans to communicate — whether face-to-face or virtually. This increased capacity has resulted in the rapid spread of artifacts, sociofacts, and mentifacts around the globe. As ideas and technologies become diffused, many of them are being integrated into people's lifestyles. As most countries are experiencing the effects of globalization, the way of life of Earth's citizens is changing more rapidly than ever before in human history.

Some of the effects of these lifestyle changes are positive. For example, many people would argue the spread of new knowledge and technologies that improve health care is good. Likewise, the spread of communications technologies, such as the Internet and cell phones, has been mostly positive. At the same time, this popularization of some cultural elements has created problems. For instance, an increase in the demand for consumer goods means that more energy is being required to produce and power these goods. This may result in an increased use of fossil fuels that will contribute to global warming.



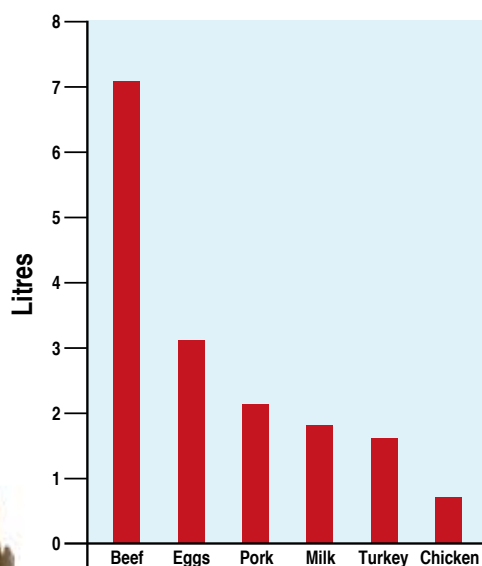
Similarly, the globalization of fast foods is contributing to changes in people's dietary practices. In China, for example, easier access to fast-food meals such as beef burgers in chain restaurants has contributed to an increased demand for beef. At first, this may not seem all that significant until you consider the consequences. It takes approximately six

kilograms of plant protein to produce one kilogram of beef. China has well over one billion people. If more of the population starts to consume beef on a regular basis, it will result in an increased demand on agricultural production. This may lead to food shortages, higher prices, and possibly greater global warming.

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

— World Commission on Environment and Development in the report *Our Common Future*

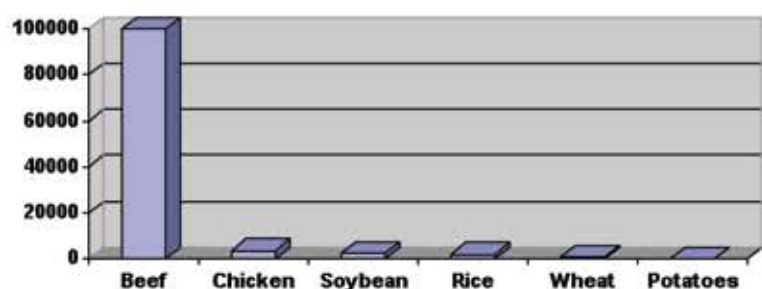
ENERGY REQUIRED
to produce food protein



The amount of oil required to produce 1000 kcal of animal protein

1.78 FOOD CHOICES: HOW THEY IMPACT THE PLANET

Estimated Amount of Water Required
to produce food items (in litres per kilogram)



Based on information from *Livestock Production: Energy Inputs and the Environment* by Dr. David Pimental, Cornell University

“Our personal consumer choices have ecological, social, and spiritual consequences. It is time to re-examine some of our deeply held notions that underlie our lifestyles.”

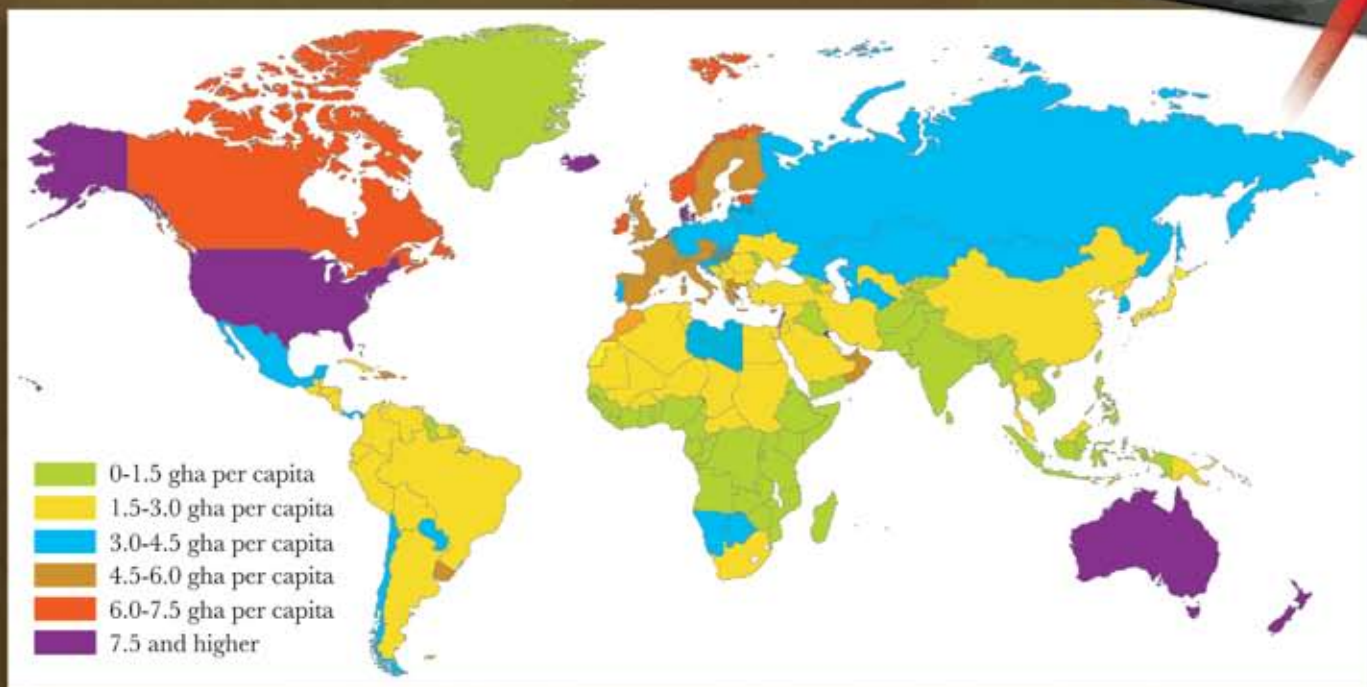
— Dr. David Suzuki, Canadian science broadcaster and environmental activist

The collective consequences of individual actions can have dramatic results. If we are to live in a sustainable manner as citizens of this planet, we need to consider the consequences of our individual choices.

One measure that has been developed to assess the degree to which lifestyles are sustainable is referred to as an **ecological footprint**. An ecological footprint is a way to measure the area of land and water a person or population requires to (i) produce the resources they consume and (ii) absorb their wastes.

Today, humanity’s **ecological footprint** is almost 50 per cent larger than what the planet can regenerate.

In other words, it now takes about one year and five months for Earth to regenerate what we use in a single year. By using more than what the planet’s ecological resources can sustain, we are depleting the ability of future generations to meet their needs. This is similar to someone maxing out his or her credit and then not being able to pay back what he or she has borrowed.



1.79 Ecological Footprint by country, 2005 This map shows the global hectares for countries throughout the world. The Global Footprint Network defines global hectare as a productivity weighted area used to report both the biocapacity of Earth, and the demand on biocapacity (the ecological footprint). Biocapacity refers to the capacity of a given biologically productive area to generate an on-going supply of renewable resources and to absorb its spillover wastes. Based on information from *The Ecological Footprint Atlas*, 2008, Global Footprint Network.



1.81 Humanity's Ecological Footprint and Biocapacity Through Time (in billion global hectares)

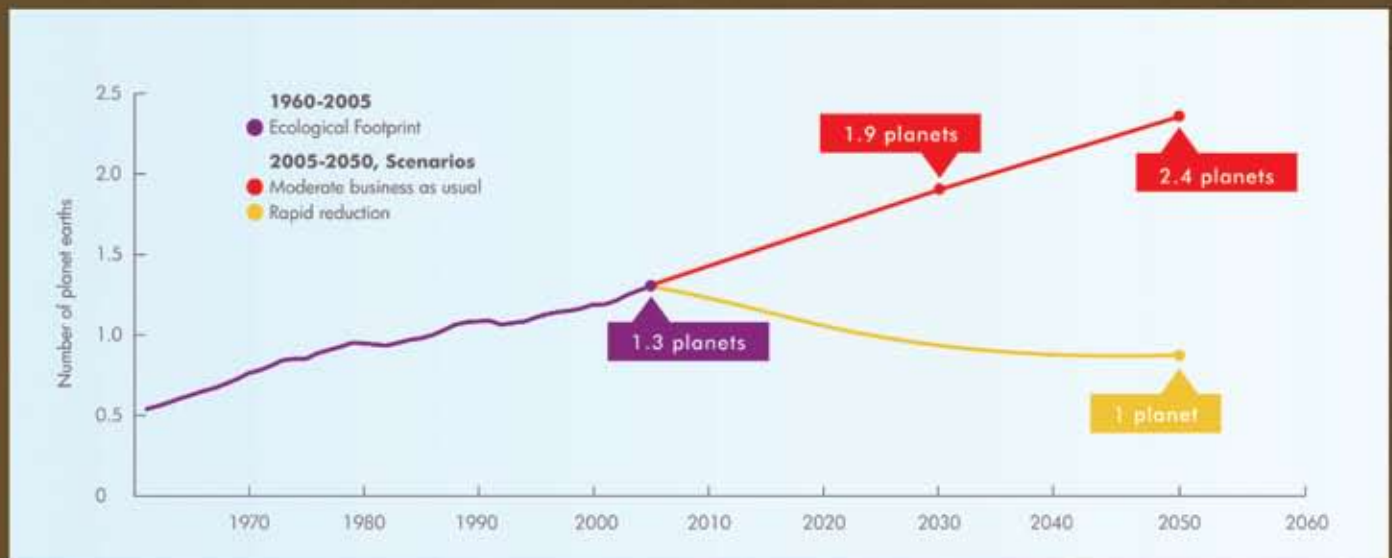
In order to live, we consume what nature offers. Every action impacts the planet's ecosystems. This is of little concern as long as human use of resources does not exceed what Earth can renew. But are we taking more than Earth can afford? The concept of the ecological footprint helps us to figure this out.

	1961	1965	1970	1975	1980	1985	1990	1995	2000	2005
Global Population (billion)	3.1	3.3	3.7	4.1	4.5	4.9	5.3	5.7	6.1	6.5
Total Biocapacity	13.0	13.0	13.1	13.1	13.1	13.2	13.4	13.4	13.4	13.4
Cropland Footprint	3.4	3.5	3.6	3.6	3.7	3.8	3.8	4.1	4.1	4.1
Grazing Land Footprint	1.2	1.3	1.3	1.4	1.4	1.4	1.5	1.7	1.6	1.7
Forest Footprint	1.1	1.2	1.3	1.3	1.4	1.5	1.6	1.4	1.5	1.5
Fishing Ground Footprint	0.3	0.3	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.6
Carbon Footprint	0.8	1.7	3.2	4.2	5.3	5.6	6.8	6.9	7.9	9.1
Built-up Land	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.4	0.4	0.4
Total Ecological Footprint	7.0	8.1	10.0	11.2	12.5	12.9	14.5	14.9	16.0	17.4
Ecological Footprint to Biocapacity Ratio	0.54	0.63	0.76	0.85	0.95	0.98	1.09	1.11	1.19	1.31

Based on information from the Global Footprint Network

By measuring the ecological footprint of a population (an individual, a city, a nation, or all of humanity) we can assess our overshoot, which helps us to manage our ecological assets more carefully. Knowing how large our

ecological footprints are can motivate us to take personal and collective actions to create a world where humanity lives within the means of one planet.



1.82 Number of "Earths" required to meet humanity's needs

According to this data from the Global Footprint Network, humanity's use of resources began to exceed Earth's capacity to regenerate them sometime in the 1980s.

“We’re in a giant car heading towards a brick wall and everyone’s arguing over where they’re going to sit.”

– Dr. David Suzuki, Canadian science broadcaster and environmental activist

How is Your Ecological Footprint Calculated?

Scientists are working to develop a standardized way of calculating ecological footprints. This will enable people around the world to make consistent and reliable calculations. Currently, there are four main areas used to examine people's lifestyles to calculate their ecological

footprint. Below are some of the questions that are considered in each of these areas when calculating ecological footprints. (Questions vary slightly among the different calculators.)

Food

How often do you eat animal-based food, including beef, pork, chicken, fish, eggs, and dairy products?
How much of your food is processed, packaged, or imported?

Goods & Services

Compared to others in your neighbourhood, how much garbage do you produce?

Mobility

On average, how far do you travel using public transportation?
How far do you travel by car in an average week?
How often do you travel in a car with someone else?
How much fuel does your vehicle consume?
How many hours do you spend flying each year?

Shelter

How many people live in your household?
How big is your home?
What type of home do you live in?
How much energy does your home use per year?



1.83

For Discussion:

1. Why do we need to reduce our ecological footprint? Is it more important today than in the past? Explain.
2. Should it be legislated that people reduce their ecological footprint? Why or why not?
3. How should we deal with the fact that some countries have a larger ecological footprint than others? Explain.
4. We have become used to eating fresh produce imported from places like South America or California all year long. What impact is our food preference having on the environment?
5. Is it possible for a person who lives in an area without access to public transportation to reduce his or her ecological footprint? Explain.
6. Identify three things that you can do in each area (food, goods and services, mobility, shelter) to reduce your ecological footprint.
7. Develop a group or class project where you involve your (a) school and/or (b) community in a challenge to reduce its ecological footprint.



1.84 Between 1250 and 1500 CE, the people of Rapa Nui (Easter Island) built hundreds of large statues called mo'ai.

When a Footprint Is Too Large

Easter Island (or Rapa Nui), in the South Pacific, is one of the world's great archaeological sites, and also one of the most remote. Its isolation is one of the key factors affecting the culture that evolved there.

From what we know of the material culture, language, and customs, it seems that the original settlers arrived around 400-600 CE. They brought tools and food, and plants and animals to begin a new life.

The islanders, once settled, gradually spread across the island, occupying nearly all the available areas. In order to plant their crops, they resorted to slash and burn agriculture to remove the forest cover. Eventually this caused topsoil to erode during storms and, over time, the productivity of the land declined.

The supplies of timber and rope gradually became scarce. The lack of trees meant that canoes could no longer be built, restricting offshore fishing. Without canoes, they could not set off for another island. The Rapanui found themselves trapped in a degrading environment.

The size of the population at its peak is controversial; some put it at 7000, while others suggest a higher number. Whatever the population number, when combined with environmental degradation, it was more than this small island could sustain.

Experiencing The Arts

In this section you have examined the idea of **sustainability** and your ecological footprint. This may have raised questions about the degree to which aspects of our lifestyles are sustainable.

In this chapter you have been asked to photograph artifacts. Artists also portray sociofacts and mentifacts. How would you photograph the idea of sustainability?

What artifacts would show the sociofacts of your ecological footprint?

In this assignment you are asked to produce and present (in one minute) an animated viewbook which explores an aspect of sustainability. Your viewbook should contain 10 images, text, and an audio track. Continue to pay attention to the use of positive and negative space.

Questions:

1. Based on the information provided in Fig. 1.79, which countries have:
 - a. The highest ecological footprint?
 - b. The lowest ecological footprint?
 - c. What can you infer about the distribution of countries that have high ecological footprints and low ecological footprints? What might account for this pattern?
2. Based on your ecological footprint ...
 - a. What changes do you need to make to your lifestyle in order to live sustainably?
 - b. Assuming that many people in your community have an ecological footprint similar to yours, how does your community need to change in order to live sustainably?
 - c. Given the four areas used in calculating an ecological footprint, create a sketch or diagram illustrating how an ideal community might be organized in order to minimize its ecological footprint. Be sure to consider the areas of: (i) food, (ii) goods and services, (iii) shelter, and (iv) mobility.
3. If globalization continues, what do you think will be the most significant change that might occur that will have long-term positive effects? What would be an area of concern where the change could have profound long-term negative consequences? Support your claims.



Chapter One Review

Summary

In this chapter we discussed the concept of culture. Culture traits, culture complexes, and culture regions were studied. This was followed by an examination of the forces that help shape culture – factors related to economics, geography, history, and politics. The relationship between culture and identity, and symbols of identity, were discussed. Finally we examined the concept of cultural change.

Key Ideas

- Culture is a complex concept, but can be defined as the total way of life of a group of people.
- A culture trait is an identifiable element of culture and may be classified as an artifact (tangible or material culture), sociofact and/or mentifact (intangible or non-material culture).
- A culture complex is formed when two or more culture traits interact or are integrated with each other.
- Culture traits and culture complexes may be categorized as traditional or contemporary.
- A culture region is an area, small or large, where a particular culture complex is found.
- Culture is influenced by a number of forces, including economics, geography, history, and politics.
- Expressions of culture contribute to a sense of individual and group identity.
- A culture is always changing, due to innovation, diffusion, and interactions with other cultures.

Key Terms

Artifacts

Cause and consequence

Contemporary culture

Continuity and change

Culture

Culture complex

Culture region

Culture trait

Economics

Geography

History

Local culture

Mentifacts

Politics

Popular culture

Regional culture

Significance

Sociofacts

Sustainability

Traditional culture

Questions

1. Elements of culture include artifacts, sociofacts, and mentifacts. Which of these do you think has the most influence on a culture?
2. Discuss ways in which your lifestyle expresses both popular and traditional culture.
3. Identify and describe a major influence from economics, geography, history, and politics on the culture of your own area. Which do you think was most important? Support your position.
4. Which is most desirable as it relates to culture: constancy or change? Explain.
5. Select an event from your community or area which resulted in change. Identify the sources and significance of the change.
6. If you could rearrange the cultural landscape in our province, what major changes would you make? Why? Would St. John's still be the capital? Why or why not?