

Chapter One

EXPLORING CULTURE



TOPIC 1.1

What is “Culture”?

What are some words that come to mind when you think of the word “culture”?

Does art create culture or does culture create art?

Introduction

Imagine you have just been informed that you have to leave your home in 24 hours. You will never be able to return. Along with your family and friends, you will be travelling to a distant place where you will have to build a new home and community. You are able to take some of your belongings with you. However, all of your possessions must fit into a single travel trunk. What will you take?

In the exercise above you began to identify various objects that form a part of your culture. In simple terms, **culture** is the way of life of a group of people.

Given the fact that you did not have much room in your trunk, you had to give some careful thought about what to pack. Some of your objects may have been for practical purposes, such as cooking or hunting for food. Other objects may have been for relaxation, such as a guitar or a game. You may have included some photographs because they reminded you of close relationships or something special from your past.

Each of the things that you chose to include provides some insight into your culture. However, culture is made up of more than objects. It also includes things

1.1



that are less tangible, such as the way we behave and the values that guide our decisions.

Cultures are complexes of material and non-material features or traits, also sometimes called tangible and non-tangible items. **Cultural traits** are the identifiable elements of a cultural complex. Groups of similar traits are called **components** or sub-systems of culture.

Cultural traits can be organized into three components:

Artifacts – the objects, material items, and technologies created by a culture. They provide basic necessities, recreation, entertainment, and most of the things that

make life easier for people. Examples include buildings, tools, cars, musical instruments, and computers.

Sociofacts – the structures and organizations of a culture which influence social behaviour. Sociofacts include families, governments, education systems, sports organizations, religious groups, and any other grouping designed for specific activities.

Mentifacts – The shared ideas, values, and beliefs of a culture. Examples include religion, language, viewpoints, and ideas about right or wrong behaviour.

“Culture is everything; culture is the way we dress, the way we carry our heads, the way we walk, the way we tie our ties – it is not only the fact of writing books or building houses.”

– Aimé Césaire, Martiniquen writer, speaking to the World Congress of Black Writers and Artists in Paris, 1995

Experiencing The Arts

Shanawdithit used drawings to describe her Beothuk culture. View her work on page 638.

1.2



Culture Complexes

Examined on their own, culture traits can only provide us with limited information about a particular culture. However, when we examine how culture traits connect, we gain deeper insight. When two or more culture traits interact with each other, they form a **culture complex**.

Consider how the following culture traits might interrelate: a pair of skates, knowing how to skate, and enjoying winter activities. What culture complexes can be formed? Playing hockey? Ice dancing? Speed skating? Skating just for fun? Each of these interactions is a distinct culture complex.

Culture complexes help influence and define us. For example, a person who skates may practise at the rink

early every morning before going to school. He or she may also participate in dance to help improve his or her skill as a skater. That individual's circle of friends might also include other skaters. Also, during the Winter Olympics he or she might be more inclined to watch skating as opposed to another sport.

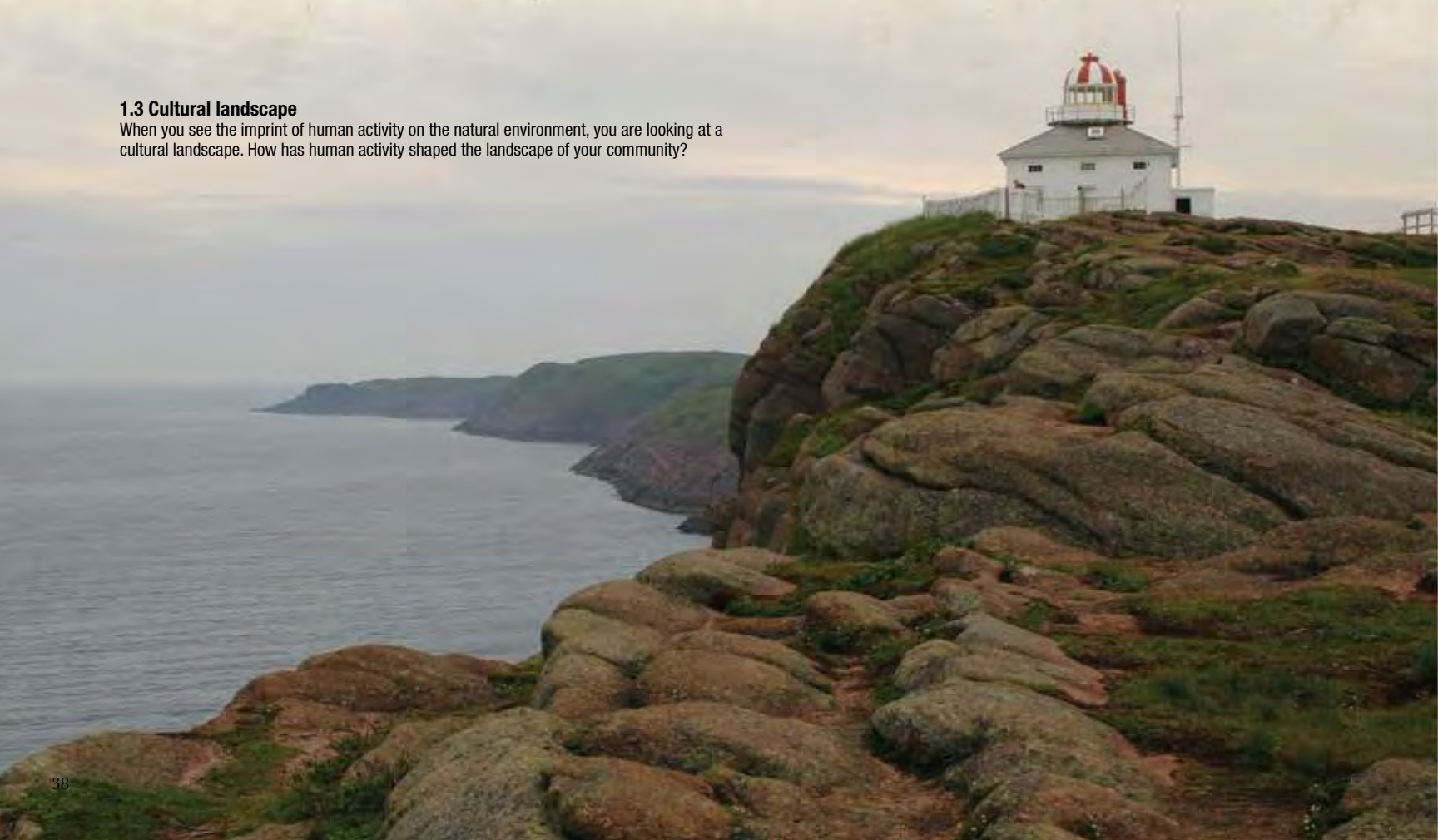
Throughout this course you will be examining the way of life of the people who have occupied "this place" since humans first arrived here over 9000 years ago. By exploring various culture complexes, you will gain a deeper understanding of our way of life today and what our way of life may look like in the future.

“A nation's culture resides in the hearts and in the soul of its people.”

— Mohandas Gandhi

1.3 Cultural landscape

When you see the imprint of human activity on the natural environment, you are looking at a cultural landscape. How has human activity shaped the landscape of your community?





1.4

Each photograph depicts a culture complex. Identify the artifacts, sociofacts and mentifacts that are a part of each activity.

Questions:

1. Think of your school. What are some examples of artifacts, sociofacts, and mentifacts? Use a chart to organize your answer. Record 10 examples of each.
2. Human activities have shaped the landscape of your community. What are the five most prominent features of your cultural landscape?
3. Which of the following has the most influence on a person's way of life – artifacts, sociofacts, or mentifacts? Explain.
4. As a class, create a collage that represents either the "culture of the class" or "youth culture" in general. Each student should bring in photographs that represent the most significant artifacts, sociofacts, and mentifacts of the culture chosen.

1.5 Expressing culture

Culture can be expressed in many ways, through music, dance, sports, fashion, religion, language, etiquette, gender roles, courtship, design, and gestures.



TOPIC 1.2

Describing Culture

Do you have the same culture as someone who lives in another province or country?

What do you think is the most significant way that culture is expressed in your class?

Introduction

What cultural traits do you share with your neighbour? With someone who lives in a different town in Newfoundland and Labrador? With someone who lives in another province or country?

Culture complexes reveal a lot about our lives. Some patterns of behaviour, such as playing music, are practised in many parts of the world. Other culture complexes, such as catching capelin, are not as widespread. By examining the various culture complexes that make up our lives we can begin to define ourselves.

When you identify on a map the places where a particular culture complex is found, you are identifying a **culture region**. Culture regions can be as small as a neighbourhood or larger than a continent. Generally, culture regions are grouped into three categories:

Local culture – expressions of culture that are not widely practised. For example, the practice of

cooking Jiggs dinner as a family Sunday dinner is not common to many parts of the world.

Regional culture – these expressions of culture are practised over a broad geographic area. For example, the use of chopsticks is common throughout much of East Asia.

Popular culture – when a culture complex is widely accepted and practised by people around the world, it is referred to as popular culture. Often, popular or mainstream culture is associated with commercial products and conveyed through mass media such as magazines, television, and the Internet. Eating hamburgers at fast food restaurants or the use of Facebook are both examples of popular culture.

With increased globalization, culture regions are less confined by national borders or other human-made divisions – their shapes are constantly evolving.



*Did you know?
Ches's was opened in
St. John's in 1951
by Ches Barbour. He
used to fish outside
The Narrows in the
morning and cook up
his catch for
customers for dinner.*



1.6 Locations of Ches's Fish & Chips restaurants

What category of culture does this represent?



1.7 Provinces/states in which Tim Hortons stores are located.

This map illustrates the culture region where Tim Hortons franchises are located. What category of culture does this represent? Are you wondering about the Tim Hortons located smack in the middle of Asia? It's operating out of the Canadian military base in Kandahar, Afghanistan.



1.8 Countries in which McDonald's restaurants are located.

What category of culture does this represent?



1.9 Victoria Day celebrates the birthday of Queen Victoria who reigned from 1837 to 1901.

Long before the death of Queen Victoria, when May 24 was decreed to be Empire Day, the date was widely celebrated. In St. John's, the cornerstone of the Colonial Building was laid on May 24, 1847. What is your family's tradition for the May 24 holiday?

In addition to examining how culture is organized **spatially**, you can also examine how culture is organized **temporally**. For instance, some culture complexes in Newfoundland and Labrador trace their roots back through hundreds of years, while other culture complexes are quite recent. Culture traits that have been passed down to us from our ancestors are referred to as **traditional**

culture. Examples of traditional culture include the celebration of holidays such as Christmas or Valentine's Day. Culture traits that originate in modern times are known as contemporary culture. Examples of these are the use of digital cameras and cell phones, bungee jumping, indoor wall climbing, parasailing, and paintball.



1.10 Countries that have or had Idol shows

Reality and star search shows are examples of contemporary culture. Prior to 2001, the culture region shown left would not have existed.



1.11 Countries where Christmas is celebrated as a national holiday

The celebration of Christmas is an example of a traditional culture trait that is still widely observed.

Experiencing The Arts

Photography is a good medium for exploring the basic ideas related to the examination of culture. Select one of the themes listed below and explore it by making a series of photographs:

1. Traditional Culture and Contemporary Culture
2. Local Culture and Popular Culture
3. Youth Culture in the Twenty-First Century

Ideally you should make at least 20 photographs — from which you can choose six for this assignment. (Keep the other photographs for use in the future.) While you are making your photographs, pay particular

attention to the principles of design — in particular focusing on balance and composition.

Arrange your images in a **viewbook**. As you select and arrange your images, be sure to include a title for each image and a brief caption that provides an explanation of what you were attempting to capture or represent.

As you think about your subject matter, attempt to capture those representations that you feel are significant or revealing. Explain the significance of each item in the caption.

Questions:

1. How do popular culture and local culture influence your lifestyle? Give specific examples.
2. Is your lifestyle influenced at all by traditions of your parents and grandparents? Explain.

What Shapes Culture?

How does the media shape your culture?

How do you think families who fished for generations reacted to the cod moratorium of 1992?

Introduction

Culture is strongly influenced by a number of factors or forces. In this section, and throughout this text, we will explore four forces in particular: economic factors, geographical factors, historical factors, and political factors. These factors are mostly cultural in character. Thus, cultural factors affect culture in various ways. How can this be?

Economic Factors

The way people make a living – the jobs performed, the occupations and professions pursued, the products produced, and services provided – represent an important cultural component of their existence. Big economic events always seem to make headlines because they can influence what we do for a living, how we spend our money, and even where we live. The following are examples of the types of topics that often catch our attention. Do you think these topics would affect your lifestyle? Your community? How?

- The price of oil
- Interest rates
- Unemployment
- Exchange rate for the Canadian dollar
- New businesses opening
- An industry in decline

Geographical Factors

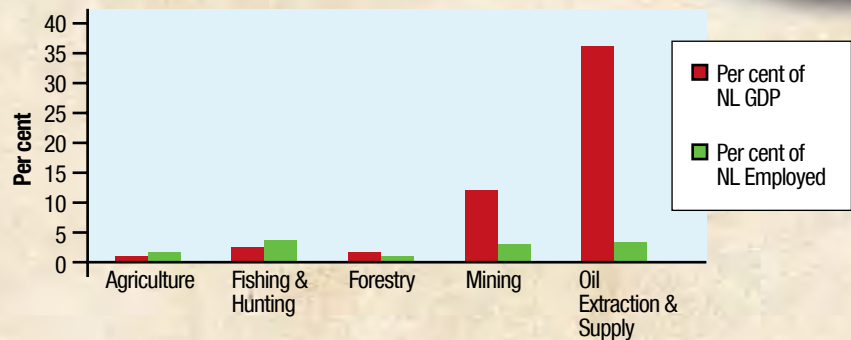
While not always obvious, factors such as the natural environment, the locations where we live, and the resources accessible can influence the way we make a living and many other aspects of our lives (e.g., sports and recreation, foods we eat, clothing we wear). How have the following factors influenced the development of cultural traits and patterns in our province?

- Marine resources
- Forests
- Water resources
- Minerals
- Oil
- Soil

1.12

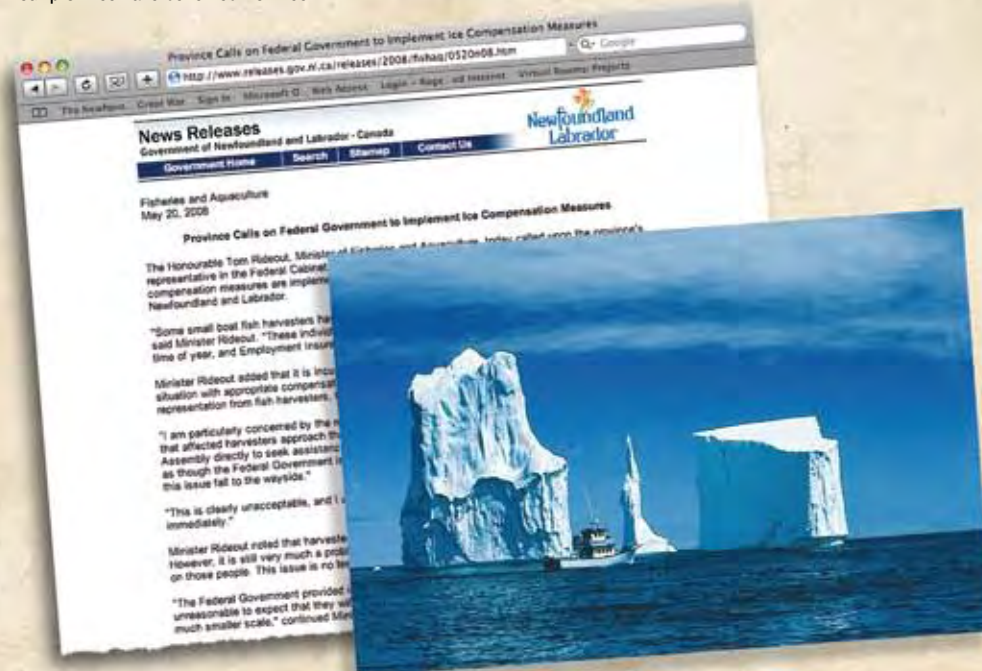


1.13 2007-08 Gross Domestic Product and Employment



1.14 A geographic feature may have a positive and negative effect.

Other than contributing to tourism, can you think of another way that people in our province have benefited from ice?





1.15 Pieces of our history

(top) Certificate of Canadian citizenship granting all Newfoundland British subjects Canadian citizenship after Confederation; (top right) a photograph showing a man gutting cod fish on St. John's waterfront, 1939; (right) a camping kettle, mid-1900s



1.16 From *The Telegram*, March 27, 2009

Historical Factors

History relates to our everyday lives. Think about the many customs passed on to us from the past, such as holiday observances, recreational activities, and even sports traditions. History has influenced what country we belong to and what language(s) we speak. Take a few moments and create a list of artifacts, sociofacts, and mentifacts that have been a part of your culture for 100 years or more.

Political Factors

Political issues are frequently a focus of news reports. Have you ever wondered why? The decisions made by municipal, provincial, and federal governments directly impact our lives and, therefore, shape our culture. How might the following political decisions influence your way of life? How might these decisions influence our culture?

Student loan interest eliminated *Tuition freeze continues*

By PETER WARD
THE TELEGRAM

The province is spending \$5 million dollars to eliminate the interest on Newfoundland and Labrador student loans and raise personal grants from \$70 to \$80.

Finance Minister Jerome Kennedy said the move is expected to help 49,000 students who use provincial loans and 8,400 students who receive grants — making the system "the best student aid package in the country," according to Kennedy. Federal student loans are not affected by the new policy.

Student organizations had lobbied for the change and now hope the interest forgiveness will become permanent policy.

The break applies to all existing student loans, no matter how far they date back. Now, payments will be on the principal of the loan only.

"We are extremely excited," said Daniel Smith, chairman of the Newfoundland and Labrador Federation of Students. Smith was

smiling broadly and laughing at times during an interview he was so pleased with the announcement.

"With this economic downturn, we weren't sure if we to get it. It's a very progressive move. It sets a precedent of the country to keep up with our post-secondary government has a long-term vision for post-secondary. These people really understand that if we want to keep people in the province and train them to work in the mega-projects, then they need an affordable education not going to have to pay for, for the rest of their lives."

Currently, Memorial University has the second-lowest Canada. Quebec residents pay the lowest.

Meanwhile, the tuition freeze at Memorial University of the North Atlantic (CNA) will continue. So province's commitment to make Corner Brook's Sir Wilfrid College autonomous from Memorial University in St. John's.

Greene will build a new academic building for its part of a \$34 million infrastructure fund.

The same building re-improvement

Question:

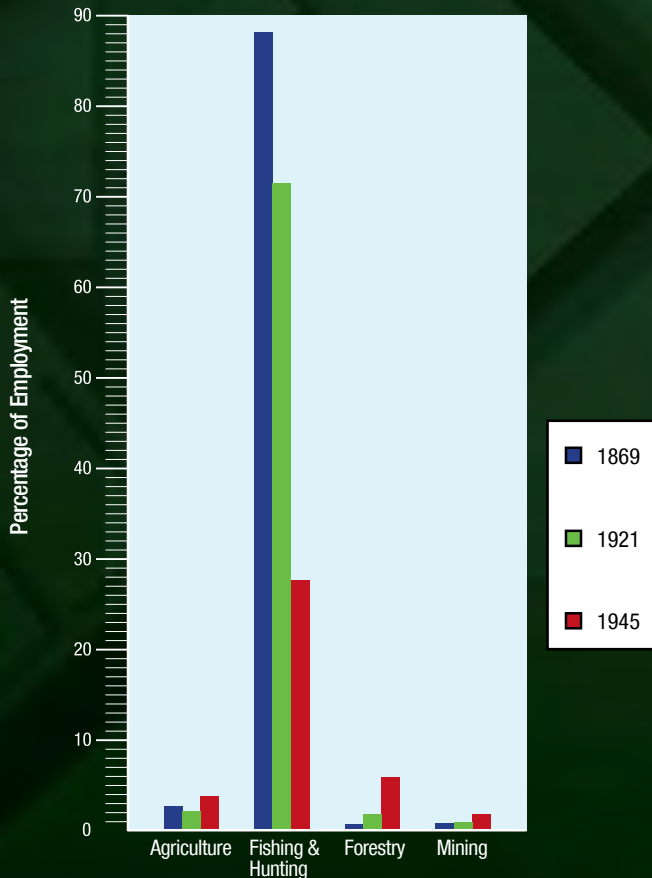
Give examples from your community/area or from the province to show how economic factors, geographical factors, historical factors, and political factors affect your culture today.

DIMENSIONS OF THINKING

CONTINUITY AND CHANGE

Consider the main sources of modern and past employment in the province (see Figures 1.17 and 1.18). Clearly, over time the percentage of people employed in these areas has changed drastically.

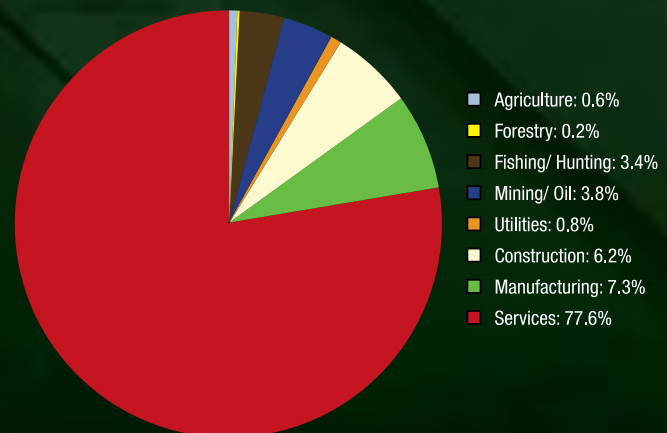
1.17 Employment by industry for Newfoundland and Labrador



Understanding change is a key idea in the study of culture. To do this, the social scientist needs data from different time periods. This information could then be analyzed to identify possible trends, explore contributing factors, and consider the consequences of the change.

Equally important is being able to identify constancy over time. For example, understanding that the fishery in Newfoundland and Labrador has been a primary source of employment for almost 500 years helps us to better appreciate how deeply rooted the culture of “this place” is.

1.18 Per cent of total Newfoundland and Labrador employment by industry 2007



Questions:

1. What area(s) of employment have changed the most?
2. Have new activities been established and become more important?

CASE STUDY

In 1992, the federal government announced a temporary closure of the cod fishery. The announcement raised many questions. What created this situation? What were the consequences of this action? How has/will it affect the culture of Newfoundland and Labrador?

In order to examine a complex issue like this, it is useful to consider it from various perspectives. That is where the various disciplines in the social studies come in. An economist, geographer, historian, and political scientist would each have valuable insights, which together would help create a comprehensive analysis of the situation.

1.19 *The Evening Telegram*, July 2, 1992



Political Scientist: What does the government need to do to meet the needs of the displaced workers in the short term? What changes in fisheries management policies are needed? What actions are necessary to ensure that the needs and interests of displaced fishers are addressed in the long term?

Geographer: What has happened to this resource? Will this create a new set of pull-push factors that will affect population distribution?

Historian: What happened in the fishery in the past that brought us to this point? How significant will this event be? Is it a tipping point or a turning point?

Economist: What will be the immediate economic impact of 30 000 workers being displaced? How will this affect other businesses? What will it cost in terms of social programs?



1.20

TOPIC 1.4

Economics and Culture

If someone gave you \$1000, how would you spend it?

How do you think the Newfoundland and Labrador economy meets your needs? Your wants?

Introduction

Economic activities refer to the different ways we make a living to meet our basic needs and to satisfy our wants for comfort, recreation, entertainment, and pleasure. Throughout most of human history, people used most of their time and energy exploiting natural resources available to them for food, clothing, and shelter, with little time or opportunity for other pursuits. Economic activities are fundamental components of all cultures.

When people produce and consume products themselves, it is often referred to as a **subsistence economy**. Examples include cutting and burning firewood, picking berries to make jams or pies, and growing vegetables. Often, over time, a subsistence economy will change as populations increase and people begin to live closer together. This allows more opportunity for people to trade and, as a consequence, areas of specialization begin to emerge. That is, people find it

more efficient to focus on producing one kind of good or service to trade for other items instead of trying to produce or do everything themselves. If goods are traded for other goods, this constitutes a **barter economy**. The use of currency often evolves as a means of exchange in this kind of system, so that people can more easily trade their goods or services.

An economy in which everyone uses currency and the prices of goods are “set” by the marketplace is known as a **market economy**. A fundamental principle in a market economy is consumer choice and competition. Prices of goods are based on the law of supply and demand. Together, these ideas encourage producers to use resources in a way that best satisfies consumer demand – thus maximizing efficiency. Consumers benefit by getting a balance of lower priced and higher quality goods and services.



1.21 An example of a marketplace

A shopping centre is an example of a marketplace. A marketplace exists wherever buyers and sellers have a chance to come together.

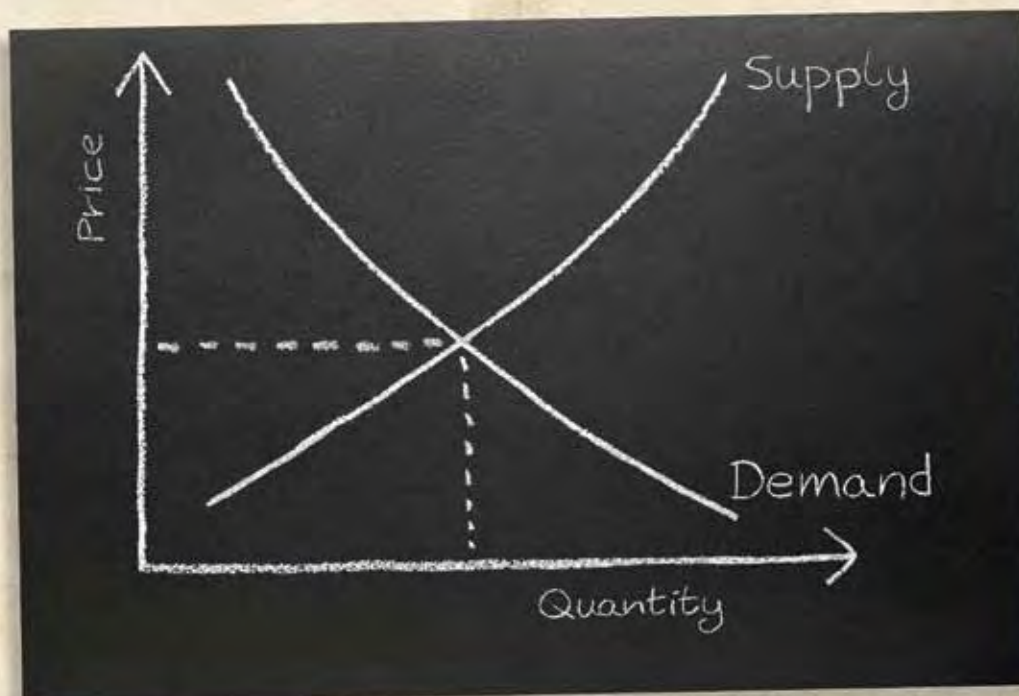
Economic Activity and Lifestyle

From time to time we all probably wonder what it would be like to be wealthy. Some individuals might choose to live in a bigger house, wear more designer clothing, drive luxurious automobiles, or give more money to family or charity. Many people might decide to change jobs or not work at all. All of these lifestyle changes would be linked to economics.

Our ability to purchase consumer goods is affected by the amount of money we have available to spend and the cost of living. Regardless of our level of income, we sometimes find that we do not have enough money to meet all of our needs and wants. In economics this is referred to as scarcity. As a result, we are constantly forced to choose between alternatives. For example, given a limited budget, if you choose to buy a new cell phone this month, you probably would have to forego purchasing new sneakers. Economists call this **opportunity cost**.

When people want to have more money or resources, they often look for alternative ways to get what they need or want. For example, using firewood is sometimes a lower cost alternative than electric or oil heating. These choices shape our lifestyle. The same can be said historically. For instance, during the 1800s, when the fishery was the main economic activity, most households engaged in subsistence activities to supplement their income. People grew crops, kept or hunted animals, cut firewood, and built their own homes. Collectively, these activities became a way of life for many families and communities.

Today, in many areas of our province, people still pursue some activities associated with subsistence living, such as recreational fishing, berry picking, and moose or caribou hunting. The difference, however, is that most people engage in these activities because they have become part of their culture – rather than because they have no other way to meet their basic needs.



1.22 Supply and demand

The idea behind the law of supply and demand is that the price of a product is based on a balance between supply (how much the producers are willing to produce when receiving a certain price) and demand (how much buyers are willing to purchase at a certain price).

WHAT IS WEALTH?

Experiencing The Arts
Read and view more about the
Newfoundland and Labrador
women who hooked mats
to earn extra money
for the family (page 646).

“You aren’t wealthy until you have something money can’t buy.”

– Garth Brooks, American country singer

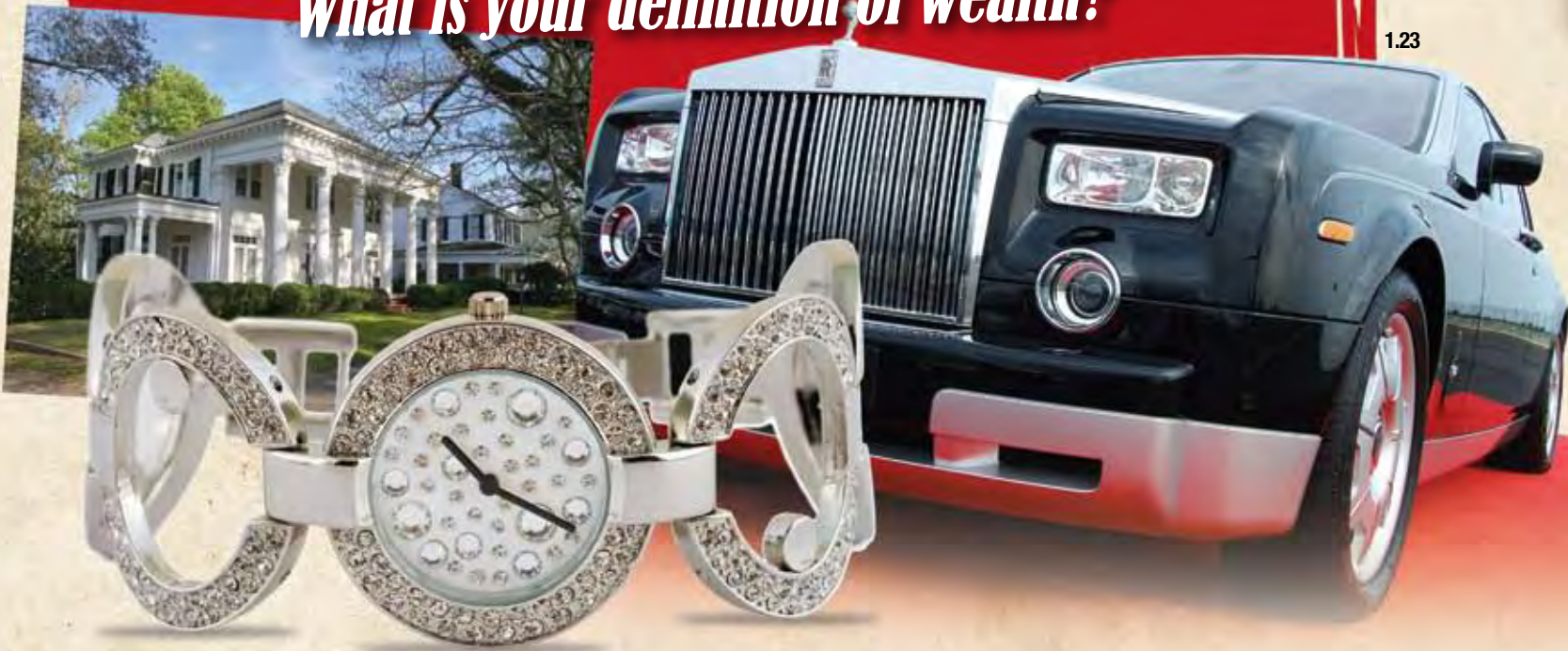
“I have about concluded that wealth is a state of mind, and that anyone can acquire a wealthy state of mind by thinking rich thoughts.”

– Andrew Young, civil rights activist

“The real source of wealth and capital in this new era is not material things ... it is the human mind, the human spirit, the human imagination, and our faith in the future.”

– Steve Forbes, president and CEO of Forbes and editor-in-chief of *Forbes Magazine*

What is your definition of wealth?



1.23

Questions:

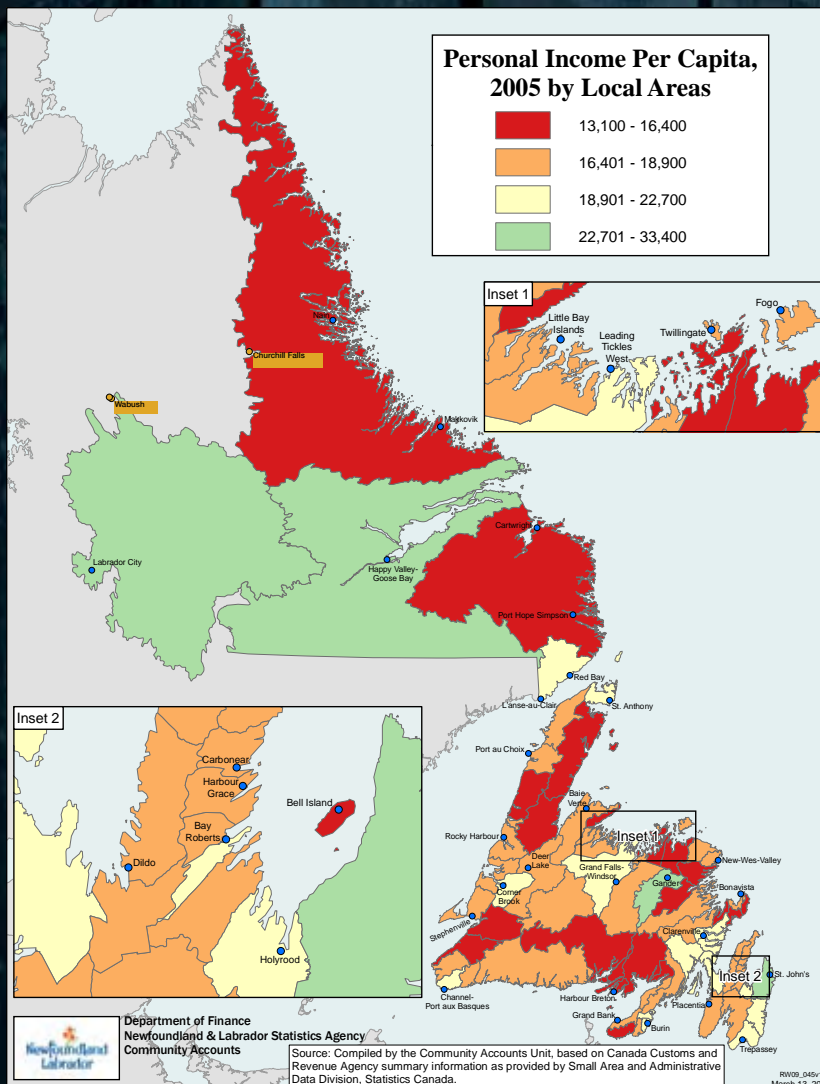
1. Think about the economic activity that takes place around you. Provide an example that illustrates each of the following:
 - a. A subsistence activity
 - b. An example of scarcity and opportunity cost
2. What lifestyle do you imagine yourself enjoying as an adult? For example, what might be some of your needs and wants when you are 30 years old? How will you plan on meeting them?
3. Estimate the required income it will take to sustain the way of life you envision.
3. In the 1800s, the economic life of many families in Newfoundland and Labrador was tied to subsistence activities. Today, most of our economic activities are tied to the marketplace. What do you think are some of the consequences of this change in terms of culture? Which consequence might be the most significant?

CASE STUDY

Measuring Income

One way that economists examine the flow of money is to calculate the income per capita of an area.

1.24



INCOME PER CAPITA IS

how much each individual would receive if the yearly income generated in a particular area was divided equally among all of the people living there. This calculation is often used as a measure of wealth, particularly when comparing areas.

There are two main problems with using income per capita in this way:

1. Economic activities that do not result in income – such as subsistence activities, voluntary labour, and barter – are usually not counted.
2. Income per capita does not indicate the distribution of wealth within an area. For example, an area might have a small number of individuals who have a very high level of income. This would result in a higher income per capita for the population as a whole. To explore wealth distribution, economists often look at the median income of an area instead.

Questions:

1. What pattern do you notice about the distribution of income within the province? What might account for this?
2. Are there any exceptions to the pattern noted in the previous question? What might account for this?



1.25 Mumbai, India (above), Toronto (top right), and Gander (right)

TOPIC 1.5

Geography and Culture

How would you feel if you lived in a city where there are 30 000 people per square kilometre?

What advantages and disadvantages are there to living in a big city or a small village?

Introduction

Can you think of reasons why Mumbai, India has 30 000 people per square kilometre, while Toronto has fewer than 3000 per square kilometre, and Gander has fewer than 100 per square kilometre? Part of the answer can be found in the natural environments, or geographic factors, of these urban centres. In this context, geography focuses on three main questions: **Where are things located? Why are they there? How might this be important?** Or as geographer Charles Gritzner puts it: “What is where? Why there? Why care?”

Geography is another lens through which we can examine culture. Two fundamental concepts in geography are **site** and **situation**. The site of a place refers to its **absolute location** (a position described in terms of latitude and longitude) and

the natural and human features that are found there. The situation of a place refers to its location in relation to its surroundings – in other words, its **relative location**. Elements of situation include its accessibility to resources and its connectedness to other places.

The different aspects of site and situation affect peoples’ lifestyles in many ways. For example, the traditional foods of Newfoundland and Labrador come from products immediately available here – such as fish, berries, and caribou. Likewise, many of our contemporary recreational activities, including snowmobiling, skiing, and hiking, are connected to the natural features of our landscape. Can you suggest ways in which our climate and landscape affect where people live?

How good is your geography? Take a blank piece of paper and sketch an outline of the province. When you’re done, compare it to an actual map.

WHAT MAKES US WHO WE ARE?

In the nineteenth and early twentieth centuries some geographers believed in environmental determinism. This was the belief that the physical environment is the primary factor in determining human behaviour. Groups of people who lived in similar environments (landscapes, climates, etc.) should have similar patterns of behaviour.

As more and more studies were done, it was discovered that people often responded in different ways to the same kind of environment. It was recognized that the environment does not dictate how people behave, but rather that people make choices among different possibilities. This led to the development of the term possibilism.

Possibilism allows that people sometimes make choices based upon environmental conditions, but also upon preferences which are often guided by their history and culture. For example, in Newfoundland and Labrador most people once fished because fish were bountiful (environmental factor). At the same time, some chose to farm, even though soils were not particularly good (preference).



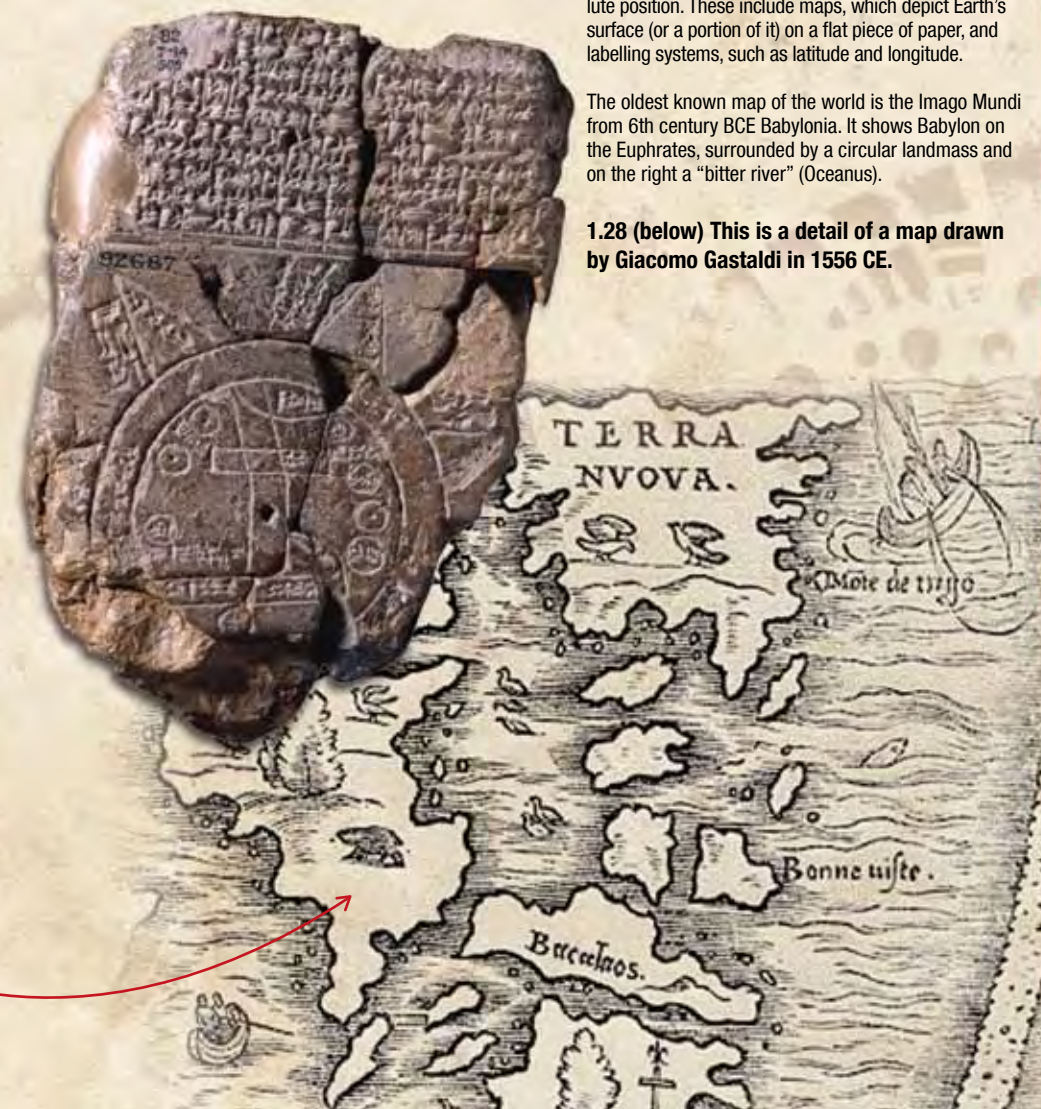
1.26 (above) How are these activities related to natural environment?

1.27 (left) The oldest known map

Throughout history, humans have developed a variety of ways to relay information to others about a place's absolute position. These include maps, which depict Earth's surface (or a portion of it) on a flat piece of paper, and labelling systems, such as latitude and longitude.

The oldest known map of the world is the Imago Mundi from 6th century BCE Babylonia. It shows Babylon on the Euphrates, surrounded by a circular landmass and on the right a "bitter river" (Oceanus).

1.28 (below) This is a detail of a map drawn by Giacomo Gastaldi in 1556 CE.



1.29



1.30 Portugal Cove, Newfoundland and Labrador

From the information shown here, explain how site and situation influenced the development of this town. Now, consider the site and situation of your own community. What is the reason your community exists? Is it a result of site or situation or both?

Geography and Population Distribution

Site and situation can influence population distribution. Throughout history, humans tended to locate their homes near resources – such as fresh water, fertile soil, and natural food sources. The location of resources is a much less important factor in explaining where people live today than formerly. Today most people in developed countries reside in or near large cities. The trend toward greater urbanization is now global – occurring everywhere. Why is this? What are the advantages of living in or near cities? Why are great cities located where they are?



1.32 As you can see from this image, population distribution tends to be heavier along coastlines.

Population distribution is represented here as a night scene with population being represented by lights. If lights represent population distribution, where on this map should they be brighter?

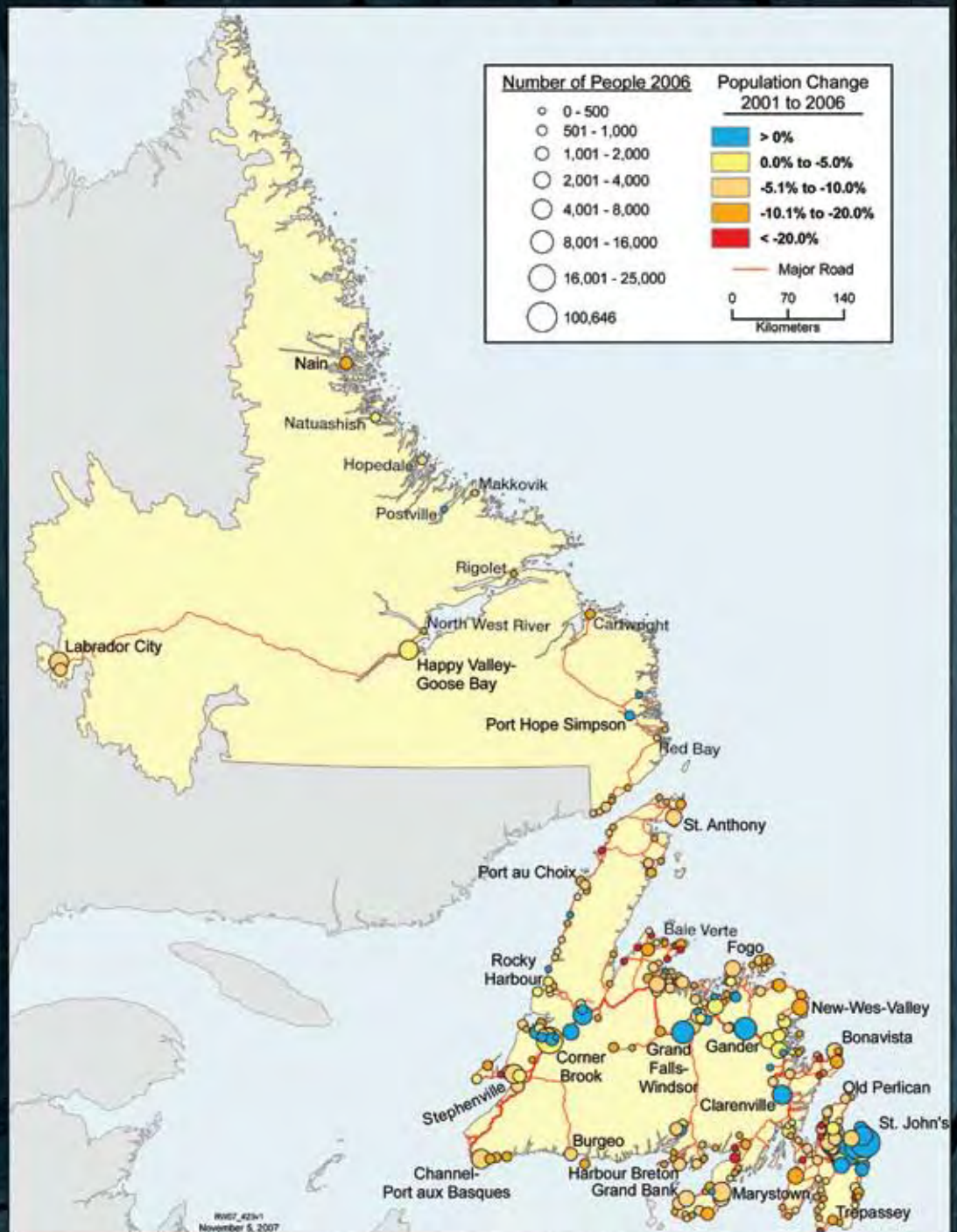


CASE STUDY

Looking at Population Distribution

CONSIDER HOW THE POPULATION DISTRIBUTION of the province is changing. The majority of communities are located along the coastline. However, based on recent trends, Newfoundland and Labrador is becoming increasingly urban.

1.33 Population distribution in Newfoundland and Labrador



Questions:

1. What accounts for this trend?
2. How will this trend affect the culture of the province?

Geography and Economy

A place's economy and its location (site and situation) are often strongly interconnected. In many cases, the natural **endowments** or qualities of an area are what first attracted inhabitants. Endowments used to meet basic human needs are called **resources**. Some resources are easily accessed and used – such as soil to grow crops – while others are more complex. Rocks, for example, are a nuisance for farming but can be used to build fences and buildings; fossil fuels like coal or oil must be extracted and processed before they are useful.

Which endowments are considered resources can vary over time and depend on economic or political factors. For instance, hats made of beaver pelts were once very popular in Europe. The abundance of beaver in eastern

North America, and its proximity to Europe, fuelled an industry that contributed to the settlement of Canada by Europeans. However, the supply of (and demand for) beaver pelts declined over the nineteenth century due to over-exploitation of the resource, the expansion of agriculture into beaver habitat, and a shift in fashion favouring silk hats.

In order for a resource to be **viable** it must be possible for it to be extracted and delivered to consumers in a cost-effective manner. Thus, how close an endowment is to its market and/or a transportation network (that is, its relative location) is often an important factor in the decision whether or not to develop it as a resource.

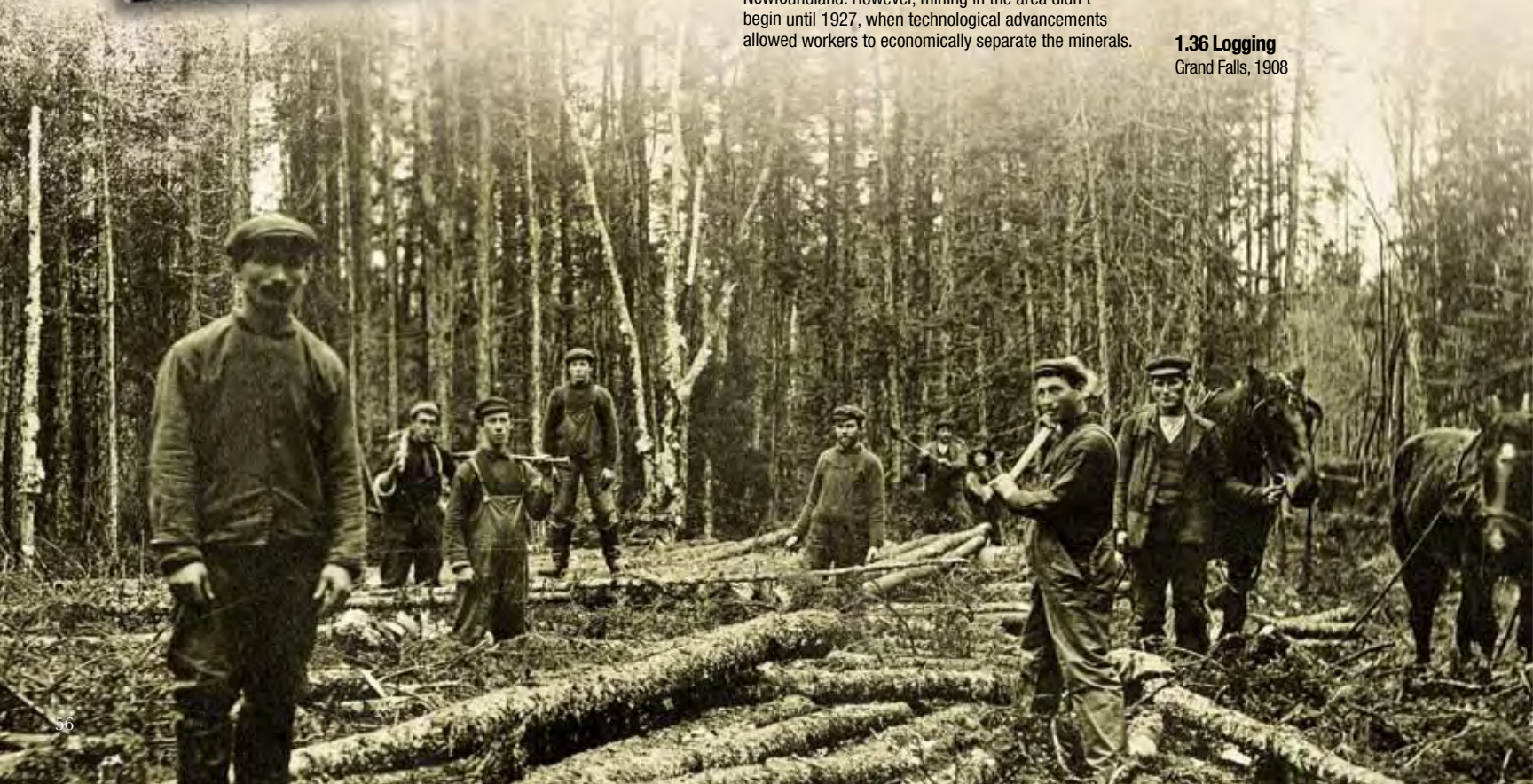
1.34 Cod drying at A.H. Murray's fishing premises in St. John's, c. 1900



1.35 Buchans Mine

In 1905, the Anglo-Newfoundland Development (AND) Company discovered zinc, lead, copper, gold, and silver mineral deposits near the Buchans River in central Newfoundland. However, mining in the area didn't begin until 1927, when technological advancements allowed workers to economically separate the minerals.

1.36 Logging
Grand Falls, 1908



1.37 Natural resources developed for export by Newfoundland and Labrador
Which primary resources are being exploited in your area of the province?





Geography and Expressions of Culture

In addition to influencing where people live and how they make a living, geography can also affect how an individual sees the world and interacts with it. The natural and cultural elements of an area tend to create a sense of place. This is a geographic perspective that comes from the combined experiences of the place's inhabitants and reflects what it is like to live in that location. The fact that people in different parts of the world can experience a different sense of place (even

when they live in areas with similar physical features and climate) means social practices and natural features in one location do not necessarily mean the same as they do to people in another location.

Expressions of culture are often influenced by a sense of place. In Newfoundland and Labrador, many of our sayings, stories, art, and other artistic expressions are about the sea and/or other features of our landscape. Likewise, much of our music reflects our experience with the sea. Inspiration from our geography can be found in the odes to Newfoundland and to Labrador; traditional songs such as "Jack Was Every Inch a Sailor" and "I'se the B'y," and contemporary songs such as Great Big Sea's "Fisherman's Lament" and Wayne Chaulk's "Saltwater Joys."

→ *The reverse is also true - culture can shape geography. For instance, improper farming practices can cause erosion, and poor forestry practices can lead to deforestation and even climate change.*

"At the intersection of culture and geography, you'll find art and science, individuals and communities, history and current events. You'll see how a mountain in the distance can inspire a Sufi poet, how a river blocking a passage occupies a civil engineer and ship builder alike ..."

— From *Culture and Geography* (www.beyondbooks.com/wcu91/index.asp)

Ode To Newfoundland

Written by Sir Cavendish Boyle (1904)

When sun rays crown
thy pine-clad hills,
And summer
spreads her hand,
When silvern voices
tune thy rills,
We love thee, smiling land.
We love thee, we love thee,
We love thee, smiling land.

When spreads thy cloak
of shimmering white,

At winter's stern command,
Thro' shortened day
and starlit night,
We love thee, frozen land.
We love thee, we love thee
We love thee, frozen land.

When blinding storm
gusts fret thy shore,
And wild waves lash thy strand,
Thro' spindrift swirl,
and tempest roar,

We love thee wind-swept land.
We love thee, we love thee
We love thee wind-swept land.

As loved our fathers, so we love,
Where once they stood, we stand;
Their prayer we raise to
Heaven above,
God guard thee, Newfoundland
God guard thee, God guard thee,
God guard thee, Newfoundland.



1.40

Saltwater Joys

Words and music by Wayne Chaulk (©1989)

Just to wake up in the morning,
to the quiet of the cove
And to hear Aunt Bessie
talking to herself
And to hear poor Uncle John,
mumbling wishes to old Nell
It made me feel that everything
was fine.

I was born down by the water,
it's here I'm gonna stay
I've searched for all the reasons
why I should go away
But I haven't got the thirst
for all those modern day toys
So I'll just take my chances
with those saltwater joys.

Following the little brook as
it trickles to the shore
In the autumn when the
trees are flaming red
Kicking leaves that

fall around me
Watching sunsets paint the hills
That's all I'll ever need to
feel at home.

This island that we cling to has been
handed down with pride
By folks that fought to live here,
taking hardships all in stride
So I'll compliment her beauty, hold
on to my goodbyes
And I'll stay and take my chances
with those saltwater joys.

How can I leave those mornings
with the sunrise on the cove
And the gulls like flies surrounding
Clayton's wharf
Platter's Island wrapped in rainbow
in the evening after fog
The ocean smells are
perfume to my soul.

Some go to where the buildings
reach to meet the clouds
Where warm and gentle people turn
to swarmin', faceless crowds
So I'll do without their riches,
glamour and the noise
And I'll stay and take my chances
with those saltwater joys.

Some go to where the buildings
reach to meet the clouds
Where warm and gentle people turn
to swarmin', faceless crowds
So I'll do without their riches,
glamour and the noise
And I'll stay and take my chances
with those saltwater joys.

Questions:

1. Create a chart that summarizes the main endorsements or attributes of your community or region. Use the headings *site* and *situation*. Compare your responses with a partner's.
2. Refer to Fig. 1.33 on page 55 "Population Distribution." In relation to your community:
 - a. What is the population distribution trend?
 - b. What are the pull-push factors contributing to this trend?
 - c. How might this trend affect the distribution
3. What is the most significant feature of your community or region in geographic terms today? Is this different from 100 years ago? Explain.

of infrastructure, such as schools and hospitals?
d. Assuming the current trend continues, how would the urbanization of the province's population impact the way of life in areas that are experiencing (i) population decline and (ii) population growth?

1.41



History and Culture

Why do you think people are interested in their heritage?

What past events stand out in your family's history?

Introduction

"A man cannot free himself from the past more easily than he can from his own body." – André Maurois, writer

"What you need to know about the past is that no matter what has happened, it has all worked together to bring you to this very moment. And this is the moment you can choose to make everything new." – Unknown

Which of the two quotes above do you feel is more accurate? Does the past totally dominate us today? Or can we really make "everything" new? Could the truth lie somewhere between these two positions? Regardless of how you answer these questions, the fact remains that much of our way of life is deeply rooted in the past.

When we talk about the past, there are two words that frequently come up: history and **heritage**. Although they have different meanings, both are useful when examining culture.

History is the record or narrative of past events. Since the entirety of the past can never be fully recounted, it makes sense that we focus on those parts that are important for us today. That's why historians tend to be guided by the idea of **significance**. They generally explore those more important experiences that have had deep consequences for many people over a long period of time. Think about where you live, the language(s) you speak, and your nationality. It is likely that significant events from the past played a strong role in determining these parts of your culture.

Heritage, on the other hand, is a familiar word that is surprisingly difficult to explain. In general terms, it refers to that which is preserved and passed on from one generation to the next. Think about what has been passed on to you from your family ancestry. What objects have been preserved for you? What practices have you learned? What important values and ideas have been stressed to you and are now part of your culture?

1.42 Used and altered with permission from the Bank of Canada



DIMENSIONS OF THINKING

SIGNIFICANCE

To help guide their inquiry into the past, social scientists use the concept of significance. An event, idea, or trend is said to be significant if it meets the following criteria: it has deep consequences for many people over a long period of time; or it is revealing and provides insight.

For instance, it is often helpful to study a particular example, not because the example itself is important, but rather that it helps us understand a larger experience. Therefore, the stories a grandparent may tell you about growing up 50 years ago may provide you with both revealing information about your personal history and a

deeper understanding of the experience of people living in those times.

Sometimes assessing significance can be difficult. Significance can vary based on time, perspective, and purpose.

1.43



Question:

Compare the significance of offshore oil and the fishery to our province. Which is most significant today? What

was most significant in the 1800s? What about 100 years from now?

By examining our history and heritage, we can gain better insight into how they have helped shape our lifestyles today. This is often very challenging, as our knowledge of the past is limited to the information that has survived to the present. When we think about historic information, it can be assessed in terms of both *quantity* and *quality*. The greater the quantity of information we have, the easier it is to create a comprehensive picture of an experience. Likewise, having quality information that is reliable and accurate is also important.

Often when we talk of historical sources, we think of tangibles such as documents, images, and artifacts. These types of information from primary and/or secondary sources tend to be considered “facts.” However, it must be remembered that historical sources are products of human actions. When an individual creates a record, he or she tends to do so with a purpose that is relevant to his or her present time. Seldom does the author of a document think that his or her creation will be used as a historical source at some point in the future. Therefore, the records that do survive and are used as historical sources are often “incomplete” or “biased” records of the past.

One other point worth making is that individuals and their memories are also valid historical sources. While oral histories have limitations, they can be excellent sources to help gain a deeper insight into a particular experience from the past – especially for those aspects that are not always documented in writing. For instance, if you wanted to know what life was like for the average person in your community 50 years ago, your best bet might be to interview an older person who lived during that time.

Oral history is based on the idea that powerful insights can be derived from people talking about their experiences. It ... assumes that everyone's memory is valuable and of potential historical interest. ... the voice of the past ... is that of the humble, of working men and women, who ... have rich experiences ... that offer a distinct historical perspective.”

– Dr. Ludmilla Jordanova, historian

1.44



**“Those who cannot
remember the past are
condemned to repeat it.”**

– George Santayana, philosopher, poet, and cultural critic

Questions:

1. What information can you get from an oral interview that you cannot obtain from other sources?
2. Create a list of objects, practices, and values that you have inherited. What is the most significant? Why?

This is called presentism.

THINKING ABOUT THE PAST

Our lives today are different than those of our great-great grandparents. Not only are there differences in the technologies we have, such as cell phones and microwave ovens, but also differences in the way we look at the world around us. Our expectations of what we are able to do in areas such as transportation, communication, and medicine are radically different from the expectations of people a century ago.

As we think about the past, it is important that we refrain from interpreting past experiences based on present-day values and ideas. Rather, when examining the past, we should do so in the context of the values and norms of that time period. For example, when considering lifestyles in Newfoundland and Labrador in the eighteenth century, we realize that there were virtually no government-sponsored services such as health care or education. This does not mean that the society at that time was “primitive” or “backward.” Quite simply, there was no expectation during that period that government should provide those services.

1.45

CASE STUDY

Using Information as Evidence

Primary sources are the “raw materials” historians use to answer questions, make inferences, and draw conclusions.

FOR A HISTORIAN OR OTHER SOCIAL SCIENTIST, INFORMATION becomes evidence when it is used to answer a question or support a point of view. Examine the following information to see what you can learn about trends in population distribution and changes in the past.

→ The 1836 data was not in the original source, but was added by the authors.

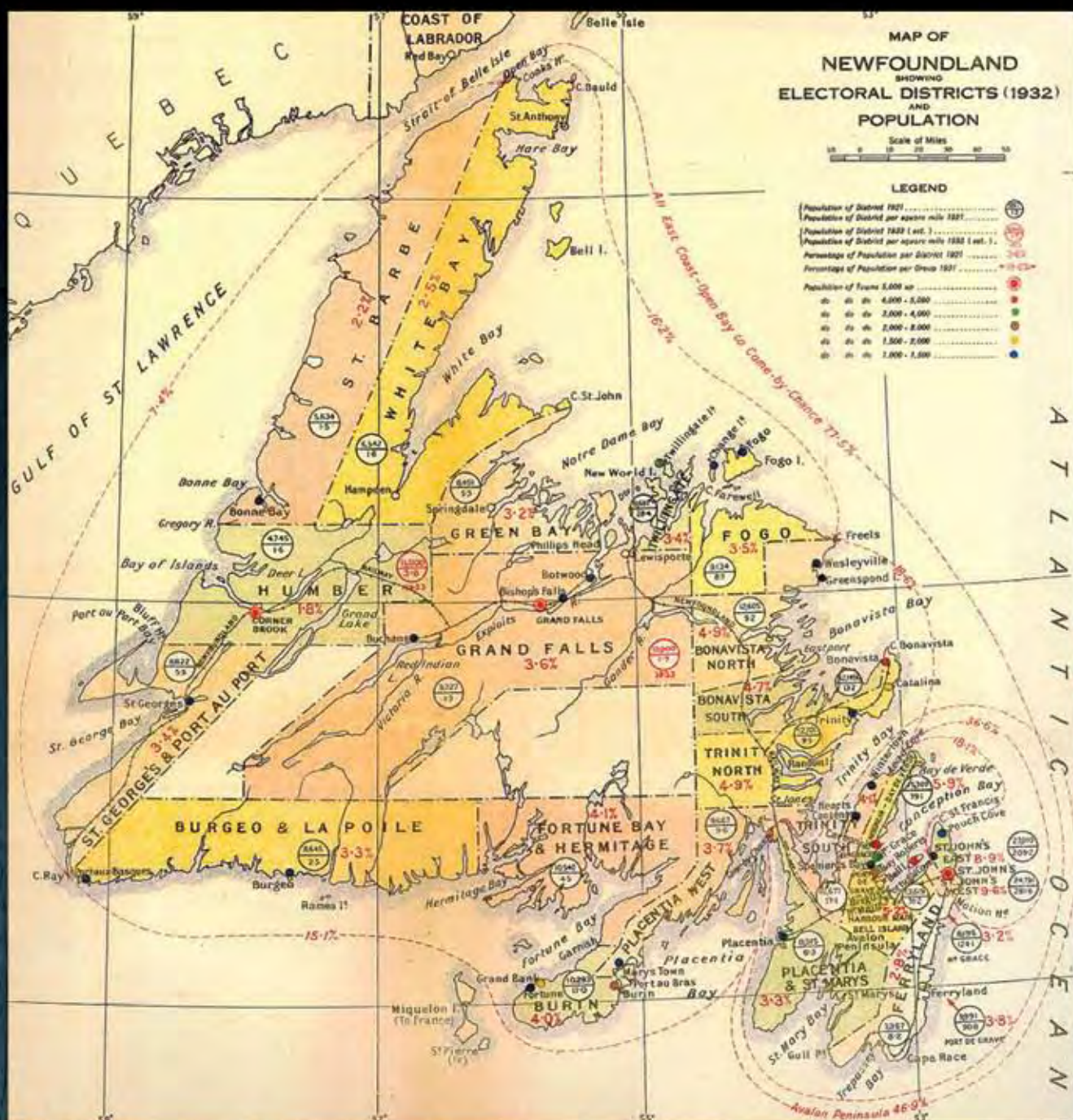
POPULATION BY DISTRICTS

1.46

Source: Newfoundland Royal Commission, 1933

The following table gives the population of the various districts by the 1921 Census, and also the figures for each district for former years:

Districts	1836	1857	1874	1884	1891	1901	1911	1921
Twillingate	---	9,717	15,135	14,058	16,780	19,453	22,705	26,320
Fogo	4,886	---	---	6,264	6,700	7,570	8,257	9,134
Bonavista	5,183	8,850	13,008	16,486	17,849	20,557	22,894	24,754
Trinity	6,803	10,736	15,677	19,005	18,872	20,695	21,788	24,754
Bay-de-Verde	---	6,221	7,434	8,403	9,708	9,827	10,213	23,422
Carbonear	---	5,233	5,488	6,206	5,765	5,024	5,114	4,830
Harbour Grace	23,215	10,067	13,055	14,727	13,881	12,671	11,925	11,453
Port-de-Grave	---	6,489	7,919	8,698	7,986	7,445	6,986	6,545
Harbour Main	---	5,386	7,174	8,935	9,189	9,500	9,471	9,262
St. John's West	18,926	13,124	12,763	15,962	15,251	18,483	20,550	23,739
St. John's East	---	17,352	17,811	22,183	20,776	21,512	25,135	28,419
Ferryland	5,111	5,228	6,419	6,472	5,853	5,697	5,793	6,015
Placentia and								
St. Mary's	4,701	8,334	9,857	11,789	12,801	15,194	16,099	16,472
Burin	3,140	5,529	7,678	8,502	9,059	10,402	11,616	12,579
Fortune	3,129	3,493	5,788	6,917	7,671	8,762	9,989	11,272
Burgeo and								
La Poile	---	3,545	5,098	6,544	6,471	7,011	7,793	8,645
St. George	---	3,334	8,654	5,473	6,632	9,100	11,861	13,556
St. Barbe	---	---	---	6,500	6,690	8,134	10,481	12,176
Total	75,094	122,638	158,958	193,124	197,934	217,037	238,670	259,259
Labrador		1,650	2,416	4,211	4,106	3,947	3,949	3,774
Grand Total	75,094	124,288	161,374	197,335	202,040	220,984	242,619	263,033



1.47 Source: Newfoundland Royal Commission, 1933

1.48 POPULATION BY CHIEF TOWNS

Source: Newfoundland Royal Commission, 1933

	1901	1911	1921		1901	1911	1921
Twillingate	3,542	3,348	3,217	Brigus	1,162	1,034	935
Grand Falls	---	---	3,769	Harbour Main	798	762	745
Fogo	1,118	1,152	1,216	Conception Harbour	932	988	892
Change Islands	1,067	1,087	1,075	Ferryland	535	478	562
Greenspond	1,358	1,304	1,211	Placentia	1,315	1,327	1,383
Bonavista	3,696	3,911	4,052	Burin	2,719	2,783	2,763
Trinity	1,197	1,332	1,356	Grand Bank	1,427	1,605	1,869
Heart's Content	1,079	1,017	1,229	Harbour Breton	763	654	725
Western Bay	695	966	869	Channel	1,280	877	994
Carbonear	3,703	3,540	3,320	St. George's Harbour	1,409	867	1,024
Harbour Grace	5,184	4,279	3,825	Bay of Islands	1,184	1,048	1,349
Bay Roberts	2,266	2,187	2,168				

Note: Corner Brook, which now* has a population of about 5,000, was only a small village at the time of the 1921 census and owes its present proportions to the establishment of a paper mill there in 1923.

**This note is from the original 1933 document.*

The degree to which a question can be answered or a position supported by evidence is a function of the quantity and quality of the information available.

1.49 OCCUPATIONS

Source: Newfoundland Royal Commission, 1933

	1857	1869	1874	1884	1891	1901	1911	1921
1.	---	---	---	---	---	---	1	1
2.	---	2	4	3	3	4	3	3
3.	77	97	120	185	183	239	245	301
4.	---	---	---	---	606	789	1,395	1,622
5.	Lawyers and Doctors	Lawyers 24	Lawyers 30	Lawyers 41	Lawyers 43	Lawyers 55	Lawyers 46	Lawyers 47
	71	Doctors 42	Doctors 41	Doctors 56	Doctors 62	Doctors 83	Doctors 119	Doctors 92
6.	689	591	589	895	771	1,040	1,326	1,098
7.	---	---	---	1,613	1,952	2,353	4,641	5,186
8.	---	---	---	---	614	739	1,468	1,712
9.	1,552	1,784	1,004	1,685	1,547	2,475	2,915	3,227
10.	---	---	---	---	36,303	40,438	40,880	34,979
11.	1,970	2,019	2,171	3,628	2,682	3,111	5,376	4,862
12.	Males and Females	Males and Females	Males and Females	Males and Females	Males and Females	Males and Females	Males and Females	Males and Females
	38,578	37,259	45,845	60,419	18,081	21,443	23,245	24,937
13.	334	391	453	1,507	625	1,408	2,821	2,619
14.	---	462	29	404	1,258	1,576	2,260	1,137
15.	---	---	---	---	1,058	626	1,204	1,833
16.	---	2,353	3,023	3,360	8,686	11,639	14,811	16,121

1. Archbishops 2. Bishops 3. Clergymen 4. Teachers 5. Lawyers and Doctors 6. Merchants and Traders 7. Engaged in Office or Shop 8. Government Service 9. Farmers 10. Fishermen and others who cultivate land 11. Mechanics 12. Catching and Curing Fish (Males and Females) 13. Lumbering 14. Mining 15. Engaged in Factories 16. Otherwise employed.

In earlier times mechanics referred to trades persons or skilled trades persons, including coopers, blacksmiths, shoemakers, lumbermen, and loggers.



1.50 Source: Newfoundland Royal Commission, 1933

Questions:

1. Based on the information provided in this case study, what inferences can you draw about the way of life in your area of the province in the late nineteenth and early twentieth centuries? What conclusions can you make about the colony as a whole? What parts of this lifestyle still exist today?
2. What are some other questions that could be raised about this time period that are NOT answered by this data? Where might you go to obtain answers to these questions?



Scott Antle, director of communications for the Canadian Cancer Society, stands in front of a cigarette powerwall. Newfoundland and Labrador is the only province which permits such displays of tobacco products. — Photo by Rhonda Hayward/The Telegram

Taking it to the wall

Anti-tobacco groups want big, colourful displays banned

By SIVYL BARTLETT
THE TELEGRAM

Scott Antle hopes the government is finally ready to tear down the walls.

As director of community services with the Canadian Cancer Society, he has been involved in an effort to get rid of the large and colourful displays of tobacco products that are common at convenience stores, gas stations and smoke shops across the province.

Partnering with the Alliance for the Control of Tobacco and other groups, the cancer society has been pressing the province for the past couple of years to ban these cigarette setups, which are known as powerwalls.

Newfoundland and Labrador is the only province and territory that

doesn't have such legislation.

Antle says they've met with three different health ministers. Each supported a ban, he notes, but none made it happen.

"It's been very frustrating," he says. "We do understand that there's a process involved whenever you have to open up legislation, but we've seen province after province and all the territories move forward with this, and we've come up last in this part of tobacco control."

Antle and his colleagues believe powerwalls increase smoke sales.

They say the displays prompt impulse buys, trigger ex-smokers to start puffing again and increase the chances of youth taking up the habit.

"It's the draw and appeal it has for youth," Antle says. "When a young

teenager comes into a store and sees that big powerwall of tobacco there, it's attractive. ... (Tobacco companies) know they have to replace the 45,000, 47,000 people that die every year from tobacco."

Kevin Coady agrees.

The alliance's executive director

counter, near the candy, so that young people see it."

In fact, according to the cancer society, tobacco companies paid Newfoundland and Labrador retailers \$2.8 million in 2007 for these displays.

Antle, Coady and the others are



Let us be free. Tobacco free.

The fact is... It is illegal for anyone, including parents, friends, family and retailers, to give or sell tobacco products to youth **under the age of 19.**

Share the Facts. Not Tobacco.

Newfoundland
Labrador

Smokers' Help Line:
1-800-363-LUNG (5864)

SYNOPSIS

1.51

TOPIC 1.7

Politics and Culture

How does a government influence a country's culture?

What age do you think is an appropriate age for citizens to have the right to vote? Why?

Introduction

In Bangladesh or Columbia, you have to be 15 to legally buy cigarettes. In Canada, you must be 18 or 19, depending on the province in which you live. In Kuwait, you must be 21. What accounts for these differences?

All of these countries have decided that some kind of legal control needs to be placed on the sale of tobacco products to younger persons. However, each country has a different perception of the age to which this law should apply. It is likely that cultural differences have played a



1.52 Think of all the different ways that government controls affect your life.
Even where you cross the street or stop your car is affected by legislation.



1.53 Informal politics happens all around us each day ... at home, in the classroom, and at work.
This is often called small "p" politics. However, when most people speak of politics they are usually referring to formal politics.

role in this and therefore influenced the kind of legislation that has been passed. It might also be argued that young people are less apt to start smoking in a country where it is harder to legally obtain cigarettes. In this way, the legislation is in turn influencing a country's culture.

This is just one example of the many ways legislation or government controls can affect our lifestyle. Politics affects our lives in a variety of ways at multiple levels. In very general terms, politics is the process by which groups make decisions. The group making a decision could be the decision-making body for a country or it could be as simple as a group of friends deciding what to do on a Saturday night. Depending on the group, the political process varies. After some discussion, a group

might reach a consensus or agreement as to what they want to do. On another occasion it might be a simple democratic exercise – the will of the majority will prevail. In some cases, the group might defer to the will of one individual, and follow a more autocratic model.

In order for a decision-making group to make good decisions, its members need data about the people for whom they are making decisions. Well-being indicators are one tool that a government can use. Rather than using a single category of data, such as **Gross Domestic Product (GDP)**, social scientists sometimes group together different categories of data to create indicators that provide a complete picture of the quality of life in an area.



1.54 Sir Robert Bond

During the period of Sir Robert Bond's administration, the paper mill town of Grand Falls was born. This was due in no small part to the efforts of the prime minister himself, who believed in the need to develop the timber stands of central Newfoundland. Beginning with the incorporation of the Anglo-Newfoundland Development Company in January 1905, the paper industry provided the backbone of the regional economy for over a century.



1.55 Centre Block, Parliament of Canada, Ottawa

In Canada, our political practice is based on a **parliamentary system**. In an election, the people in each district or riding vote to pick a representative to sit in government on their behalf. The individual with the highest number of votes in each district or riding becomes the Member of Parliament in the federal

government or the Member of the House of Assembly in the provincial government. The elected individual is usually a member of a specific political party. The party with the most elected representatives forms the government.

St. John's South - Mount Pearl Federal Riding Election Results 2008

Candidate	Party	Votes	% Votes
Terry Christopher Butler	Independent	179	0.5
Greg Byrne	Newfoundland Labrador First Party	402	1.2
Ryan Cleary	New Democratic Party	13 971	40.6
Siobhan Coady	Liberal	14 920	43.3
Ted Warren	Green Party	643	1.9
Merv Wiseman	Conservative	4324	12.6
Total number of valid votes:		34 439	
Rejected ballots:		92	
Total Number of votes:		34 531	

1.56 For this riding there were 34 531 people who actually voted, out of 66 467 eligible voters.
What might account for low voter turnout? Should voting be mandatory?

In the 2000 federal election, the Liberal Party obtained 57 per cent of the seats in Parliament. However, the Liberal Party received only 41 per cent of the popular vote. Do you think this is fair?

Types of Government

Candidate	Party	Votes	% Votes
Majority Government	50% + 1	The party with the majority of seat forms the government and will be able to successfully pass legislation during its term	
Majority Government	Less than 50%	The party with the largest number of seats can form the government. However, if it is unable to gain the support of other parties when passing important legislation that is considered a matter of confidence (such as an annual budget), a new election may be called.	
Coalition Government	Less than 50%	If no single party has a clear mandate to form a government, two or more parties may seek to work together and share the exercise of power. Similar to a minority government, if there is a vote of non-confidence, an election may be called.	

People frequently refer to this type of government as a democracy. One definition of democracy is that it is the rule of the majority. This definition implies that the majority can make a decision by which all citizens would be bound. Such decisions might disadvantage the minority. To guard against this, in Canada we have what is known as a constitutional democracy. While decisions are made by the majority, the constitution sets out basic rights that apply to all citizens. Thus the government is unable to make decisions that would threaten these rights.

It could be argued that, more than any force discussed in this section, politics has the greatest influence on culture. Elected governments hold the trust of the people to make decisions that will serve the interests of the **electorate**. Bound by certain limits, governments use economic, geographic, and historical data to enact legislation that governs virtually all aspects of our lives. In fact, try to identify an area of culture where government cannot exert influence.



1.58 Lobbying for the seal industry

In April 2008, a Canadian lobby group visited London, Paris, Brussels, and Berlin in an effort to avert a European Union ban on the importation of seal products. The delegation – which included Nunavut Premier Paul Okalik and Newfoundland and Labrador Natural Resources Minister Kathy Dunderdale – pointed out that much misinformation has been circulated about the Canadian seal hunt. Some animal rights groups continue to employ images of baby seals in their campaigns, for example, but the whitecoat hunt has been banned since 1987. Despite this visit and other efforts, the European Parliament voted in July 2009 to ban the importation of seal products.

Questions:

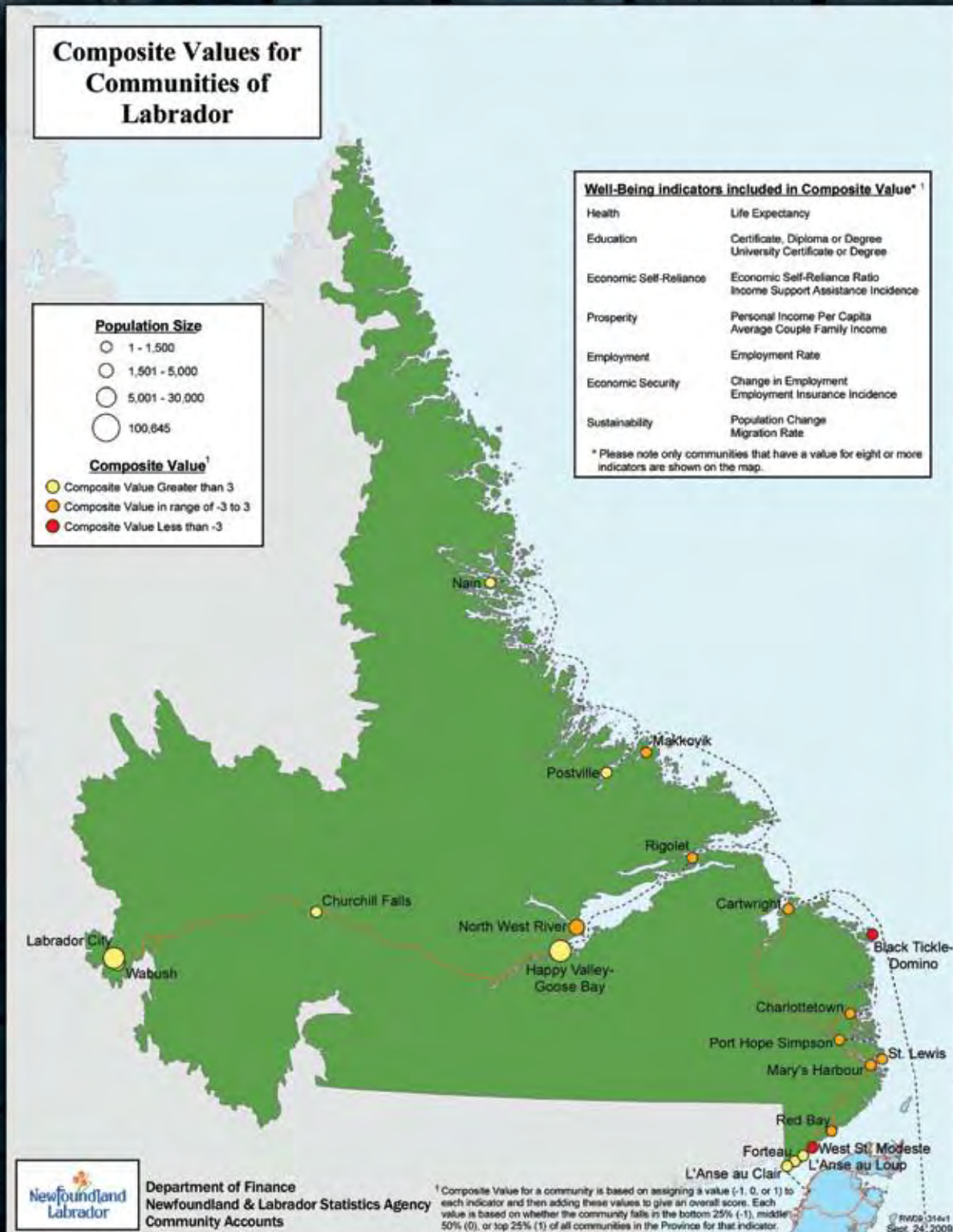
- Identify an example of an informal and formal political process that you observed recently. How were the decisions made in each example?
- What is the name of your federal riding and who is your Member of Parliament?
 - What is the name of your provincial district and who is your Member of the House of Assembly?
- What are some of the political issues facing your riding/district today?
- Given that formal politics both reflects and influences culture, with a partner develop three strong arguments that could be used to encourage people to vote.

CASE STUDY

Using Quality of Life Indicators to Make Decisions

IN 2009 RESEARCHERS EXAMINED SEVERAL categories of data and calculated an index of “well-being” for the communities throughout the province. This information is extremely useful for governments as they consider how to improve the lives of citizens.

1.59



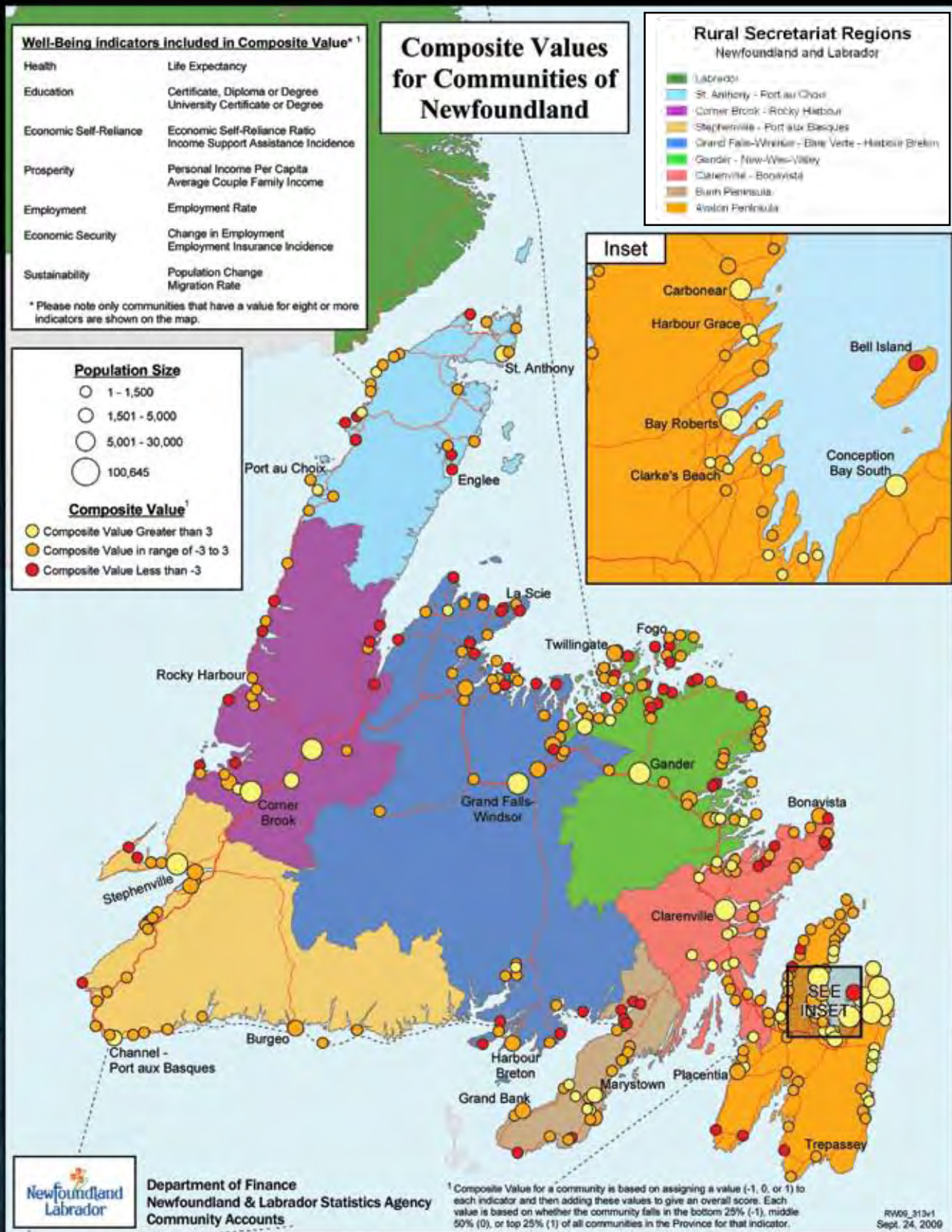


Fig. 1.60 The Rural Secretariat has developed detailed profiles for each of the nine regions of the province. The profiles serve as baselines that help examine change and progress over time. What is happening to the population? Are more people working? Are incomes rising? What are our health practices? How does one region of the province compare with others in terms of performance on any indicator? This data set examines how a variety of factors interrelate to affect "well being."

Questions:

- Look at Fig. 1.59 and Fig. 1.60.
 - What is the composite value for your community/region? What might account for this?
 - What inferences can be made from this data?
- What specific information would governments need in order to respond to this data to help improve the well-being of a specific community?



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-vere.

CHORUS.

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

Long may it away, 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-
copee of rus-set brown: Each gul-ly, pond, and lan-ging brook That tum-bles rat-
stretch from shore to shore. In man-y a bright and fa-vored land Far-famed in son-
no-ble Gail-tee Mor, Ben Lo-mond's and Ben Ne-vie's peaks, And Snow-don's Gl-
sen-try stern and hoar, And shield'et us from the storm-y South And wild At-lan-

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-ges dash thy side, With-in thy

CHORUS.

all the rest, Oh, dear old South-Side Hill.
garment, spun From wool 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.

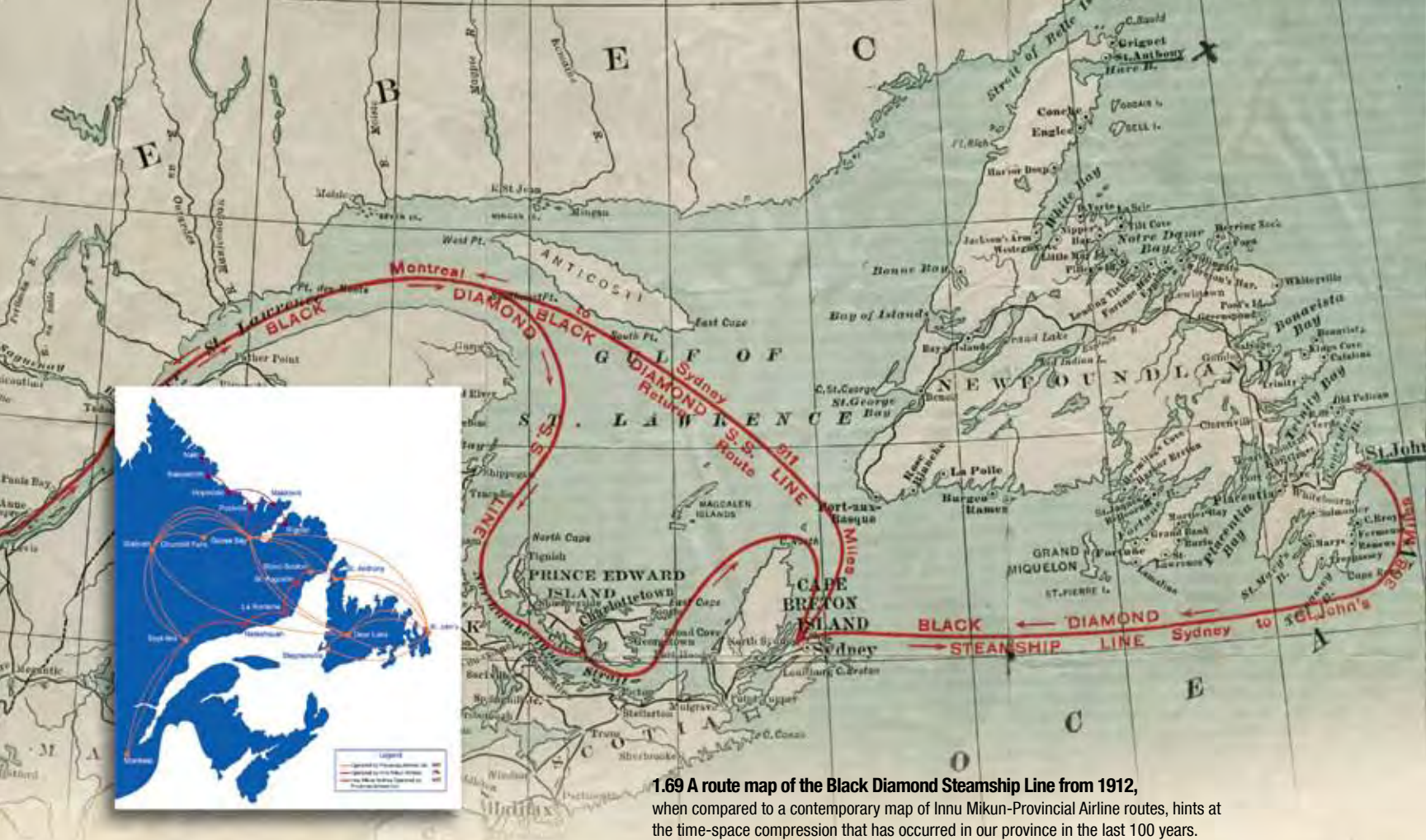
Questions:

- 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





1.69 A route map of the Black Diamond Steamship Line from 1912, when compared to a contemporary map of Innu Mikun-Provincial Airline routes, hints at the time-space compression that has occurred in our province in the last 100 years.

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)		

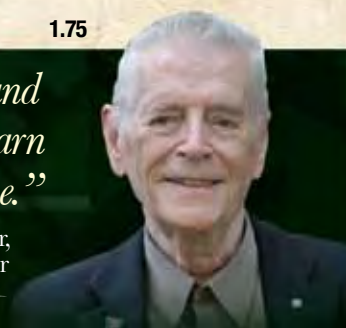
1.75

(((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:

- 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
- 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
- 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.



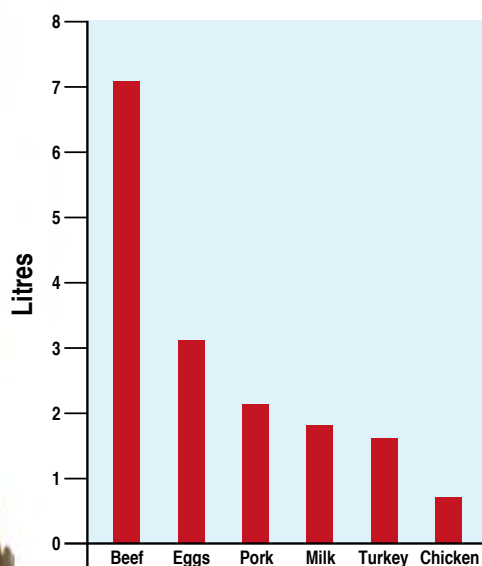
Similarly, the globalization of fast foods is contributing to changes in people's dietary practices. In China, for example, easier access to fast-food meals such as beef burgers in chain restaurants has contributed to an increased demand for beef. At first, this may not seem all that significant until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

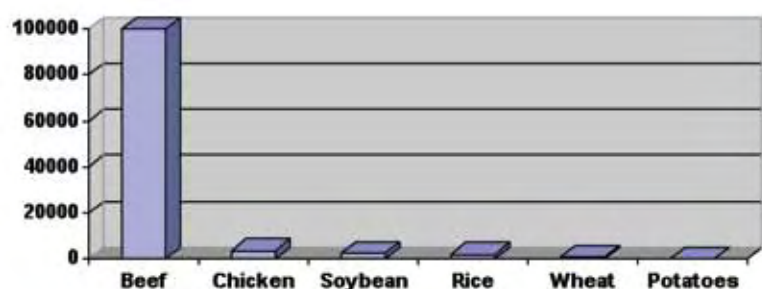
ENERGY REQUIRED
to produce food protein



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.”

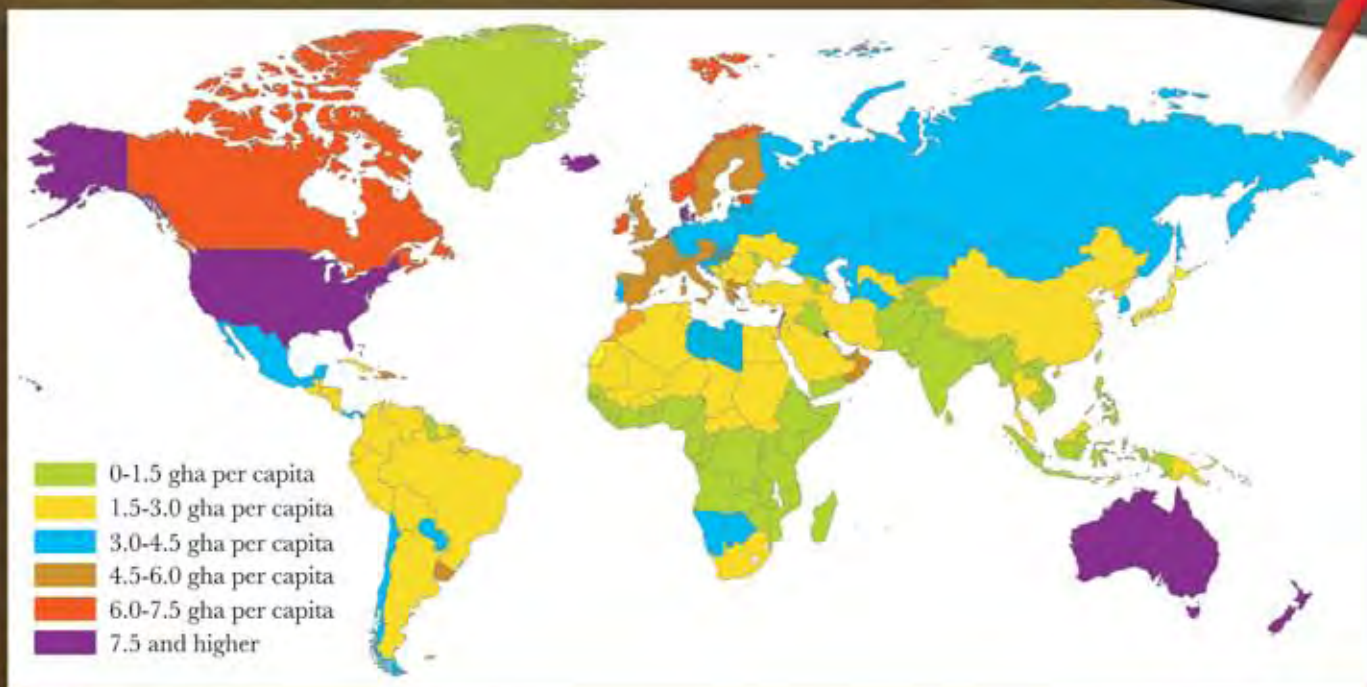
— Dr. David Suzuki, Canadian science broadcaster and environmental activist

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)

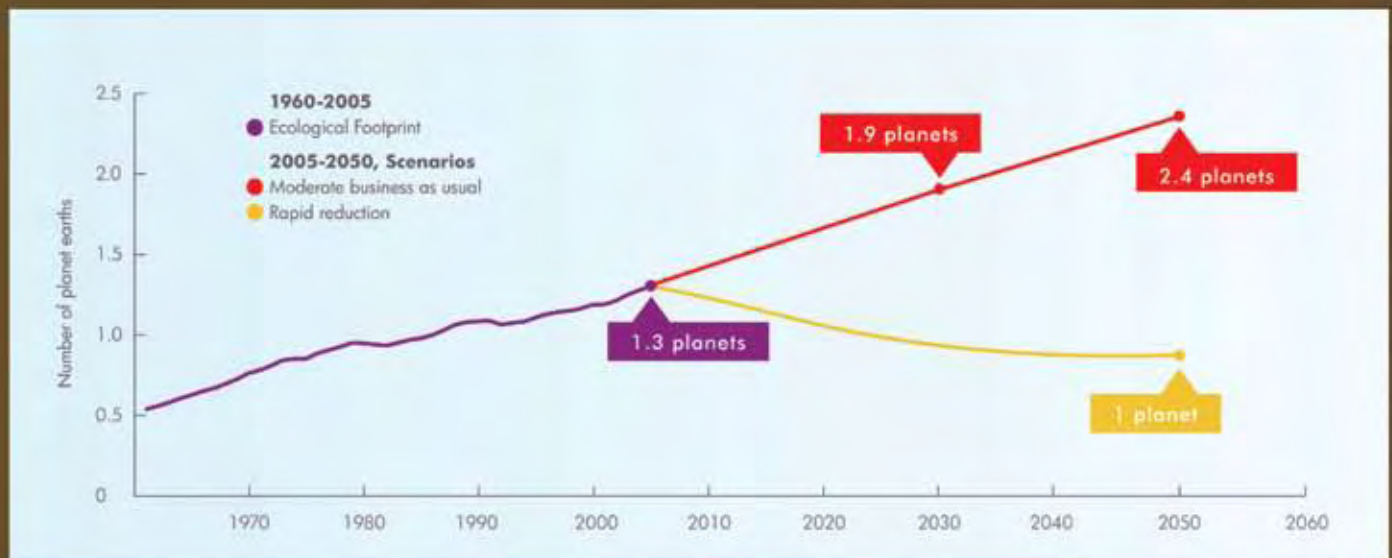
In order to live, we consume what nature offers. Every action impacts the planet's ecosystems. This is of little concern as long as human use of resources does not exceed what Earth can renew. But are we taking more than Earth can afford? The concept of the ecological footprint helps us to figure this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