

# Assessing and Responding To Globalization

## Summary of Issues and Learning Outcomes

Lesson Outcome	<p>Students will demonstrate an understanding of the extent that economic globalization impacts people, communities, and countries by writing a major response essay.</p>
Inquiry Questions	<p>Is globalization inevitable?          To what extent is economic globalization desirable?          To what extent should we embrace globalization?          Are there alternatives to the process of globalization that we have examined to this point?</p>
Values and Attitudes Outcomes	<ul style="list-style-type: none"> <li>2.2 exhibit a global consciousness with respect to the human condition</li> <li>3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization</li> <li>3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment</li> <li>4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities</li> <li>4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility)</li> </ul>
Knowledge and Understanding Outcomes	<ul style="list-style-type: none"> <li>3.3 explore understandings of contemporary economic globalization</li> <li>3.6 analyze economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy)</li> <li>3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation)</li> <li>3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world</li> <li>4.4 explore various understandings of quality of life</li> <li>4.8 analyze how globalization affects individuals and communities</li> </ul>

## Key Skills

- S.1.1 evaluate ideas and information from multiple sources
- S.1.6 synthesize information from contemporary and historical issues to develop an informed position
- S.1.9 analyze current affairs from a variety of perspectives
- S.2.7 develop a reasoned position that is informed by historical and contemporary evidence
- S.2.9 use current, reliable information sources from around the world
- S.3.5 assess the impact of human activities on the land and the environment
- S.7.1 develop, express and defend an informed position on an issue
- S.7.3 draw pertinent conclusions based on evidence derived from research
- S.7.6 integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
- S.8.1 communicate effectively to express a point of view in a variety of situations



## Activity Overview



### Time:

- 3 periods

### Preparation:

- Photocopy two copies for each student of **Activity Master 11.1: Assessing Economic Globalization**, **Activity Master 11.2: Resources for Summarizing Perspectives**, and **Activity Master 2.1, 2.2, or 2.3: Major Written Response**

Students will now address the overarching unit issue: *To what extent should we embrace globalization?* They will also address Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

Following a class discussion, a group research review is used as a preparation guide to the essay. Students will then write an in-class essay based on one of the major written responses presented in Activity 2. Examples of perspectives on globalization are included in **Activity Master 11.2: Resources for Summarizing Perspectives**.

In their essay, students will explore, assess and respond to the uneven distribution of the benefits and detriments of economic globalization and the asymmetrical nature of economic globalization.

### Key Concepts

- contemporary economic globalization; proponents of economic globalization; opponents of globalization
- impacts of economic globalization on quality of life
- short-term gains and losses from economic globalization
- long-term gains and losses from economic globalization
- perspectives on economic globalization
- level of agreement or disagreement with an opinion
- statement of opinion; statement of position; thesis statement
- effective thesis statement; concise thesis statement
- argumentative case; defense of position
- argumentative essay; persuasive essay
- effective argumentation; persuasiveness; informed opinion; convincing argument; well-supported argument
- specific evidence; comprehensive evidence
- effective introduction; effective conclusion

### Objectives/Rationale

Students will demonstrate an understanding that the benefits and detriments of globalization flow unevenly within and amongst countries. They will also show that global economics might put one country at an advantage or a disadvantage in relationship to another. Determining who benefits and who does not benefit from the process is a crucial step in deciding the extent to which globalization should be embraced.

### Instructional Strategies

1. As final preparation, advise the students that they are to examine the key concepts, the descriptions of the range of positions, and consider the list of possible perspectives.
2. As an opener, view the two videos listed below and have students complete *Activity Master 11.1*.
  - Bill Gates: How to Fix capitalism (5:41 minutes)  
<http://www.youtube.com/watch?v=zA1ioym5OYA>

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## Instructional Strategies cont.

- Global Village or Global Pillage (28 minutes)  
<http://www.cctv.org/stream-player-build?nid=87360&streamtype=broadband&link=no>
- 3. Briefly discuss the videos. The Supplementary Resources lists media that students can use for essay preparation.
- 4. Generate a class discussion about globalization, based on the research and knowledge that students have accumulated in their essay preparation notes. Advise students to take notes for use in their essays. The chart and position summaries in **Activity Master 11.2: Resources for Summarizing Perspectives** will assist students in formulating their conclusions about the benefits and detriments of globalization.
- 5. Students should review their essay preparation notes, assembling appropriate arguments and factual supports. Provide additional class time for planning and allow a 1-page reference guide for each student if these are appropriate to your class needs.
- 6. For 10-1 students, use **Activity Master 2.1** or **Activity Master 2.2: Major Written Response**. For 10-2 students, use **Activity Master 2.3: 10-2 Major Written Response**. Follow instructions from Activity 2. Have students write the essay.

**Follow Up** After grading, return the students' essays along with the rubrics that describe the assessments of their work. Provide the class with general feedback on the quality of thought, preparation, and completion of the essay.

**Differentiated Learning** If there are time constraints, then this activity could be done as a jig saw. It would be necessary to prepare the jig saw prior to this activity to speed up the process. If chosen, then write the basic positions of the characters.

**Metacognition** Have you changed your personal thoughts and beliefs about the entire process of globalization? How?  
Of the areas studied, which one(s) attracted your attention the most? Why?

**Assessment** Social Studies 10-1 Written Response Assignment II Scoring Categories and Criteria  
[http://www.learnalberta.ca/content/t4tet/courses/senior/social10\\_1/social.asp](http://www.learnalberta.ca/content/t4tet/courses/senior/social10_1/social.asp)

Social 30-1: Part A: Written Response Assignment II: Position Paper and marking rubric.  
<http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx>

Social Studies 10-2 Written Response Assignment II Scoring Categories and Criteria  
[http://www.learnalberta.ca/content/t4tet/courses/senior/social10\\_2/social.asp](http://www.learnalberta.ca/content/t4tet/courses/senior/social10_2/social.asp)

For information on the 30-2 diploma written exam information, please go to the Alberta Education web site for 30-1 listed above.



# Supplementary Resources

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## Videos

- Walden Bello: Globalization (10:44 minutes)  
<http://www.youtube.com/watch?v=PWn8XqYZLD4>

## Readings

- Aase, Sara. “New world order: Is globalization a powerful force for good or a means of exploitation?” University of Minnesota News.  
[http://www1.umn.edu/news/features/2004/UR\\_11025\\_REGION1.html](http://www1.umn.edu/news/features/2004/UR_11025_REGION1.html)
- Barber, David. “Winners and Losers with Globalization”  
<http://www.davidbarber.org/research/winnersandlosers.html>
- Richard Florida. “The World is Spiky” Atlantic Monthly, October 2005.  
<http://www.theatlantic.com/past/docs/images/issues/200510/world-is-spiky.pdf>  
Also: LearnAlberta.ca: Canadian Reference Centre
- Crane, David. “Don’t discount the positive side of globalization”, Toronto Star, 12/31/2006.  
LearnAlberta.ca: Canadian Reference Centre
- Deen, Thalif. “Winners and Losers in the Globalisation Struggle” Inter Press Service News Agency (IPSNA), 17 May 2007.  
<http://ipsnews.net/news.asp?idnews=37775>
- Finn, Ed. “The Beginning of the End? The global corporate bulwark is finally showing cracks”, The Monitor, October 1, 2007.  
<http://www.policyalternatives.ca/publications/monitor/october-2007-beginning-end>
- Godrej, Dinyar. “HAS GLOBALIZATION STALLED? Leading activist says time is ripe for policy alternatives”, The CCPA Monitor, 44 June 2007.  
<http://elibrary3.bigchalk.com/elibweb/curriculumca/do/search>
- Ransom, David. “Globalization on the rocks”, New Internationalist, March 2010.  
<http://www.newint.org/features/2010/03/01/keynote-globalization/>  
LearnAlberta.ca: Canadian Reference Centre



**ACTIVITY MASTER 11.1:**

## Assessing Economic Globalization

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*Instructions: Use the provided readings to answer the following questions as thoroughly as possible.*

1. According to _____, what are the benefits of economic globalization?	2. According to the author, what are the downsides of economic globalization?



<b>3. According to the author, what groups are benefitting from globalization?</b>	<b>4. According to the author, what groups are being harmed by globalization?</b>
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<b>5. Why does the author feel that it is critically important to turn the negatives of globalization around? What strategies are recommended for doing so?</b>
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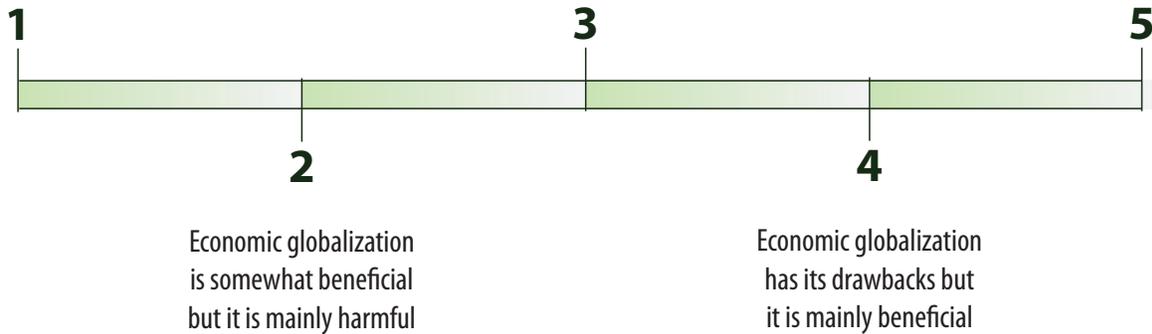
## ACTIVITY MASTER 11.2:

### Resources for Summarizing Perspectives

The impacts of economic globalization are overwhelmingly negative

Economic globalization is equally harmful and beneficial

The impacts of economic globalization are overwhelmingly positive



#### Examples of perspectives on globalization:

- **rejectionist** (extreme anti-globalist perspective)—the view that economic globalization must be completely reversed; a perspective favouring de-globalization.
- **alter-rejectionist** (transformationalist perspective)—the view that economic globalization has a few beneficial qualities, but is primarily detrimental. The few beneficial qualities should be better managed, and a larger project of globalization should be abandoned in favour of local and national development.
- **moderate globalist perspective**—the belief that economic globalization is more beneficial than detrimental, but that it does have some serious negative results.
- **alter-globalist** (transformationalist perspective)—the opinion that economic globalization needs to be reformed, not abolished; the perspective that economic globalization is a process that can and should be better managed.
- **extreme globalist** (hyper-globalist perspective)—the view that economic globalization is an overwhelmingly beneficial process that should be encouraged/accelerated unreservedly.