

# 4

## Activity 4

# A Historical Overview of Economic Globalization

### Summary of Issues and Learning Outcomes

#### Lesson Outcome

Students will examine some aspects of the historical background to globalization.

#### Inquiry Questions

How has the foundation of the modern global economy contributed to economic globalization?

#### Values and Attitudes Outcomes

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization.
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment.

#### Knowledge and Understanding Outcomes

- 3.3 explore understandings of contemporary economic globalization.
- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Breton Woods Conference, Milton Friedman).
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies).
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy).

#### Key Skills

- S.1.1 evaluate ideas and information from multiple sources.
- S.1.6 synthesize information from contemporary and historical issues in order to develop an informed position.
- S.2.4 evaluate the impact of significant historical periods and patterns of change on the contemporary world.
- S.7.8 select and analyze relevant information when conducting research.



## Activity Overview



### Time:

- 3-4 class periods

### Preparation:

#### Option 1:

- Prepare for live-streaming [Global Economic Issues](#) video
- Photocopy a class set of **Activity Masters 4.1: A New Economic Model** and **4.2: Answer Key**

#### Option 2:

- Photocopy a class set of **Activity Masters 4.1: A New Economic Model, 4.3: Historical Background to Globalization, and 4.4: Historical Background to Globalization Answer Key**
- Organize partners/groups ahead of time for group work

#### Option 3:

- Prepare for live-streaming [Commanding Heights](#) video

In this activity, students are introduced to the fundamentals of the modern world economy. It will introduce students to the following facets of economic globalization:

- The Great Depression
- Keynesian Economics
- Bretton Woods Agreement
- International Organizations

There are three optional instructional strategies. The first option is based upon a power point presentation provided and a discussion/research sequence on the pros and cons of globalization that is designed for regular 10-1 and 10-2 classes.

The second option is based upon an article dealing with the Breton Woods Conference. Students will summarize the article by categorizing the main points into a chart. This option is best suited for a more academic 10-1 class. The reading level of the article may be challenging for some students.

A third option is provided through a link to the feature video, *Commanding Heights*. The vocabulary and concept expectations of this video are advanced. This option provides the links to the entire video and to a possible summary of chapters that would cover the historical background to globalization. If you choose to use this option, then the chart provided in Option 2 should be completed. It may be necessary to fill in or help complete the sections on the gold standard and organizations.

### Key Concepts

- Economic globalization
- Contemporary globalization
- Economic dimension of globalization
- Understandings of contemporary economic globalization
- Complexities of economic globalization
- Corporate globalization
- Global investment

### Resources

[Global Economic Issues](#) by Schlessinger Media (25:36 minutes) from LearnAlberta.ca

[http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/global\\_economic\\_issues.mov](http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/global_economic_issues.mov)

[The No-Nonsense Guide to Globalization](#), by Wayne Ellwood

[http://www.thirdworldtraveler.com/Globalization/Globalization\\_GuideTo.html](http://www.thirdworldtraveler.com/Globalization/Globalization_GuideTo.html)

[Commanding Heights: the Battle for the World Economy](#)

Part 1: The Battle of Ideas

<http://video.google.com/videoplay?docid=-1466397368167658753#>

Part 3: The New Rules of the Game

<http://video.google.com/videoplay?docid=112129377629231653#>

### Objectives/Rationale

This activity will provide students with context for upcoming lessons on labour and social justice issues related to economic globalization.



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## Instructional Strategies: Option 1

1. Open the lesson by posing the question, “Where did globalization begin?”
2. Live Streaming the first 10:05 minutes of this video from the LearnAlberta.ca site:  
Global Economic Issues (25:36 minutes).  
[http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/global\\_economic\\_issues.mov](http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/global_economic_issues.mov)
3. Discuss the video and the answer to the opening question, “Where did globalization all begin,” beginning after WWI and especially beginning with the Great Depression. Start with a review of the Great Depression. The reason for this starting point is simply that the Depression and its causes were equivalent to a car motor melting into one almost-solid lump of metal. The world’s economic situation was so badly broken that it had to be completely rebuilt. What would it look like? Did anyone really know? Were there competing visions about the direction to take to restore some kind of order to the world’s economy?
4. Show the attached PowerPoint presentation that provides background information. Have the students complete **Activity Master 4.1: A New Economic Model**, retrieval chart, using the PowerPoint information.
5. Once the basic chart has been completed, organize students into groups. Assign each group one topic from the **Activity Master 4.1** and have them identify reasons and supporting factual information to show how this topic contributed to or affected the process of economic globalization and whether or not it proved to be effective in addressing economic problems existing at that time. Have them transfer this information to a wall chart sheet for classroom posting.
6. Have each group summarize their wall chart for the class. Fill in the final column of **Activity Master 4.1** by completing the wall walk activity.

## Instructional Strategies: Option 2

1. Teachers may wish to start the lesson by presenting a recent newspaper article to the class. An article describing the current activities of the IMF, WTO, or World Bank would be relevant. Suggested links: CBC: <http://www.cbc.ca/news/business/> or BBC Business: <http://www.bbc.co.uk/news/business/>
2. Pose the question, “Where did it all begin?” You may wish to use the Power Point provided in Option 1 as a supplement to this discussion.
3. The answer is, after WWI and especially beginning with the Great Depression. Start with a review of the Great Depression. The reason for this starting point is simply that the Depression and its causes were equivalent to a car motor melting into one almost-solid lump of metal. The world’s economic situation was so badly broken that it had to be completely rebuilt. What would it look like? Did anyone really know? Were there competing visions about the direction to take to restore some kind of order to the world’s economy?
4. With a partner or in a group of 3 students read the article, **The Bretton Woods Trio**, and using **Activity Master 4.3: Historical Background to Globalization** sort the points under the appropriate heading on the **Activity Master 4.1: A New Economic Model**. With a more academic class, you may want to use **Activity Master 4.3** after they have read the article and made their own summary on **Activity Master 4.1**.



Instructional Strategies: Option 2 cont.

5. Once the basic chart has been completed, organize students into groups. Assign each group one topic from the **Activity Master 4.1** and have each identify reasons and supporting factual information to show how this topic contributed to or affected the process of economic globalization and whether or not it proved to be effective in addressing economic problems existing at that time. Have the group transfer this information to a wall chart for classroom posting.
6. Teachers may wish to collect the worksheets for evaluation or evaluate in a class discussion through questioning. A teacher copy of the worksheet has been provided - **Activity Master 4.4: Historical Background to Globalization Answer Key.**

## Instructional Strategies: Option 3

1. Open the lesson by presenting a recent newspaper article to the class and discussing where globalization began as in Option 2.
2. Show the selected chapters of Commanding Heights and have the students complete **Activity Master 4.1: A New Economic Model** as they view and discuss the chapters of the video.
3. Complete this Activity by following steps 5 and 6 in Option 2.

## Follow Up

There are a number of questions that could be assigned as research and for summative evaluation.

1. Research other examples of projects in Canada during the Depression that supported Keynes' ideas. Provide a brief explanation of the project and how it supported Keynes.
2. Are there examples in Canada and Edmonton in 2009-2011 that would also support Keynes' ideas? What are these and how do they link to Keynes?
3. Was the Bretton Woods Conference necessary and effective? Explain your answer with factual support. This support may be useful in your essay preparation process.
4. Did the world require a change or the development of a new form of organization such as the World Bank?
5. Was the World Trade Organization needed at the time?
6. Was the gold standard an effective means of valuing a nation's currency? Why was it changed?
7. Explain why protective tariffs—such as the Smoot Hayley tariffs in the Depression era of the United States, retaliatory tariffs levied by other nations in response, and post war examples of protective tariffs—actually serve to reduce trade between nations and slow down the world's economies.
8. Have the students transfer arguments and facts into their essay preparation notes.

## Differentiated Learning

Options 2 and 3 are alternate activities that will facilitate the learning process for more academic classes. The PowerPoint is useable at 10-1 and 10-2 levels.

## Metacognition

Has your understanding of globalization changed as a result of the activities you have completed? Explain.

## Assessment

Collect the Follow Up answers for assessment.



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## ACTIVITY MASTER 4.1: A New Economic Model

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Issue Heading \_\_\_\_\_

*Instructions: From the PowerPoint, reading, or video, use the table below to record important information under the appropriate headings.*

GROUP/TOPIC	INFORMATION GATHERED
1. Great Depression	
2. Keynes: the Keynesian solution to recessions/depressions	
3. Bretton Woods Conference 1944	
4. Opposition to Keynes	
5. Gold Standard	
6. World Reserve Currency	
7. World Central Bank	

GROUP/TOPIC	INFORMATION GATHERED
8. Exchange Rates	
9 International Monetary Fund (IMF)	
10 World Bank	
11 General Agreement on Trade and Tariffs (GATT)	
12 World Trade Organization (WTO)	
13 New International Economic Order	
14 Organizations of Poor Countries	
15 Organizations of Powerful Countries	



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## ACTIVITY MASTER 4.1:

# A New Economic Model Answer Key

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Issue Heading \_\_\_\_\_

**Instructions:** From the PowerPoint, reading, or video, use the table below to record important information under the appropriate headings.

GROUP/TOPIC	INFORMATION GATHERED
1. Great Depression	<ul style="list-style-type: none"> <li>• 1920s – an economic ‘boom’ around the world</li> <li>• 1929 - stock market crash</li> <li>• 1930’s - banks failed               <ul style="list-style-type: none"> <li>- people lost savings</li> <li>- mass unemployment/poverty</li> <li>- nations turned inwards</li> <li>- high tariffs</li> <li>- world trade nosedived; economic growth stalled (‘deglobalization’)</li> </ul> </li> </ul>
2. Keynes: the Keynesian solution to recessions/depressions	<ul style="list-style-type: none"> <li>• British economist</li> <li>• ‘interventionist state’ – government intervenes actively in the economy</li> <li>• economic downturn: government spending increases on public goods (e.g. building projects)</li> <li>• economic upswing: governments pay back debt incurred during downturn</li> <li>• Western governments adopted ‘Keynesian’ economics, post World War II</li> <li>• a free market in pursuit of profit left on its own means:</li> <li>• cutting wages and replacing labour with technology reduces the demand for goods of factories</li> <li>• beginning of a downward spiral in the economy</li> <li>• government stimulus is needed to increase demand</li> </ul>
3. Bretton Woods Conference 1944	<ul style="list-style-type: none"> <li>• 44 nations met in July, 1944 in Bretton Woods, New Hampshire, USA</li> <li>• created new framework for postwar global economy – an international monetary system</li> <li>• designed to save capitalism</li> <li>• Keynes greatly influenced Conference – USA opposed many of his proposals</li> </ul>
4. Opposition to Keynes	<ul style="list-style-type: none"> <li>• Hayek distrusted government planning and opposed government control of the economy</li> <li>• Milton Friedman was an advisor to Ronald Reagan in the 1970s               <ul style="list-style-type: none"> <li>- pushed for less government interference in the economy</li> </ul> </li> </ul>
5. Gold Standard	<ul style="list-style-type: none"> <li>• currencies equal in value – equivalent in gold</li> <li>• stabilized foreign exchange rates</li> <li>• universal medium of exchange until 1930s</li> <li>• abandoned in 1930s as countries attempted to devalue their currencies to try to gain a competitive advantage over their trading partners</li> <li>• by 1973, gold’s value entirely determined by supply and demand (commodity)</li> </ul>
6. World Reserve Currency	<ul style="list-style-type: none"> <li>• Keynes proposal: rejected by US</li> <li>• US dollar became international currency – based on price of gold</li> </ul>



GROUP/TOPIC	INFORMATION GATHERED
7. World Central Bank	<ul style="list-style-type: none"> <li>• Keynes proposal: rejected by US</li> </ul>
8. Exchange Rates	<ul style="list-style-type: none"> <li>• main proposal of Conference</li> <li>• fixed rates needed for stability</li> <li>• adopted proposal</li> </ul>
9 International Monetary Fund (IMF)	<ul style="list-style-type: none"> <li>• created at Bretton Woods</li> <li>• supposed to 'facilitate the expansion and balanced growth of international trade'</li> <li>• initially oversaw fixed exchange rates</li> <li>• promoted currency convertibility</li> <li>• lender of last resort: supplies emergency funds/loans to countries experiencing short term cash flow problems</li> <li>• world's richest nations have most control</li> </ul>
10 World Bank	<ul style="list-style-type: none"> <li>• created at Bretton Woods</li> <li>• initially created to provide loans to countries devastated by World War II</li> <li>• by 1950s began funding development projects in the Third World</li> <li>• poorest countries unable to repay loans and fell into default</li> </ul>
11 General Agreement on Trade and Tariffs (GATT)	<ul style="list-style-type: none"> <li>• trade treaty, post World War II</li> <li>• established a set of rules to govern global trade</li> <li>• aimed to reduce trade barriers (free trade)</li> <li>• consensus required to discipline members</li> </ul>
12 World Trade Organization (WTO)	<ul style="list-style-type: none"> <li>• replaced GATT in 1994</li> <li>• 137 members; 30 'observer' countries</li> <li>• aims to reduce trade barriers (free trade)</li> <li>• critics argue WTO favours world's richest nations above the poorest</li> <li>• 'national treatment clause' <ul style="list-style-type: none"> <li>- a country may not discriminate against the products of foreign origin on any grounds</li> <li>- removes the power of national governments to develop some economic policies for their country</li> <li>- Examples: Europe forced to buy Canadian carcinogenic asbestos</li> </ul> </li> </ul>
13 New International Economic Order	<ul style="list-style-type: none"> <li>• opposition to the growing power of transnational corporations</li> <li>• near monopoly control by Western corporations of processing, distribution, and marketing products</li> <li>• free markets would never reduce global inequities</li> <li>• poor countries pushed for fairer 'terms of trade'</li> <li>• developing countries favoured: <ul style="list-style-type: none"> <li>- an active government role in running the national economy</li> <li>- steps to regulate foreign investment</li> <li>- at least minimal trade restrictions</li> </ul> </li> </ul>
14 Organizations of Poor Countries	<ul style="list-style-type: none"> <li>• seeking a new global system based on economic justice between nations</li> <li>• Non-Aligned Movement</li> <li>• Third World "Producer Unions"</li> <li>• OPEC</li> </ul>
15 Organizations of Powerful Countries	<ul style="list-style-type: none"> <li>• G7, G8, G20</li> <li>• seek free trade</li> </ul>



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## ACTIVITY MASTER 4.3:

# Historical Background to Globalization

The No-Nonsense Guide to Globalization, by Wayne Ellwood

[http://www.thirdworldtraveler.com/Globalization/Globalization\\_GuideTo.html](http://www.thirdworldtraveler.com/Globalization/Globalization_GuideTo.html)

**Instructions:** Place the provided statements into the correct heading boxes of **Activity Master 4.1** by using information found in The No-Nonsense Guide to Globalization.

- \_\_\_\_\_ 1. 44 nations met in July, 1944 in Bretton Woods, New Hampshire, USA
- \_\_\_\_\_ 2. 'national treatment clause': a country may not discriminate against the products of foreign origin on any grounds
- \_\_\_\_\_ 3. Stabilized foreign exchange rates
- \_\_\_\_\_ 4. People lost savings/mass unemployment/poverty
- \_\_\_\_\_ 5. World Reserve Currency - Keynes proposal: rejected by US
- \_\_\_\_\_ 6. Seek free trade
- \_\_\_\_\_ 7. US dollar became international currency – based on price of gold
- \_\_\_\_\_ 8. GATT: established a set of rules to govern global trade
- \_\_\_\_\_ 9. Main proposal of conference: fixed rates needed for stability - adopted
- \_\_\_\_\_ 10. Keynes: economic upswing: governments pay back debt incurred during downturn
- \_\_\_\_\_ 11. G7, G8, G20
- \_\_\_\_\_ 12. Western governments adopted 'Keynesian' economics, post World War II
- \_\_\_\_\_ 13. Free markets would never reduce global inequities
- \_\_\_\_\_ 14. Keynes greatly influenced Conference – USA opposed many of his proposals
- \_\_\_\_\_ 15. Supposed to 'facilitate the expansion and balanced growth of international trade'
- \_\_\_\_\_ 16. Opposition to the growing power of transnational corporations
- \_\_\_\_\_ 17. Lender of last resort: supplies emergency funds/loans to countries experiencing short term cash flow problems
- \_\_\_\_\_ 18. Has official status as international organization
- \_\_\_\_\_ 19. 1929 - stock market crash
- \_\_\_\_\_ 20. Consensus required to discipline members
- \_\_\_\_\_ 21. Global Central Bank: Keynes proposal: rejected by US
- \_\_\_\_\_ 22. 'national treatment clause': removes the power of national governments to develop some economic policies for their country
- \_\_\_\_\_ 23. High tariffs



- \_\_\_\_\_ 24. Trade treaty, post World War II
- \_\_\_\_\_ 25. International organization created at Bretton Woods
- \_\_\_\_\_ 26. Poor countries pushed for fairer 'terms of trade'
- \_\_\_\_\_ 27. Initially oversaw fixed exchange rates
- \_\_\_\_\_ 28. Promoted currency convertibility
- \_\_\_\_\_ 29. 1930's – nations turned inwards; world trade nosedived; economic growth stalled ('deglobalization')
- \_\_\_\_\_ 30. WTO replaced GATT in 1990.
- \_\_\_\_\_ 31. World's richest nations have most control
- \_\_\_\_\_ 32. 137 members; 30 'observer' countries
- \_\_\_\_\_ 33. Initially created to provide loans to countries devastated by World War II
- \_\_\_\_\_ 34. Created a new framework for the postwar global economy – an international monetary system
- \_\_\_\_\_ 35. Critics argue WTO favours world's richest nations above the poorest
- \_\_\_\_\_ 36. 'Interventionist state' – government intervenes actively in the economy
- \_\_\_\_\_ 37. Non-Aligned Movement; Third World "Producer Unions"; OPEC
- \_\_\_\_\_ 38. Government stimulus is needed to increase demand
- \_\_\_\_\_ 39. By 1950's began funding development projects in the Third World
- \_\_\_\_\_ 40. Economic downturn: government spending increases on public goods (e.g. building projects)
- \_\_\_\_\_ 41. 1920's – an economic 'boom' around the world
- \_\_\_\_\_ 42. Distrusted government planning and opposed government control of the economy
- \_\_\_\_\_ 43. Abandoned in 1930s as countries attempted to devalue their currencies to gain a competitive advantage over their trading partners
- \_\_\_\_\_ 44. Poorest countries unable to repay loans and fell into default
- \_\_\_\_\_ 45. Aims to reduce trade barriers (free trade)
- \_\_\_\_\_ 46. Designed to save capitalism
- \_\_\_\_\_ 47. Near monopoly control by Western corporations of processing, distribution, and marketing products
- \_\_\_\_\_ 48. Universal medium of exchange until 1930s
- \_\_\_\_\_ 49. Seeking a new global system based on economic justice between nations
- \_\_\_\_\_ 50. An advisor to Ronald Reagan in the 1970s; pushed for less government interference in the economy
- \_\_\_\_\_ 51. Developing countries favoured: an active government role in running their economy; steps to regulate foreign investment; at least minimal trade restrictions



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## ACTIVITY MASTER 4.3:

# Historical Background to Globalization **Answer Key**

The No-Nonsense Guide to Globalization, by Wayne Ellwood

[http://www.thirdworldtraveler.com/Globalization/Globalization\\_GuideTo.html](http://www.thirdworldtraveler.com/Globalization/Globalization_GuideTo.html)

**Instructions:** Place the provided statements into the correct heading boxes of **Activity Master 4.1** by using information found in The No-Nonsense Guide to Globalization.

- |    |  |
|----|--|
| 3  | 1. 44 nations met in July, 1944 in Bretton Woods, New Hampshire, USA   |
| 12 | 2. 'national treatment clause': a country may not discriminate against the products of foreign origin on any grounds           |
| 5  | 3. Stabilized foreign exchange rates   |
| 1  | 4. People lost savings/mass unemployment/poverty   |
| 6  | 5. World Reserve Currency - Keynes proposal: rejected by US  |
| 15 | 6. Seek free trade   |
| 6  | 7. US dollar became international currency – based on price of gold  |
| 11 | 8. GATT: established a set of rules to govern global trade   |
| 8  | 9. Main proposal of conference: fixed rates needed for stability - adopted   |
| 2  | 10. Keynes: economic upswing: governments pay back debt incurred during downturn   |
| 15 | 11. G7, G8, G20  |
| 2  | 12. Western governments adopted 'Keynesian' economics, post World War II   |
| 13 | 13. Free markets would never reduce global inequities  |
| 3  | 14. Keynes greatly influenced Conference – USA opposed many of his proposals   |
| 9  | 15. Supposed to 'facilitate the expansion and balanced growth of international trade'  |
| 13 | 16. Opposition to the growing power of transnational corporations  |
| 9  | 17. Lender of last resort: supplies emergency funds/loans to countries experiencing short term cash flow problems              |
| 12 | 18. Has official status as international organization  |
| 1  | 19. 1929 - stock market crash  |
| 11 | 20. Consensus required to discipline members   |
| 7  | 21. Global Central Bank: Keynes proposal: rejected by US   |
| 12 | 22. 'national treatment clause': removes the power of national governments to develop some economic policies for their country |
| 1  | 23. High tariffs   |



11	24. Trade treaty, post World War II
9/10	25. International organization created at Bretton Woods
13	26. Poor countries pushed for fairer 'terms of trade'
9	27. Initially oversaw fixed exchange rates
9	28. Promoted currency convertibility
1	29. 1930's – nations turned inwards; world trade nosedived; economic growth stalled ('deglobalization')
12	30. WTO replaced GATT in 1990.
9	31. World's richest nations have most control
12	32. 137 members; 30 'observer' countries
10	33. Initially created to provide loans to countries devastated by World War II
3	34. Created a new framework for the postwar global economy – an international monetary system
12	35. Critics argue WTO favours world's richest nations above the poorest
2	36. 'Interventionist state' – government intervenes actively in the economy
14	37. Non-Aligned Movement; Third World "Producer Unions"; OPEC
2	38. Government stimulus is needed to increase demand
10	39. By 1950's began funding development projects in the Third World
2	40. Economic downturn: government spending increases on public goods (e.g. building projects)
1	41. 1920's – an economic 'boom' around the world
4	42. Distrusted government planning and opposed government control of the economy
5	43. Abandoned in 1930s as countries attempted to devalue their currencies to gain a competitive advantage over their trading partners
10	44. Poorest countries unable to repay loans and fell into default
11/12	45. Aims to reduce trade barriers (free trade)
3	46. Designed to save capitalism
13	47. Near monopoly control by Western corporations of processing, distribution, and marketing products
5	48. Universal medium of exchange until 1930s
14	49. Seeking a new global system based on economic justice between nations
4	50. An advisor to Ronald Reagan in the 1970s; pushed for less government interference in the economy
13	51. Developing countries favoured: an active government role in running their economy; steps to regulate foreign investment; at least minimal trade restrictions



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## APPENDIX: Commanding Heights

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The Commanding Heights storyline provides a complete netcast of the six-hour television program as originally broadcast -- in three two-hour episodes. Each episode is subdivided into chapters listed in the chapter menu, together with links to additional related content on the site (from PBS website).

### Commanding Heights: the Battle for the World Economy

<http://www.pbs.org/wgbh/commandingheights/lo/story/index.html>

#### Part 1: The Battle of Ideas

<http://video.google.com/videoplay?docid=-1466397368167658753#>

Chapters:

- 2: The Old Order Fails (8:11)
- 4: A Capitalist Collapse (8:48)
- 5: Global Depression ((5:26)
- 6: Worldwide War (7:00)
- 7: Planning the Peace (6:47)
- 8: Pilgrim Mountain (3:43)
- 11: Chicago Against the Tide (7:32)
- 14: Deregulation Takes Off (7:29)
- 16: Reagan Rides In (8:17)
- 18: The Heights Go Up for Sale (8:08)

#### Part 3: The New Rules of the Game

<http://video.google.com/videoplay?docid=112129377629231653#>

Chapters:

- 1: Prologue (6:14)
- 15: The Global Debate (2:49)
- 16: The Battle Joined (5:08)
- 17: Failure at the Summit (4:58)
- 20: The Bottom End of Globalization (4:46)
- 22: The Battle Resumed (6:38)

