

What is Globalization?

Understanding both the benefits and challenges

Teacher Information

Assignment Overview

Students will read excerpts of three texts, each presenting a view of globalization. They will perform multiple readings of the three texts, each with a different purpose. Students will annotate and revisit the texts for each activity. After completing the Pre-Reading, First Read, and Second Read activities, the students will respond to an English Placement Test (EPT) type prompt where they will identify an argument, take a position on that argument, and use evidence from the excerpts to support their position.

For scoring information, you may use The California State University system's rubrics: http://www.calstate.edu/eap/scoring_guides_and_rubrics.shtml

Standards Addressed

California Common Core State Standards

English Language Arts & Literacy in History/Social Studies, Science & Technical Subjects

Reading Standards for Informational Text 6-12

1. Cite strong and thorough textual evidence to support analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons & evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Objectives

By the end of this activity students will be able to

- Take a position on a subject by developing an argument* with a conclusion
- Select and integrate a variety of appropriate content-related vocabulary to achieve diverse purposes in writing
- Draw evidence from informational texts to support analysis, reflection, and research.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

*Argument is what an author/source claims is - or ought - to be.

Time

Activity	Estimated Time	Actual Time (please make note below)
Pre-reading Activities	1 - 2 hours	
First Read	2 hours	
Second Read	3 - 4 hours	
Writing	2 hours	

Prerequisite Knowledge

Before beginning this activity students should

- understand the difference between expository and narrative text
- be familiar with text annotation
- have experience with identifying claims
- have experience identifying bias in claims

Preparation

Make copies of the assignments and of each excerpt for every student. This allows them to annotate the texts and read for different purposes.

Extension & Application

Students may be interested in learning more about the intricacies of the global economy. Pietra Rivoli documents the complex path of a t-shirt from its origins to its final destination: Rivoli, Pietra. *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*. <http://www.amazon.com/The-Travels-T-Shirt-Global-Economy/dp/1118950143>

References

http://www.calstate.edu/eap/scoring_guides_and_rubrics.shtml

<http://www.cato.org/publications/commentary/blessings-challenges-globalization>

<http://reason.com/archives/2015/04/30/globalization-is-good-for-you>

<http://www.wsj.com/articles/pope-francis-asks-bolivians-to-remember-the-poor-1436465872>

<http://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/>

<http://www.globaltradeandlogistics.org/students/>

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Pre-reading Activity 1

1. Where do you think most clothing and personal items are manufactured?

- Locate the manufacturing labels on your clothing and on the items in your purse or backpack. Make a list of the countries where those items were produced:

- As a class, discuss the findings. Create a class list:

- Locate and shade the listed countries on your world map:



2. What surprised you most about your findings?

3. Why do you think your items were made in those countries?

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Pre-reading Activity 2

Key Concept

Globalization

Vocabulary Terms

Excerpt #1

deregulating
globalization
LDCs
liberalization
subsidizing

Excerpt #2

economy
tariff

Excerpt #3

bastion
fair trade
prosperity
pontiff

Pre-reading Activity 3

Surveying the Texts

For each text, highlight the following:

- The title and subheading.
- The publication information.
- Information about the author.

Make predictions and write on the texts:

- What do you think this text is going to be about? (*This text is about...*)
- What do you think is the purpose of the text? (*The purpose of this text is to...*)
- Turn the title into a question.

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First Read - Reading for Understanding

Read each excerpt and focus on understanding what the author is *saying*. Circle any words that you do not know.

1. Which of your predictions from your Pre-reading Activity 3 came true?
2. What surprised you?
3. Can you answer the question you created from the title?

Second Read – Annotating and Questioning the Text

Re-read the three excerpts. Now, your focus should be on what the author is *doing*.

In the *left-hand* margin, label the following:

- Topic, issue, or problem being addressed
- Author's main arguments
- Author's examples

In the *right-hand* margin, make note of your reactions:

- Personal connections that support or refute the author's points
- Questions about the author's ideas or assumptions
- Challenges to the author's conclusions

Questions – answer after your second read activities are completed

Excerpt #1

1. Griswold uses an economist's definitions of globalization. Paraphrase David Henderson's five definitions of globalization:
2. Summarize Griswold's argument in favor of globalization.

Cite two examples the author uses as evidence:

Excerpt #2

1. In general terms, why does Baily claim "[globalization] is good for you"?
2. According to this author, what was the result of the General Agreement on Tariffs and Trade?
3. What has been the impact of immigration on economic growth and higher wages?
4. This author claims that there are both pros and cons for the environment. Create a T-Chart to list them:

Pros: _____ vs _____ Cons:

Excerpt #3

1. In general terms, what argument is the Pope making regarding globalization?
2. Describe some of the concerns he has for people around the globe:
3. What solution does the Pope suggest will ensure that globalization helps all of the world's people?
4. According to this excerpt, who is responsible to ensure people are treated fairly?

Excerpt #1

from The Blessings and Challenges of Globalization

by Daniel Griswold

A short definition of globalization is “the growing liberalization of international trade and investment, and the resulting increase in the integration of national economies.” Economist David Henderson of the Melbourne Business School expands the definition into five related but distinct parts:

- * the increasing tendency for firms to think, plan, operate, and invest for the future with reference to markets and opportunities across the world as a whole;
- * the growing ease and cheapness of international communications, with the Internet the leading aspect;
- * the trend toward closer international economic integration, resulting in the diminished importance of political boundaries. This trend is fueled partly by the first two trends, but even more powerfully by official policies aimed at trade and investment liberalization;
- * the apparently growing significance of issues and problems extending beyond national boundaries and the resulting impetus to deal with them through some form of internationally concerted action; and
- * the tendency toward uniformity (or “harmonization”), by which norms, standards, rules, and practices are defined and enforced with respect to regions, or the world as a whole, rather than within the bounds of nation-states.

The expansion of international trade and foreign investment has not been the result of some grand design imposed on the global economy. It has been an ad hoc, decentralized, bottom-up process resulting from two developments of the 1980s: the collapse of global communism and the demise of the Third World’s romance with import substitution. The fall of the Berlin Wall and the final disintegration of the Soviet empire two years later released 400 million people from the grip of centrally commanded and essentially closed economic systems. Meanwhile, the debt crisis of 1982 and the resulting “Lost Decade” of the 1980s imposed a painful hangover on many Third World nations that had tried and failed to reach prosperity by shunning foreign capital and by protecting and subsidizing domestic “infant” industries. Beginning with Chile in the mid-1970s and China later that decade, LDCs from Mexico and Argentina to India more recently have been opening their markets and welcoming foreign investment. The globalization of the last decade has not been the result of a blind faith in markets imposed from above but of the utter exhaustion of any alternative vision.

In contrast to those failed policies, certain countries have managed to dramatically improve their living standards by deregulating their domestic economies and opening up to global markets. The Four Tigers of East Asia—Hong Kong, Singapore, Taiwan, and South Korea—are the most prominent examples. From typical Third World poverty in the 1950s, each has achieved a standard of living today equivalent to that of industrialized nations, with per-capita incomes in Hong Kong and Singapore rivaling those of the wealthiest Western nations.

Griswold, D. (2000, September 1). The Blessings and Challenges of Globalization. Retrieved August 15, 2015, from <http://www.cato.org/publications/commentary/blessings-challenges-globalization>

Daniel T. Griswold is director of the Cato Institute's Center for Trade Policy Studies, where he has authored numerous studies on trade and immigration policy.

https://en.wikipedia.org/wiki/Daniel_T._Griswold

Excerpt #2

from Globalization Is Good for You!

New research demonstrates the amazing power of open markets and open borders.

by Ronald Bailey

How important is the open exchange of goods to the spreading of prosperity? This important: Since 1950, world trade in goods has expanded from \$600 billion (in 2015 dollars) to \$18.9 trillion in 2013. That's a more than 30-fold increase, during a period in which global population grew less than three-fold.

This massive increase in trade was kicked off in 1948 by the General Agreement on Tariffs and Trade, which began the liberalization process of lowering tariff and non-tariff barriers. As a result, autarkic* national economies became more integrated and intertwined with one another. The World Bank reports that openness to trade--the ratio of a country's trade (exports plus imports) to its gross domestic product (GDP)--has more than doubled on average since 1950.

Immigration has also contributed significantly to economic growth and higher wages. Today some 200 million people, about 3 percent of the world's population, live outside their countries of birth. According to the Partnership for a New American Economy, 28 percent of all U.S. companies started in 2011 had immigrant founders-- despite immigrants comprising roughly 13 percent of the population. In addition, some 40 percent of Fortune 500 firms were founded by immigrants or their children.

All of this open movement of people and stuff across borders pays off in many measurable ways, some obvious, some more surprising.

A number of studies have found that trade openness tends to improve environmental quality in rich countries while increasing pollution and deforestation in poor countries. For example, a 2009 Journal of Environmental Economics and Management study by three Japanese researchers, titled "Does Trade Openness Improve Environmental Quality?," found that air and water pollution decline among rich-country members of the OECD, whereas it increases in poor countries as they liberalize and embark on the process of economic development.

But as poor countries become rich, they flip from getting dirtier to becoming cleaner. A 2012 Canadian Journal of Agricultural Economics study, "Deforestation and the Environmental Kuznets Curve in Developing Countries: A Panel Smooth Transition Regression Approach," explored the relationship between deforestation and real income for 52 developing countries during the 1972-2003 period. The study found that deforestation reverses when average incomes reach a bit more than \$3,000 per year.

These studies basically confirm the Environmental Kuznets Curve hypothesis, in which various indicators of environmental degradation tend to get worse during the early stages of economic growth, but when average income reaches a certain point, subsequent economic growth leads to environmental improvement. Since trade openness and globalization boost economic growth and incomes, this suggests that opposing them slows down eventual environmental improvement in poor countries.

*self-sufficient

Bailey, Ronald Reason Magazine Vol. 47, No. 2 Jun 2015, p. 30
<http://reason.com/archives/2015/04/30/globalization-is-good-for-you>

Ronald Bailey (born November 23, 1953) is an American libertarian science writer and author and editor of books on economics, ecology and biotechnology.[1] https://en.wikipedia.org/wiki/Ronald_Bailey

Excerpt #3

from Pope Calls for 'Globalization of Hope'

In Bolivia, Pontiff Criticizes System That Values a 'Mentality of Profit at Any Price'

by Francis X. Rocca

Speaking Thursday in a bastion of the anti-globalization movement, the pontiff called for a "globalization of hope" that would guarantee the needs of every person. He urged those who are excluded themselves to rise up to realize that hope.

Pope Francis illustrated the world's problems in personal terms, invoking the "endangered peasant, the poor laborer, the downtrodden native, the homeless family, the persecuted migrant, the unemployed young person, the exploited child..."

Such cases aren't isolated issues but casualties of a system that has "imposed the mentality of profit at any price, with no concern for social exclusion or the destruction of nature," he told a group of several thousand grass-roots social activists from Latin America and around the world, while sitting alongside Bolivian President Evo Morales.

Rocca, Francis X., *The Wall Street Journal* Jul 10, 2015, p. A.14

<http://www.wsj.com/articles/pope-inspires-catholic-investors-to-press-environmental-concerns-1436434201>

Francis X. Rocca is Vatican correspondent for the Wall Street Journal. He previously served as Rome bureau chief for Catholic News Service, Vatican correspondent for Religion News Service, European correspondent for the Chronicle of Higher Education and managing editor of the American Spectator.

<https://it.linkedin.com/pub/francis-x-rocca/5/552/468>

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Writing

“Proponents say globalization represents free trade which promotes global economic growth; creates jobs, makes companies more competitive, and lowers prices for consumers...

Competition between countries is supposed to drive prices down... It also provides poor countries, through infusions of foreign capital and technology, with the chance to develop economically and by spreading prosperity, creates the conditions in which democracy and respect for human rights may flourish.”

The Pros And Cons Of Globalization

by Mike Collins

<http://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/>

Essay prompt:

Explain Collins’ argument and discuss the extent to which you agree or disagree with his analysis. Support your position, providing reasons and examples from your own experience, observations, and reading.

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College & Career Connections

Career Spotlight

Customs Broker

Prepare customs documentation and ensure that shipments meet all applicable laws to facilitate the import and export of goods. Determine and track duties and taxes payable and process payments on behalf of client. Sign documents under a power of attorney. Represent clients in meetings with customs officials and apply for duty refunds and tariff reclassifications. Coordinate transportation and storage of imported goods.

Median Annual Salary: \$ 67,000

EDUCATION:

Associates Degree
(or work experience)
Customs Broker License

College Connections

A.S. International Business

Theoretical and practical aspects of working within the global business environment including international business theory, import/export trade, logistics, e-business/e-commerce, cultural diversity, and international business law and regulation.

Customs Broker License

You will learn to find information quickly and to classify product accurately. You will build both skill and confidence as you learn test-taking techniques and time management skill with the practice exams.

Schools offering this program of study

[Southwestern College](#)
[Grossmont College](#)
[Palomar College](#)

[Grossmont College](#)

References

<http://www.globaltradeandlogistics.org/students/>

<http://www.grossmont.edu/academics/programs-departments/business/international-business-management-and-marketing/customs-broker-license/default.aspx>

<http://www.swccd.edu/documents/programs/internationalbusiness.pdf>

<http://www.grossmont.edu/academics/programs-departments/business/international-business-management-and-marketing/international-business.aspx>

<http://www2.palomar.edu/pages/business/international/>