

Instruction and Assessment Units





UNIT 9: GLOBALIZATION

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Overview

This unit is intended to expose students to social justice as it relates to globalization. The activities are designed to quickly introduce concepts and to have students reflect on the information that they will encounter. Each activity should take 1-3 classes. The culminating activity is a photo essay.

Prescribed Learning Outcomes

This unit can be used to help students achieve the following prescribed learning outcomes in whole or in part:

Defining Social Justice

- A1 demonstrate understanding of concepts and terminology of social justice, including
- anthropocentrism
 - equity and equality
 - ethics
 - diversity
 - dignity and worth
 - hegemony
 - human rights
 - oppression
 - peace

Recognizing and Analyzing Social Injustice

- B1 describe social injustice based on characteristics including
- age
 - marital or family status
 - mental or physical ability
 - political belief
 - race and ethnicity
 - religion and faith
 - sex
 - sexual orientation
 - socioeconomic status
- B2 analyse causes of social injustice
- B3 describe consequences of social injustice
- B6 analyse social justice issues related to globalism and globalization

Moving toward a Socially Just World

- C2 apply systemic analysis to propose solutions to specific cases of social injustice





An Introduction to the Shrinking World

Context: Students need to be aware of the nature of globalization, global capitalism and globalism. They should be able to describe the dynamics of globalization. The importance of this activity is to introduce students to globalization. The term is broadly used and misunderstood so they need a reference point for understanding the social justice issues they will encounter. As well, they need to identify that globalization is the outcome of many factors such as advanced technology, communication, and new economic structures. Globalism is a reaction to global changes that are negatively affecting groups of people.

Begin by asking students to use their journals to brainstorm what they know about globalization, global capitalism, and globalism.

Introduce the many factors that influence and are influenced by globalism at both the local and world-wide levels, including

- economics
- media
- technology
- ideology
- culture
- environment
- war and peace.

Create a class chart, and ask students to brainstorm examples for each category. Have students work individually to create their own charts.

Next, discuss how processes have sped up in regard to

- communication
- travel
- banking
- information processing
- business.

Have students complete a chart that lists the categories and have them provide examples under each category.

Corporate Power

Context: Students need to be aware of the dynamics of present day free trade, laissez faire economics and the growing wealth of large transnational corporations. It is important that they can assess the implications that these structures have on the average citizen.

Introduce and discuss how globalization is affecting everyday life around the world.

Divide students into groups, and assign one or more of the following terms to each group to research and define:

- WTO
- NAFTA and free trade
- EPZ and maquiladores
- laissez-faire economics
- outsourcing
- sweatshops
- child labour
- global capitalism
- multinational/transnational corporations.

Have students share their discoveries with the rest of the class.

Paragraph questions:

- What forces are driving global economics?
- Why might such forces be creating an increasing disparity between the rich and poor?
- Why might these structures undermine the power of the average citizen?

Next, have students work individually or in pairs to research and report on the global activity of a selected major international corporation, with an emphasis on their profit, employment practices, and environmental practices. Encourage them to consider companies in the following sectors:

- clothing and shoes
- fast food
- retail





- petroleum producers
- banks
- insurance.

Have students submit a paragraph response to one of the following questions:

- Considering that 25% of children in British Columbia live in poverty, is there reason for concern in regards to the distribution of wealth?
- Do corporations have an inalienable right to pursue profit at any cost? What are the implications for the various socioeconomic classes? For the environment?

Corporations, Government, and the Public Interest

Context: The interplay of power among corporations, governments and citizens affects societies. It is important that students be able to identify how power hierarchies affect the public good.

Inform students that, in the global economy, corporations essentially have:

- status as a “person” and a “partner”
- international rights can conflict and override state rights.

As a class, create a box chart diagram with arrows to demonstrate the power hierarchy that can occur as a result of such power structures. Include the following:

- corporations
- governments
- public servants
- private sector workers.

Class discussion and short-answer questions:

- How might this structure lead to social problems and social justice issues?
- How might the privatization of health care and education be problematic?
- How might corporate power affect workers’ wages, benefits, and safety?

Assess students’ work to determine the extent to which they demonstrate an understanding of the power relationships among corporations, governments, public servants, and privatized workers.

The Wizardry of the Media—Creating an Uninformed Consumer World

Context: The media strongly affects how individuals experience the world they live in. Marketing is penetrating cultures worldwide. Advertisers infiltrate the psyche and individuals are lured into consumerism. These practices are not just about choice but their damaging effects raise social justice concerns. Students need to be aware of how advertisers work and identify the implications that corporate marketing has.

Advertising is a billion dollar industry that sells more than just products. It contributes to a consumer society that may be drowning in debt, destroying the planet, and culturally eroding personal confidence.

The video *Merchants of Cool* illustrates how advertisers target the disposable incomes of youth and the human need for acceptance and belonging. This video is available online (www.pbs.org/wgbh/pages/frontline/shows/cool/view/), viewable in its entirety or in segments.

After viewing the video, discuss as a class: Is advertising a social justice issue or merely a means to selling products?

Modern-Day Hegemony, Colonialism, and Imperialism

Context: Students need to be able to describe hegemony, entitlement, privilege and what some refer to as modern-day colonialism and imperialism. In order to understand the world they live in, students should understand the position they come from. They should also understand the assumptions they bring forward as a result of those assumptions.





Have students use their journals to define the following terms:

- hegemony
- colonialism
- privilege
- entitlement
- imperialism.

How might these terms apply in modern times?

Note: The following activity uses the war in Iraq as a case example of how events are portrayed in the media. The activity can be adapted to focus on a different conflict or event.

Introduce the activity by telling students that some people believe that the United States is illegally occupying Iraq for the purpose of controlling and accessing oil reserves; others believe they are there to help Iraq's people safely establish a democracy.

Have students locate three articles that support the idea that the war in Iraq appears to be based on hegemony, colonialism, and imperialism. Have them write down the headings and some supporting quotes that lead them to this conclusion. Next, have them conduct a similar analysis of three articles that support the American presence in Iraq.

Have students watch news broadcasts to determine which view mainstream media appears to be taking on this issue. Have them explain what lead them to their conclusions.

Conclude by asking students to write a short (e.g., three paragraphs) response to the following question: Is the American presence in Iraq a social justice or a social injustice?

Assess students' responses on the basis of the extent to which they

- demonstrate excellent research and discernment skills to effectively locate articles on each side of the issue
- cite research and evidence to support their conclusions.

The Destruction of Environmental and Cultural Spaces

Context: Some believe environmental issues are not social justice issues. Yet, it is the people who live in affected areas who must live with the consequences. With every new development there are opposing interest groups. Students should be able to identify the interest groups and describe their positions. As well, students should be able to identify the concerns that are related to developments. The importance of this activity is to have students recognize what the issues are and who the interest groups are.

This activity uses the following topic example:

Water is a primary resource for the survival of humankind. Golf courses waste an excessive amount of water for the sake of the benefit of a privileged few.

Other comparable topics could also be used.

Have students create a brainstorming map of who the interests groups would be in regards to a proposal for a new golf course that will be developed by an international golf conglomerate. In this example, students could list such groups as the following: local golfers, tourists, local retail businesses, travel businesses, real estate representatives, condo developers, restaurant planners, regional district office, urban planners, nearby residents, and those in the golf industry.

Secondly, have students evaluate how a new golf course could have social/cultural implications for a group of rural trailer park residents who live at what will be the new road leading to the proposed golf course.

Finally, have students evaluate why the use of water may be a significant issue in this situation and why water can become a social justice issue. Have students conduct research to determine the volume of water used by golf courses.





Conduct a mock town hall meeting to discuss the proposal, with students taking on the positions of the various stakeholders.

Observe students' participation in the town hall, and assess the extent to which they

- use facts to support their stakeholder position
- demonstrate enthusiastic engagement
- effectively respond to arguments
- inspire others to contribute
- demonstrate empathy.

Follow up by having students use their journals to answer the following question: How can a golf course become a global social justice issue?

The Marginalized, Disenfranchised, and Vulnerable

Context: The importance of this activity is to have students understand systemic change and how marginalization and disenfranchisement is perpetuated. Poverty, class, and the possibility of system change is the focus of this section. Students need to be able to comprehend the difference between systemic change and charity. Students should be able to describe how these accepted social structures create barriers to social justice.

Have students look up statistics on world poverty and write down five major facts. Discuss their findings.

Introduce and discuss the following terms and concepts:

- aid
- charity
- digital divide
- systemic change
- UN Millennium Goals.

Discuss the difference between charity and systemic change. Discuss why many experts think the level of world poverty will continue to get worse.

Divide the class into groups, and give them the following scenario:

You have been selected to lead a team to a third world remote rural village to assist them in combating famine, unemployment, and disease, and to establish some infrastructure to improve their future. What plans will your group make to help these people?

Women without Rights, Access, or Autonomy

Context: Women's issues are everyone's issues. From a global perspective, students can learn about the sometimes harsh, oppressive and life threatening positions women live under in other parts of the world. The importance of this activity is to have students identify and understand the complexity of women's issues worldwide.

Provide students with a case study scenario such as the following:

Dr. X has been a practising physician for many years. When civil war broke out, a group of rebels took over her country. They banned women from professional work and most other jobs as well. Dr. X successfully fled to a refugee camp that lies close to the border of a neighbouring state. Although the medical unit is quite primitive, Dr. X is happy to be a practising physician while she safely remains here. Only recently, a fourteen year-old girl arrived in her office, accompanied by her parents, complaining of stomach ailments. An examination concluded she was pregnant. She had been raped. Unfortunately, there were no witnesses, and in this country a woman can be stoned to death for accusations of premarital sex or adultery. Relatives or even her father would be expected to deal with this "crime." Fearing for the girl's life, Dr. X performed an abortion on the girl and explained to the parents that she had removed a large cyst.





Short answer questions and discussion:

- What are the social justice issues that arose in this scenario?
- What issues in this scenario are specific to women and girls?
- Present an argument that either supports or condemns the doctor's decision.
- How does this scenario depict how women's issues are human rights issues?
- How does this scenario depict how the rights in Canada may be quite different from the rights in other countries?

Sharing Your Space—Immigration, Citizenship, and Racialization

Context: People, jobs, communication, business, and technology are on the move. Immigration and emigration numbers are climbing considerably, yet citizens' rights are not changing in response to these changes. People are re-evaluating their identities with some searching for the right to a sense of belonging and acceptance while others are seeking to establish their difference, historical affiliations or new identities. Policies have not adjusted and social acceptance has lagged behind. The clash between adjusting populations is creating social justice concerns. The importance of this activity is to have students understand the mobilization of populations and the subsequent implications.

Explain to students that, as a result of technology, faster transportation, changing economics, and the increase in civil wars, more and more people are relocating or living in more than one "home." In the Pacific there is one island that is actually sinking and residents are receiving "global warming refugee status." A UN report indicates as many as 50 million children have died with no records even acknowledging their identity. For many people, they must cross borders to provide cheap labour and they have no health or citizenship rights in the countries they work. For many immigrants there is a dim future of discrimination, exclusion, and

racialization. Many immigrants leave families behind, living as citizens in one country, but feeling their home is elsewhere. Some wealthy individuals live in many countries and seemingly have no home. Other people find themselves trafficked to other countries for the purpose of cheap labour or to serve in the sex trade. Many people from industrialized countries are travelling to other countries to work as teachers, engineers, and nurses. Globalization is creating great social changes.

Have students use their learning logs to reflect on the following:

- What is my identity as a resident in my community? (Students should include a description of where their parents and grandparents were born and where they lived.)
- How is globalization creating mobilization? What are the positive and negative results of increased mobilization and migration? How have fears about racialized groups and fundamentalists increased post-9-11?
- Is it more important to consider ourselves citizens of the world or citizens of our own nation? How can our position become a social justice issue?
- How does this issue affect Canada and Canadians?

Next, have students work in groups to create a chart outlining future changes in immigration and mobilization they foresee. Their charts should identify anticipated changes in one column, and adjustments that could facilitate these changes in the other column.

Provide readings and resources to help students learn more about these issues.

Assess students' charts using criteria such as those provided in the assessment rubric at the end of this lesson (**Immigration and Mobilization**).





Photo Essay

Context: It is important that students recognize that global social justice is not an abstract concept—it is about real groups and individuals seeking dignity, happiness, and decent living conditions. The purpose of this section is to have students relate a global issue to individual people’s lives.

Have students create a photo essay (slide show or other illustrated document) on a selected global social justice issue such as the following:

- child labour
- sex trafficking
- worker trafficking
- environmental degradation
- cultural degradation
- poverty
- status of women
- human rights.

All of the slide shows can be compiled to form a larger presentation supporting the theme, “Social Justice has Many Faces.”

The purpose of the photo essay is to put a “face” on the issue. The slide show should highlight some aspects of the issue but it isn’t intended as an in-depth study. Students should do a major project later in the course and at this time they may choose a global social justice issue.

Determine criteria for assessment as a class; for example, the extent to which students’ presentations

- effectively convey the theme
- demonstrate an understanding of the topic
- make insightful connections
- include relevant and accurate information.
- include an overview of content and background of topic, outline of the presentation, and important details
- incorporate appropriate visuals
- present information in a clear and logical sequence, using structures that facilitate understanding (e.g., repetition of key points, pauses for clarification)
- include a summary that reviews main points.





Assessment Instrument

Immigration and Mobilization

3	<ul style="list-style-type: none">• multiple reasons for changes in immigration and citizenship were provided• good details of immigration changes are included• most ideas supported with explanations• two or more sources were used• chart is well-organized and legible, with appropriate titles and labels• chart is clear, understandable, with insightful predictions
2	<ul style="list-style-type: none">• some changes in immigration were provided• reasonable amount of detailing of the immigration changes• only one source used• chart is legible but somewhat disorganized• chart is clear, understandable, with limited insight
1	<ul style="list-style-type: none">• few reasons for immigration changes were provided• minimal details of immigration changes• no sources included• chart is disorganized and illegible, with few titles and no legend• chart is not clear and shows no insight

