

Focus Globalization

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Lesson 1 - Why Is Globalization So Controversial?

EF.2.E.3

EF.3.E.1

EF.3.E.2

EF.3.E.4

This lesson provides an overview of the major issues that have been raised in the debate over globalization. After a brief introductory reading, students are assigned to various roles in a much longer reader's theater activity depicting protests that take place at a (fictional) future meeting of the World Trade Organization in New York. Following a brief discussion of this skit students collect and organize arguments on both sides of the debate, and then work in small groups to design and produce signs that might be carried at the protests, by either supporters or opponents of globalization.

Lesson 2 - Why People Trade, Domestically and Internationally

EF.1.E.3

EF.2.E.2

EF.3.E.1

Students participate in a trading game and discuss why people trade. Then they apply the concept of comparative advantage to two hypothetical situations involving individuals and countries. They learn why both parties in voluntary trades can benefit by specializing in the production of one good and trading for the other good, even in most cases in which one party can produce more of either good than the other party.

Lesson 3 - Finding a Comparative Advantage, Including Your Own

EF.2.E.1

EF.3.E.1

MI.7.E.2

MA.9.E.1

PFM.11.E.2

Students examine trade data for U.S. exports to and imports from China, and use the data to identify both nations' comparative advantage in trading with each other. They discuss which of

three possible sources of comparative advantage might lie behind these specific examples. Then they examine trade data for four "mystery countries," predicting what each nation's comparative advantage might be and trying to identify the nation. To apply the idea of comparative advantage students consider the specialized skills of a professional basketball player, Shaquille O'Neal, and discuss how these skills contribute to his success in basketball, but not necessarily to his success as a rap artist. Finally, students try to identify their own sources of comparative advantage by completing an inventory of skills they have (or will have when they complete their education), and comparing these skills to several job descriptions published by the U.S. Bureau of Labor Statistics.

Lesson 4 - Globalization and the U.S. Economy

EF.2.E.1

EF.3.E.1

MA.8.E.1

In this lesson students investigate the impact of globalization - especially the effects of increased international trade - on local or national culture and traditions. Given a definition of culture as a shared system of behaviors and customs, students first provide examples of how their own culture has been affected by globalization. Then they explore the debate over the impact of globalization on cultures around the world, by considering a series of quotations from different observers and classifying them as either critical or supportive of greater openness to trade and globalization. Finally, students take and defend a position on this issue by writing a letter to the editor.

Lesson 5 - U.S. and World Trade: Past and Present

EF.3.E.1

EF.3.E.2

EF.3.E.4

Students conduct a class survey to learn which nations most people in their community believe are the leading U.S. trading partners, and what goods the United States exports and imports most. They then analyze current data on these questions and compare the data with the survey results. To learn about changes in patterns of trade over time, they examine U.S. trade data from 2005 and 1905, and draw conclusions about how and why trade patterns changed over that period.

Lesson 6 - The Impact of Globalization on Tradition and Culture

EF.1.E.2

EF.1.E.3

EF.1.E.4

EF.3.E.1

In this lesson students investigate the impact of globalization - especially the effects of increased international trade - on local or national culture and traditions. Given a definition of culture as a shared system of behaviors and customs, students first provide examples of how their own culture has been affected by globalization. Then they explore the debate over the impact of globalization on cultures around the world, by considering a series of quotations from different observers and classifying them as either critical or supportive of greater openness to trade and

globalization. Finally, students take and defend a position on this issue by writing a letter to the editor.

Lesson 7 - Globalization and the Environment

EF.1.E.4

EF.2.E.1

EF.3.E.4

MA.8.E.1

MA.9.E.1

A demonstration activity in which teams of students simulate a production process by shelling peanuts illustrates how "spillover" problems can affect people who are neither producers nor consumers of the product, sometimes including people who live in other countries. Dealing with international environmental problems is difficult for many reasons: national governments from many countries must agree on how to measure and deal with the effects of pollution, recognizing differences in national levels of output/income, in the amount and kind of pollution created, and in the amount of pollution people in different nations are willing to accept to maintain or increase employment and income levels. The idea that some nations may choose to become "pollution havens" is illustrated in the demonstration and analyzed. Market-based solutions to global environmental problems are discussed in the context of the Kyoto Protocol, which deals with emissions of greenhouse gases. The lesson concludes with a review of the idea that environmental quality is a normal good, which people and nations demand more as their income levels rise.

Lesson 8 – Migration

EF.1.E.3 EF.1.E.4

MI.4.E.1

PFM.11.E.2

In an introductory activity students take the roles of people who are affected - some positively and some negatively - by the migration of skilled and unskilled workers. The economic causes and effects of migration are analyzed and discussed in relation to several important public policy issues, including the impact of immigration on wages in the United States and "brain drain" in developing nations.

Lesson 9 - Globalization and Standards of Living: Prediction and Measurement

EF.3.E.1 EF.3.E.4

MI.6.3.2

MA.8.E.1

In this lesson students consider ways to measure and then compare the degree of globalization and the standards of living in different countries. To introduce the idea of tracking complex social issues using different kinds of data, students plot recent changes in per capita technological connectivity - measured by the number of internet users and secure servers - for

China, India, and other countries. Then a globalization index that uses the technological connectivity data as one indicator of globalization is presented. This index, developed by A.T. Kearney, Inc. and the Carnegie Endowment for International Peace, is calculated with data that represent four key aspects of globalization: economic, personal, technological, and political. Students identify which of these dimensions are highest for the five countries at the top of the globalization scale, measured by this index. Then students examine the relationship between levels of globalization and the United Nation's Human Development Index, which is often used to measure the standard of living in different nations.

Lesson 10 - Protecting the U.S. Sugar Industry from Foreign Outsourcing: A Bittersweet Idea

EF.1.E.2

EF.3.E.1

EF.3.E.2

EF.3.E.4

MA.9.E.1

Students participate in a small group activity - taking roles as consumers, producers, taxpayers, or workers - to review the costs and benefits of programs that keep U.S. prices for sugar two or three times higher than the world price. A class debate on the overall effectiveness of these programs is held, followed by a discussion of U.S. laws and policies that assist workers who are hurt by imports of foreign products or outsourcing of jobs to other countries. A brief activity then provides a summary measure of the high costs of protecting selected U.S. jobs from foreign competition.

Lesson 11 - Limiting Trade - Who Gains, Who Loses?

EF.3.E.1

EF.3.E.2

MI.4.E.2

MA.9.E.1

This lesson introduces three types of trade barriers: tariffs, quotas, and subsidies. In a small group activity, students determine who wins and who loses when each type of trade barrier is imposed. A reading on agricultural subsidies provides students with a real-world glimpse of the complexity of international trade issues in the 21st century. An optional exercise is included for instructors who choose to develop these ideas in simple graphical models.

Lesson 12 - Trade, Investment, and the Balance of Payments

EF.3.E.3

MA.10.E.4

Students use a balance of payments account between two countries, and a hands-on activity that demonstrates the relationship between the current account and the financial account, to understand the relationship between international trade and investment.