

The Centre for Global Citizenship
Education and Research

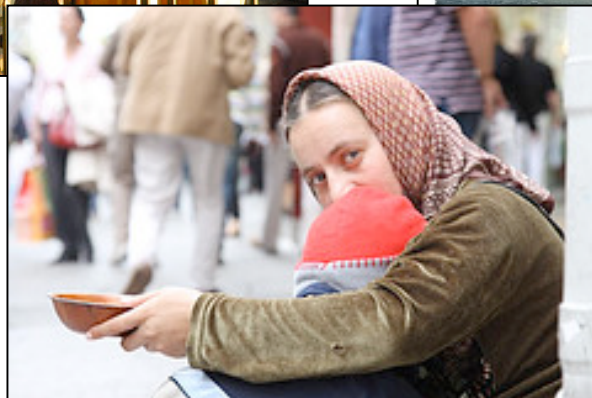
*Living in a Globalizing World:
A Deliberative Dialogue
on Globalization*



Living in a Globalizing World

A DELIBERATIVE DIALOGUE ON GLOBALIZATION

Teacher's Resource Book



This guide was prepared by the Global Education Network (GEN) in the Department of Educational Policy Studies at the University of Alberta, with the financial support of Field Experiences in Undergraduate Student Services at the University of Alberta.

GEN is an initiative that seeks to link research, teaching and social action through creating partnerships that serve the public and the education community in the widest sense. GEN is a response to an increasing awareness of the social responsibilities of the education community and the need to address social justice as a central focus in education research and teaching, and therefore seeks to develop a critical research culture of collaboration, creativity, and compassion by bringing together local and global researchers, higher education practitioners, in-service and pre-service teachers, and community educators to work collaboratively for social change. The work of GEN links global and local issues and education responses through such areas as citizenship, human rights education, peace and environmental justice education.

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Preface

As our world becomes increasingly interconnected, educators must work to foster in students a global consciousness with respect to humanity and world issues. One key element of this is developing an understanding of how political and economic distribution of power affects individuals, communities, nations and the globe, particularly in relation to the process of globalization.

Globalization is discussed by scientists, political theorists, economists, students and more. It is hotly debated and widely contested. There are many grey areas that need to be discussed – this is not simply black-and-white.

With this guide, your students will engage in a deliberate dialogue process that will get at the complexities of globalization while enhancing their ability to determine the strengths and weaknesses of arguments and identify the main ideas underlying various positions on globalization.

What is Deliberative Dialogue?

Deliberative dialogue is a process that allows participants to engage in issues from multiple perspectives. Through this process, participants present their opinions, while remaining open to the opinions of others. Participants work through different options, explore the pros and cons, and seek areas of common ground.

There are some distinct differences between a dialogue and a debate. Debates often focus on backing up one's own argument while looking for flaws in the argument of one's opponent. Participants look for weaknesses in the opponent's position in order to provide a critique. The emphasis is on ensuring the outcome is in one's own favour. In contrast, the goal of dialogue is to find common understanding and common ground. Rather than asking participants to defend their assumptions, they are asked to explore and question them by looking at the issue through multiple perspectives.

Participants bring their own perspective and experience of the issue to the dialogue. However, by looking at a variety of approaches to a particular topic, students examine the cause-and-effect relationship between these various approaches and their impacts on our world. Through the deliberative dialogue process, they are able to work through some of the tensions and complexities between various approaches. This process allows them to deal with controversial issues in a clear, logical, open-minded and respectful way.

Deliberative dialogue should be a non-confrontational process that provides a forum in which students can engage openly and honestly with controversial issues.

Structure of a Deliberative Dialogue

Note: This material draws heavily from the training materials of the Canadian Council for International Cooperation (www.ccic.ca) and is used with permission.

Section A: 30 minutes

Overview of the issue (no more than 5 minutes)

Personal experiences (no more than 10 minutes)

Section B: 1.5 hours

Explanation of the lesson

Review the approaches

Choice work (20-25 minutes per approach)

Section C: 45 minutes

Common Ground (25 minutes)

Next steps (15 minutes)

The Role of the Facilitator

This guide is a tool for bringing all students into a conversation on globalization. It provides an overview of globalization and explores several approaches or courses of action that could be taken to respond to this process.

The starting point of any deliberative dialogue is people's own experiences and values. The facilitator of the deliberation will help students share their opinions, concerns and values. However, they should also make students aware of the frames through which they view globalization, and help them to shift their perspective by analyzing and problematizing existing frames while also bringing in alternative lenses. The perspectives presented in this guide are a starting point, but there are many others that can also be brought into the discussion by the facilitator.

The facilitator should not attempt to manipulate the dialogue or steer participants towards an ultimate decision, but rather guide participants if they feel the conversation has hit a barrier. By doing this, participants can clarify what is important to them and develop new meaning and understanding of globalization.

The Role of the Recorder

The recorder listens to the discussion and pulls out key themes and ideas that emerge. It is helpful to use a recording sheet that provides space for taking notes on one side, and a space for jotting down possible areas of common ground and areas of tension, disagreement and ambiguity. Pay particular attention to themes that come up repeatedly or that people seem to be agreeing with. These notes will be used in the "Common Ground" section.

Choice Work

The facilitator will walk the students through each of the three approaches presented in the guide. It is important to mention to students that these approaches are not mutually exclusive, nor are they the only approaches to globalization. Rather, they are starting points where students can begin to discuss the values, consequences and conflicts of globalization. The facilitator should lead into each approach with a positive question in order to get students into the underlying values of the perspective. Then the discussion can lead into critiques and questioning.

The facilitator's role is to help people question and understand their own perspective and also to lead them into a questioning and deeper understanding of not only the three approaches presented, but the process of globalization in general.

You may most likely, depending on the experiences and backgrounds of students in your class, find that some views will not be presented. Therefore, it will be important to ask

- What do you think that someone who is affected by this approach but not here at this forum might say?
- How would their experience of globalization differ from your experience?

Another way of doing this is to bring in alternative perspectives directly

- People from different "locations" (nation, class, gender, rural-urban, indigenous, ethnicity, etc.) might say....

During the choice work, the recorder should be listening for key themes and common ground.

Possible Discussion Questions (from www.ccic.ca)

1. What is of value in this approach?
 - What do you like about this approach?
 - What would a person who supports this approach say about it?
 - What do you find most persuasive about this approach?
 - Who would support this approach? What would they value?
2. What are the costs/consequences associated with this approach?
 - What do you think a person who opposes this approach would say?
 - What do you not like about this approach?
 - Who is harmed by this approach?
 - What is an example of a consequence associated with this approach?
3. Who or what is being globalized in this approach?
 - Who controls the process? How?
 - What are the implications of this approach to globalization for people in different "locations" (nation, class, gender, rural-urban, indigenous, ethnicity etc.)
4. What are the tensions or conflicts in this issue that we have to work through?

As the dialogue continues through the approaches, the moderator may want to start a discussion around tensions that exist between the approaches.

 - What do you see as the tensions between the approaches?
 - What are the gray areas?

Common Ground

After working through each of the approaches, students should reflect on any common ground they have found. They do not need to reach consensus (complete agreement) but rather need to find a starting point from which they could possibly take action on this issue.

The recorder's notes form the starting point of this discussion. The recorder should highlight any common ground that they heard from the group, along with any points of tension (checking in with the group to ensure that they heard correctly).

The recorder need not report back on everything that was discussed, but rather pull out and present key themes.

Once a list of common ground is accepted by the group, the recorder or facilitator can lead the group in a dialogue that will continue to deepen their understanding of globalization.

- Are there values or principles that as a group we agree on?
- Are there additional tensions or contradictions that we need to work through?
- Are there areas of shared interest from which we can move forward?

Closure and Next Steps

After working through each of the approaches, provide an opportunity for students to reflect on how their understanding of globalization has shifted through the deliberative dialogue process and to outline possible next steps. The facilitator could ask:

- How has your thinking about globalization changed?
- What did we discuss that is different from the usual debate?
- Is there anything you might do differently as a result of the deliberation?
- What could we do to address the unresolved tensions that came up during the dialogue?

Curriculum Links

This resource guide was developed specifically with the Alberta Education Social Studies Curriculum in mind. Below is an outline of the ways in which this lesson links to the overall goals of the Social Studies curriculum, along with curriculum links for Social Studies 10-1/10-2, 11-1/11-2, and 12-1/12-2.

Social Studies Curriculum Links

Values and Attitudes	-Demonstrate a global consciousness with respect to humanity and world issues
Knowledge and Understanding	-Understand historic and contemporary issues, including controversial issues, from multiple perspectives -Understand how political and economic distribution of power affects individuals, communities and nations
Skills and Processes	-Engage in active inquiry and critical and creative thinking -Recognize and responsibly address injustices as they occur in their world -Communicate ideas and information in an informed, organized and persuasive manner
Pluralism: Diversity and Cohesion	-A commitment to respecting differences and fostering inclusiveness -An understanding and appreciation for shared values -A respect for democratic principles and processes for decision making such as dialogue and deliberation
Current Affairs	-Investigating current affairs from multiple perspectives
Power, Authority and Decision Making	-Critical examination of the distribution, exercise and implications of power and authority
Economics and Resources	-Explore multiple perspectives on the use, distribution and management of resources and wealth
Critical Thinking	-Distinguishing fact from opinion -Determining diverse points of view, perspective and bias

Social Studies 10-1

Skills and Processes

S.1 Develop skills of critical thinking and creative thinking	<ul style="list-style-type: none">-Evaluate ideas and information from multiple sources-Determine relationships among multiple and varied sources of information-Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability-Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue-Synthesize information from contemporary and historical issues to develop an informed position-Analyze current affairs from a variety of perspectives
S.2 Develop skills of historical thinking	<ul style="list-style-type: none">-Develop a reasoned position that is informed by historical and contemporary evidence-Demonstrate an understanding of how changes in technology can benefit or harm society- in the context of the present, the future and various historical time periods
S.4 Demonstrate skills of decision making and problem solving	<ul style="list-style-type: none">-Develop inquiry strategies to make decisions and solve problems-Generate and apply new ideas and strategies to contribute to decision making and problem solving
S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	<ul style="list-style-type: none">-Participate in persuading, compromising and negotiating to resolve conflicts and differences-Respect the points of view and perspectives of others-Collaborate in groups to solve problems
S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community	<ul style="list-style-type: none">-Acknowledge the importance of multiple perspectives in a variety of situations
S.7 Apply the research process	<ul style="list-style-type: none">-Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
S.8 Demonstrate skills of oral, written and visual literacy	<ul style="list-style-type: none">-Communicate effectively to express a point of view in a variety of situations-Ask respectful and relevant questions of others to clarify viewpoints-Listen respectfully to others

To what extent should we embrace globalization?

Related Issue 1: To what extent should globalization shape identity?

- 1.1 Acknowledge and appreciate the existence of multiple perspectives in a globalizing world
- 1.5 Explore multiple understandings and dimensions of globalization (political, economic, social, other contemporary examples)
- 1.7 Analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration)

Related Issue 2: To what extent should contemporary society respond to the legacies of historical globalization?

- 2.2 Exhibit a global consciousness with respect to the human condition
- 2.7 Explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism)
- 2.9 Examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism

Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?

- 3.3 Explore understandings of contemporary economic globalization
- 3.4 Examine the foundations of contemporary globalization (F.A. Hayek, Bretton Woods Conference, Milton Friedman)
- 3.7 Explore multiple perspectives regarding the relationship among people, the land and globalization
- 3.9 Analyze multiple perspectives on sustainability and prosperity in a globalizing world

Related Issue 4: To what extent should I, as a citizen, respond to globalization?

- 4.1 Recognize and appreciate the impact of globalization on the quality of life of individuals and communities
- 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)

Social Studies 10-2

Skills and Processes

S.1 Develop skills of critical thinking and creative thinking	-Analyze ideas and information from multiple sources -Determine the strengths and weaknesses of arguments -Analyze current affairs from a variety of perspectives -Identify main ideas underlying a position or issue
S.4 Demonstrate skills of decision making and problem solving	-Demonstrate skills needed to reach consensus, solve problems and formulate positions -Apply ideas and strategies to contribute to decision making and problem solving
S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	-Consider the needs and perspectives of others -Make meaningful contributions to discussion and group work -Demonstrate cooperativeness in groups to solve problems

To what extent should we embrace globalization?

Related Issue 1 – Should globalization shape identity?

- 1.1 Acknowledge and appreciate the existence of multiple perspectives in a globalizing world
- 1.5 Explore understandings and dimensions of globalization (political, economic, social, and other contemporary examples)

Related Issue 2 – Should people in Canada respond to the legacies of historical globalization?

- 2.2 Exhibit a global consciousness with respect to the human condition
- 2.9 Explore the multiple perspectives on the political, economic and social impacts of imperialism in Canada

Related Issue 3 – Does globalization contribute to sustainable prosperity for all?

- 3.1 Recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization
- 3.3 Explore various understandings of contemporary economic globalization
- 3.4 Identify foundations of contemporary globalization (Bretton Woods Conference)
- 3.5 Identify factors contributing to the expansion of globalization since Second World War
- 3.6 Examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy)

Related Issue 4 – Should I, as a citizen, respond to globalization?

- 4.3 Accept political, social and environmental responsibilities associated with global citizenship
- 4.7 Analyze relationships between globalization and democratization and human rights
- 4.8 Examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resources issues, contemporary issues)

Skills and Processes

S.1 Develop skills of critical thinking and creative thinking	<ul style="list-style-type: none"> - Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability -Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic -Evaluate the logic of assumptions underlying a position -Analyze current affairs from a variety of perspectives
S.4 Demonstrate skills of decision making and problem solving	<ul style="list-style-type: none"> -Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues -Develop inquiry strategies to make decisions and solve problems -Generate and apply new ideas and strategies to contribute to decision making and problem solving
S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	<ul style="list-style-type: none"> -Demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably -Demonstrate leadership during discussions and group work -Respect the points of view and perspectives of others -Collaborate with others in groups to solve problems
S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community	<ul style="list-style-type: none"> -Acknowledge the importance of multiple perspectives in a variety of situations
S.8 Demonstrate skills of oral, written and visual literacy	<ul style="list-style-type: none"> -Communicate effectively to express a point of view in a variety of situations -Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue -Ask respectful and relevant questions of others to clarify viewpoints -Listen respectfully to others

To what extent should we embrace nationalism?

Related Issue 3: To what extent should internationalism be pursued?	
3.1	Appreciate that nations and states engage in regional and global affairs for a variety of reasons
3.3	Demonstrate a global consciousness with respect to the human condition and global affairs

Skills and Processes

S.1 Develop skills of critical thinking and creative thinking	<ul style="list-style-type: none"> -Determine the validity of information based on context, bias, sources, objectivity, evidence or reliability -Evaluate personal assumptions and opinions -Determine the strengths and weaknesses of arguments -Analyze current affairs from a variety of perspectives -Identify main ideas underlying a position or issue
S.2 Develop skills of historical thinking	<ul style="list-style-type: none"> -Develop reasoned arguments supported by historical and contemporary evidence
S.4 Demonstrate skills of decision making and problem solving	<ul style="list-style-type: none"> -Demonstrate skills needed to reach consensus, solve problems and formulate positions -Use inquiry processes to make decisions and solve problems -Apply ideas and strategies to contribute to decision making and problem solving
S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	<ul style="list-style-type: none"> -Make meaningful contributions to discussion and group work -Consider the points of view and perspectives of others -Identify and use a variety of strategies to resolve conflicts
S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community	<ul style="list-style-type: none"> -Demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community -Promote and respect the contributions of team members when working as a team -Cooperate with others for the well-being of the community
S.7 Apply the research process	<ul style="list-style-type: none"> -Develop and express an informed position on an issue
S.8 Demonstrate skills of oral, written and visual literacy	<ul style="list-style-type: none"> -Communicate effectively in a variety of situations -Engage in respectful discussion -Ask respectful and relevant questions of others to clarify viewpoints on an issue -Make respectful and reasoned comments on the topic of discussion

To what extent should we embrace nationalism?

3.1	Appreciate that nations and states engage in regional and global affairs for a variety of reasons
3.3	Demonstrate a global consciousness with respect to the human condition and global affairs

Skills and Processes

S.1 Develop skills of critical thinking and creative thinking	<ul style="list-style-type: none"> -Evaluate ideas and information from multiple sources -Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability -Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue -Synthesize information from contemporary and historical issues to develop an informed position -Evaluate the logic of assumptions underlying a position -Analyze current affairs from a variety of perspectives
S.2 Develop skills of historical thinking	<ul style="list-style-type: none"> -Evaluate the impact of significant historical periods and patterns of change on the contemporary world -Develop a reasoned position that is informed by historical and contemporary evidence
S.4 Demonstrate skills of decision making and problem solving	<ul style="list-style-type: none"> -Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues -Develop inquiry strategies to make decisions and solve problems -Generate and apply new ideas and strategies to contribute to decision making and problem solving
S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	<ul style="list-style-type: none"> -Demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably -Demonstrate leadership during discussions and group work -Respect the needs and perspectives of others -Collaborate in groups to solve problems
S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community	<ul style="list-style-type: none"> -Demonstrate leadership by engaging in actions that enhance personal and community well-being -Acknowledge the importance of multiple perspectives in a variety of situations
S.7 Apply the research process	<ul style="list-style-type: none"> -Develop, express and defend an informed position on an issue -Reflect on changes of perspective or opinion based on information gathered and research conducted
S.8 Demonstrate skills of oral, written and visual literacy	<ul style="list-style-type: none"> -Communicate effectively to express a point of view in a variety of situations -Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue -Ask respectful and relevant questions of others to clarify viewpoints -Listen respectfully to others

To what extent should ideology be the foundation of identity?

Related Issue 1: To what extent is resistance to liberalism justified?	
2.2	Appreciate how citizens and citizenship are impacted by the promotion of ideological principles
Related Issue 4: To what extent should my actions as a citizen be shaped by an ideology?	
4.2	Exhibit a global consciousness with respect to the human condition and world issues

4.8	Evaluate the extent to which ideology should shape responses to contemporary issues
4.9	Develop strategies to address local, national and global issues that demonstrate individual and collective leadership
4.10	Explore opportunities to demonstrate active and responsible citizenship through individual and collective action

Skills and Processes

<p>S.1 Develop skills of critical thinking and creative thinking</p>	<ul style="list-style-type: none"> -Suggest likely outcomes based on factual information -Evaluate personal assumptions and opinions -Determine the strengths and weaknesses of arguments -Analyze current affairs from a variety of perspectives -Identify main ideas underlying a position or issue
<p>S.2 Develop skills of historical thinking</p>	<ul style="list-style-type: none"> -Identify and describe the impact of significant historical periods and patterns of change on society today
<p>S.4 Demonstrate skills of decision making and problem solving</p>	<ul style="list-style-type: none"> -Demonstrate skills needed to reach consensus, solve problems and formulate positions -Use inquiry processes to make decisions and solve problems -Apply ideas and strategies to contribute to decision making and problem solving
<p>S.5 Demonstrate skills of cooperation, conflict resolution and consensus building</p>	<ul style="list-style-type: none"> -Make meaningful contributions to discussion and group work -Consider the points of view and perspectives of others -Identify and use a variety of strategies to resolve conflicts peacefully and equitably -Demonstrate cooperativeness in groups to solve problems
<p>S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community</p>	<ul style="list-style-type: none"> -Promote and respect the contributions of team members when working as a team -Cooperate with others for the well-being of the community
<p>S.7 Apply the research process</p>	<ul style="list-style-type: none"> -Develop and express an informed position on an issue
<p>S.8 Demonstrate skills of oral, written and visual literacy</p>	<ul style="list-style-type: none"> -Communicate effectively in a variety of situations -Engage in respectful discussion -Ask respectful and relevant questions of others to clarify viewpoints on an issue -Make respectful and reasoned comments on the topic of discussion

To what extent should we embrace an ideology?

Related Issue 2: Is resistance to liberalism justified?	
2.2	Appreciate how citizens and citizenship are impacted by the promotion of ideological principles
2.3	Appreciate that individuals and groups may adhere to various ideologies
2.13	Evaluate the extent to which resistance to liberalism is justified
Related Issue 4: Should my actions as a citizen be shaped by an ideology?	
4.2	Exhibit a global consciousness with respect to the human condition and world issues (C, GC)
4.8	Develop strategies to address local, national and global issues that demonstrate individual and collective leadership
4.9	Explore opportunities to demonstrate active and responsible citizenship through individual and collective action

Globalization

Globalization is not a new phenomenon: interactions between nation states, immigration, transcontinental communication and international trade are all examples of global relations that are not new to this century. However, since the 1980s, discussions around globalization have risen, with some stating this is due to an increase in the speed, scope and magnitude of globalization. For example, removal of barriers to world trade, increases in mass communication and the expanding power of transnational corporations (TNCs) all signal an acceleration of the process of globalization. Therefore, a clear understanding of this process, along with its implications on populations and environments worldwide, is essential.

Economic globalization includes free trade agreements, which involves removing trade barriers so that transnational corporations can operate across borders. Canada is currently involved in three free trade agreements: the FTA (Canada-US), the North American Free Trade Agreement (Canada-US-Mexico) and the Free Trade Agreement of the Americas (proposed throughout the Americas). These agreements are monitored by supra-national organizations such as the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO). Because of free trade agreements, people and nations all over the world are becoming connected through an integrated global consumer market.

Trade agreements allow corporations to invest (or de-invest) anywhere, so they are likely to move to countries with low taxes, wages, labour laws and environmental standards. In order to compete in international trade and attract capital, governments lower wages, labour and environmental standards, and taxes (especially corporate) to attract business. While some see this 'Race to the Bottom,' in which countries compete to have the most favourable conditions to attract corporations and investors, as beneficial through the way in which it encourages competitions, others argue that the effects of such actions are harmful to society and the environment.

Free trade agreements give corporations the right to sue governments for passing laws to protect their citizens if those laws might limit corporate profits. Thus, environmental and human rights concerns are often overlooked or ignored in the face of corporate interests. However, others argue that these are temporary consequences of establishing a globally integrated economy, which holds the potential to eventually raise living standards across the globe. These proponents of economic globalization argue that if big business is making money, this will trickle down to the rest of the population.

Rich and Poor

The gap between rich and poor countries (and the rich and poor within those countries) is widening.

The UN Human Development Report for 2005 shows that the richest fifth of the world's population receives more than 75% of world income, while the poorest 20% receives just 1.5%.

This points to the inequitable effects of globalization on world populations. While some get richer through the process of economic globalization, the majority is left behind.

As the strength of global institutions (IMF, World Bank, WTO) and transnational corporations enhances, economic control and power is concentrated in fewer hands.

Approaches

In the following pages, you will find three distinct approaches to globalization. Each of these choices reflects widely held values, beliefs and ideologies. Through deliberation, you will come to a deeper understanding of these approaches, while also reflecting on your own understanding of globalization.

The three approaches are not mutually exclusive, nor are they the only approaches to globalization. Rather, they provide a point of departure from which a discussion of globalization can begin.

1

Some people say that globalization is good for all and that, by definition, globalization is a positive process. Through continued economic globalization and strengthening of the free market, global inequality and poverty will be alleviated.

2

Some people say that economic globalization (as defined in approach 1) is problematic and will not lead to eventual equality. People who advocate for this perspective want to address the problems associated with globalization in order to make globalization work for all. They argue that while economic growth brings increasing wealth, there are social and environmental consequences that must also be addressed.

3

Some people say that the fundamentals of globalization do not work for local communities. Globalization, with its primary focus on economic liberalism, is a project that serves only a minority of the world's citizens. Therefore, if local communities are to maintain their bio-cultural and social diversity, globalization must be resisted or transformed to serve local needs first.

1 **Pro-globalist approach to globalization**

ISSUE: By leaving the market to monitor itself, market forces will bring prosperity, liberty, democracy, and peace.

BROAD REMEDY: There should be a removal of any barriers that come in the way of free trade. Government should not intervene with competition within the market and forces such as supply and demand.

Overview of Approach

Advocates of this approach argue that economic globalization, or the advance of a single global market economy, will eventually lead to equality for all. In this approach, the market takes on an increasingly important role as competition and supply and demand determine who succeeds. Within this approach, governments relax their trade, environmental and labour laws in order to encourage investment and be able to compete in the global economy. Those who work hard and are able to compete are rewarded.

Examples of Actions

- Reduce barriers to trade and investment
 - For example:
 - Free trade agreements such as NAFTA, FTAA
- Reduce corporate taxes, environmental standards, and labour laws to entice business
- Unrestricted cross-border movement by transnational corporations
 - For example:
 - WalMart is able to operate in countries around the world
 - Clothing made in China with fabric from India for retailers in Canada
- Expand free trade agreements to encourage the inclusion of further markets
 - For example:
 - Expansion of NAFTA or the FTAA into markets beyond North America
- Privatization of public services (i.e. schooling, health care, water, electricity)
 - For example:
 - Water should be controlled by private businesses who, because of competition with other businesses, will ensure that they manage it in the best way possible to keep their clients happy with the service being provided

2

Making globalization work for all

ISSUE: Economic globalization creates social and economic inequalities that must be addressed. The role of citizens and nongovernmental organizations (NGOs) is to pressure governments at both national and international levels to reform policies and resource distribution so that they work in the interests of humankind and the environment.

BROAD REMEDY: While continuing to promote economic globalization, the unevenness of this process must be mitigated through either public or private organizations providing services to those unable to compete in the global economy. Governments must implement policies that support democracy and human rights. Civil society (citizens, NGOs, schools, etc.) should develop projects that will ease the suffering of people around the world.

Overview of Approach

Advocates of this approach argue that economic globalization is causing increasing inequality around the world, and that these global disparities must be addressed. They argue for the need to reform or reorganize capitalism and economic liberalism so that it promotes economic equality, limits environmental destruction and enhances democracy. Furthermore, they argue for the reintroduction of trade barriers when necessary to reduce social inequalities and environmental harm.

Examples of Actions

- Pressure governments to demand equitable resource distribution globally
 - For example:
 - Fair taxation for citizens
 - Improvements to social programs for those who do not benefit from the globalized market economy
- Create public awareness of global inequality
 - For example:
 - Campaigns such as Make Poverty History educate people about the income gap between countries in the Global North and the Global South
- Build non-government organizations (NGOs) that address the consequences of poverty
 - For example:
 - Education without Borders provides educational facilities in disadvantaged regions of the world
- Work to establish relationships where individuals from around the world can work together towards a better future for all
- Control cross-border movement of goods
 - For example:
 - Reintroduce tariffs and trade barriers
- Implement environmental and labour standards
 - For example:
 - Set a minimum wage, maximum workday length, and cap on CO₂ emissions

3

Localist perspectives on globalization

ISSUE: Those from a localist perspective argue that economic globalization and global capital is a new form of colonialism that inhibits their ability to defend their own way of life. The consolidation of power in the hands of fewer and fewer means that local communities, particularly those in the developing world, have little control over their own livelihood.

BROAD REMEDY: Allow localist movements to defend cultural and ecological diversity and address poverty through establishing local control over resources. Strengthen local communities so that they are less vulnerable to the forces of the global economic system.

Overview

Those who argue for localist perspectives and who form localist movements are often hoping to establish a place for themselves in the world. Rather than looking to completely overthrow the existing capitalist system and replace it with a new one, they hope to create “radical plurality” wherein all groups have the opportunity to establish their own alternative lifestyle. Examples of struggles include indigenous communities working towards establishing autonomy and self-determination, along with small business owners who are fighting to keep large multinational corporations out of their community.

Examples of Actions

- Develop local networks of citizens who work toward the possibility of living according to their own conceptions and ways of life
- Defend existing alternative lifestyles
 - For example:
 - Support the wishes of many First Nations communities in Canada to continue to hunt and fish on their traditional territory
- Create a diverse local economy so people are locally self-sufficient
 - For example:
 - Maintain control over agricultural land to ensure local communities can grow their own food
- Link to broader global citizen movements to get message out and pressure governments and corporations
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- Establish grassroots networks, food cooperatives, farmer’s markets, or more radical groups such as the Via Campesina coalition, to ensure that local needs are addressed by governments and corporations
- Defend cultural and ecological diversity
- Ensure that business serves people and the community, not the other way around
- Maintain, strengthen and defend environmental standards and social programs
- Refuse to sign international agreements (such as NAFTA, FTAA) that could potentially weaken local control

Seeking Common Ground

Each of the previous three approaches to globalization has certain advantages and disadvantages, dependent upon the perspective from which it is looked at. In addition, some individuals will be willing to live with certain trade-offs that others would never consider.

Before the deliberative process, you may have generally disagreed with your classmates on some of the pros and cons of economic globalization. However, by engaging with other perspectives and beginning to unpack your own understanding of the globalization process, your own lens may have shifted and your understandings of economic globalization may be different. Through this process of deliberation, common themes begin to emerge.

Following the deliberation, the facilitator will walk you through the common themes that came out of your deliberative dialogue, and then lead a discussion regarding how to move forward from these common themes.

These common themes can be seen as anchor points around which people can come together and take action on issues that matter to them. As you begin to understand and piece together your role as a global citizen, as yourself the following questions:

- How can I begin to respond to economic globalization?
- What action can I take to respond to an element of economic globalization that I disagree with?
- What would be an effective strategy for taking action around issues of economic globalization that you disagree with?

Glossary

Civil Society Individuals and organizations within society that operate independently from the government. i.e. schools, churches, non-government organizations (NGOs). However, in practice, the line between the state, the market and civil society is often blurred.

Free Trade Agreement Agreements between countries that they will provide freer access to each other's markets by removing trade barriers such as tariffs and import duties on goods that are being imported from countries that are part of the agreement.

Free Trade Agreement of the Americas (FTAA) A proposed free trade agreement that would expand NAFTA to include all countries in the Americas except for Cuba.

International Monetary Fund (IMF) An international organization that oversees the global financial system.

Non-government Organizations (NGOs) Organizations created by private organizations or people that have no representation or participation of any government. Examples of NGOs include Check Your Head, a Vancouver-based, youth-driven NGO that educates young people on global issues. Other Canadian NGOs include No One is Illegal, and the Council of Canadians.

North American Free Trade Agreement (NAFTA) A free trade agreement signed between Canada, Mexico and the United States on December 8, 1993. It was met by resistance, particularly by the Zapatistas in Mexico, but continues to be in place today.

Tariff A tax imposed on goods when they are moved across a political border.

Transnational Corporation (TNC) A corporation that operates in more than one country. Some TNCs have their headquarters in developed countries and their manufacturing operations in less-developed countries where environmental and labour standards are lower.

World Trade Organization (WTO) An international organization that oversees trade between nations. It is in charge of ensuring that member countries adhere to all WTO agreements.

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