
SAMPLE NEWSPAPER HEADLINES ABOUT GLOBALIZATION

Summit Agenda Hijacked by Corporate Interests

The agenda of the World Summit on Sustainable Development (WSSD) forsakes sustainability and food security in favor of greater trade liberalization.

Reuters Alternet, August 30, 2002

Call for Reparations to Indebted Countries

The external debt of developing countries should not just be cancelled but the debtors compensated.

InterPress Service, October 19, 2002

Amazon Tribe Sues for Survival

Facing extinction after loss of their lands, Brazil's Panara took on the government — and won.

Montreal Gazette, November 12, 2000

Environmental Refugees

By 2050 climate change and environmental degradation could create 150 million environmental refugees ... it is a problem which the UN and Western governments are doing their best to ignore.

The Ecologist, June 26, 2002

Globalization in the Jungle

Canadian power company, conservationists face off over project in Belize.

Montreal Gazette, April 14, 2001

Culture is a Blood Sport

Flooded by US mass entertainment, countries like France are showing Canada how to defend national identity, say arts write Ray Conlogue.

Toronto Global and Mail, May 10, 2001

Surviving Globalization: The Struggle of Filipino Women

For many Filipinos, and especially women, life has never been harder than in the last 10 years.

Shadows behind the Screen, Asian Exchange, Vol. 11, No. 1, June 1995.

Copying Corporate Behavior

As NGOs struggled for binding international rules to make corporations socially and economically accountable at this year's World Summit on Sustainable Development, yet another story was unfolding to illustrate why such rules are needed.

New Internationalist 352 — December 2002

India's Water Wars

As MNS mine India's previous water resources, citizens' groups organize to fight water privatization.

Reuters Alternet, December 5, 2002

The Global Debate

Should we have confidence that the Summit of the Americas will work out in everyone's interest?

Montreal Gazette, April 14, 2001

Bank Dictatorship

The latest Human Development Report from the United Nations focuses on democracy — or the lack of it — around the world. It turns the spotlight ... on international institutions, pointing to the crisis of public confidence in ... the International Monetary Fund (IMF) and the World Bank.

New Internationalist 352, December 2002

Thailand — Pak Moon Dam

A US-based organization has criticized the World Bank for its involvement in the construction of the Pak Moon Dam, where more than 5000 villagers have been demonstrating since March 23.

Bangkok Post, March 30, 1999

WTO in Sydney: Rule by the Rich for the Rich

OpEd., IPS Columnist Service, November 7, 2002

Big Business the Winner in the New Farm Bill

InterPress Service, September 23, 2002

African Unions Under Structural Adjustment Programs

Relations Industrielles/Industrial Relations 1998, vol. 53, no. 2

Relief Agencies Unite to Warn of Disastrous Africa Food Shortage

Organizations plead for nations to provide assistance for millions.

Baltimore Sun, December 4, 2002



Teaching Ideas: Section 4

4:5 RECONTEXTUALIZING POPULATION AND POVERTY IN A GLOBALIZED WORLD (PAGE 204)

NOTE: For a more thorough treatment of globalization (as well as first-rate content and teaching ideas), consider investing in a copy of *“Rethinking Globalization: Teaching for Justice in an Unjust World”* edited by Bill Bigelow and Bob Peterson (Milwaukee: Rethinking Schools, 2002). See www.teachingforchange.org.

A. THE GLOBALIZATION OF THE ECONOMY (PAGE 204)

Sample Newspaper Headlines about Globalization

Cut out the sample newspaper headlines reprinted on page 209 and put them in a hat/box. **NOTE:** Instead of using the headlines reprinted in the text, you could ask students to search newspapers and magazines for their own headlines related to different aspects of economic globalization. Divide students into pairs and have each pair pick one headline from the hat/box. Inform students that they will be doing a directed brainstorm on the elements/processes of economic globalization. Their task is to examine their headlines and pull out key words, issues, themes and players (including people, international financial and trade institutions, etc.) that appear in any way to be related to the concept of economic globalization.

After students have had time to review and analyze their headlines, conduct a round robin, eliciting key words, issues, themes and players related to globalization. List these on the board. Ask each pair to join up with another pair and have students work in groups of four to develop their own working definition of globalization using the information generated in the brainstorm.

Invite groups to write their draft definitions of globalization on a piece of flip chart paper and share their definitions of globalization with the class. As students share their definitions, use colored markers to flag similarities and differences. Review (and circle) the key elements of globalization and then attempt to come up with a class definition. Lead a class discussion on: why it is important to understand globalization; what globalization has to do with population; and the links between globalization, population and poverty.

Source: Adapted from an activity designed by the Canadian Human Rights Foundation for their International Human Rights Training Programme, Montreal, Summer 2001.

B. THE IMPACT OF ECONOMIC GLOBALIZATION ON POVERTY AND INEQUALITY (PAGE 210)

Transforming the Facts: Have students review the facts and figures on inequality and poverty on pages 210-211. Ask them to pick one fact/statistic that really struck them in some way, encouraging them to provide a justification for their choice. Ask students to transform this fact/statistic in two different ways: (1) into a pie chart or bar graph; and (2) into a more ‘user friendly’ format that uses visual images (either student-generated or cut out from magazines) to show the people behind the facts/statistics.