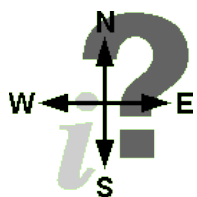


## 10-4.3 Globalization and the Economy



### Global Economic Issues

1. Think about what you know and what you will learn about globalization and the economy. Fill in your thoughts below.

**What I know  
about  
globalization  
and the  
economy**

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**What I think  
I will learn  
about  
globalization  
and the  
economy**

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2. Globalization has its roots in economics. Much global expansion is motivated by money, for example, European settlers first came to claim Canadian land because their governments wanted control of the natural resources, e.g., furs, found there. There was money to be made by Europeans, so they built companies to organize the new industry.

All Canadians are affected by the economic effects of globalization. Look for evidence of the economic effects of globalization in your own community and fill in the chart on the following page.



	Economic Evidence of Globalization in My Community
Presence of companies from other countries	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Trade of products/services from your community to other countries (including tourism)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Purchase of land and/or resources by companies from other countries	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

### 3. Different people and organizations have different ideas about the economic effects of globalization.

Example

#### Environmentalists:

- concerned about the impact of economic globalization on the environment; e.g., deforestation, mining runoff and impact on ecosystems, big industry pollution.

#### Unions:

- concerned with the loss of local jobs to cheap labour in other countries, imported workers who work for less money, reluctance of multinational companies to allow workers to unionize.

**Human Rights Organizations:**

- concerned with the treatment of people by big business, which is sometimes driven by economics rather than concern for the well-being of people.

**Multinational Corporations:**

- concerned with resistance to globalization and attempts to limit their power to use global opportunities for profit.

**Governments:**

- concerned with the fair use of taxes and tariffs by other countries and with the preservation of their national independence.

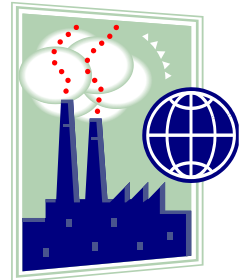
Create a survey and ask various people in your community about their feelings on the economic effects of globalization. Collect responses and graph the results in a report to present to the class. Draw conclusions based on your data.

**Use this information sheet and tool:**

- ☐ [Creating Graphs](#)
- ☐ [Note Taking VI](#)

**Expansion of Economic Globalization Since World War II**

Many things changed after World War II. Much of Europe and parts of Asia were damaged by the war and their economies suffered. The United States, on the other hand, profited from the war by lending money to other countries and selling them military equipment and supplies.



During the 1950s, bank lending rates were low and government-sponsored programs encouraged many to buy houses. This spending boosted the North American economy. The rise of television (and television advertising) further boosted consumption and the economy of North America. Soon large companies developed, who then looked for foreign markets.

Computer technology helped increase productivity in the manufacturing of goods and bigger factories were built, especially in poor countries where labour costs were low. The rise of the Internet and satellite technology drastically improved the ability to communicate cheaply and quickly, and opened world markets to any company with a Web site.

Countries began signing trade agreements and working with other countries with similar interests; e.g., the North American Free Trade Agreement.

4. Investigate the different factors since World War II that have contributed to the expansion of globalization. Use the organizer below to collect your initial ideas and write questions to guide your research.

**Use these tools:**



- ☐ [Evaluating Sources II](#)
- ☐ [Information Summary II](#)

<b>International Agreements</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Media and Transportation Technologies</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Multinational Corporations</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>International Organizations</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Create a presentation of the information you find during your investigation.

5. Choose a multinational company that has been around for at least 30 years and look for information about its history, where it operates around the world and what other companies it is associated with. Create a time line that shows its development, expansion and change over time. Include references to changes and factors associated with globalization, where relevant.

Companies could include:

- Sony
- Coca-cola
- MacDonald's
- General Electric (GE)
- Exxon
- IBM

**Use these information sheets and tools:**

- ☐ [Time Lines](#)
- ☐ [Evaluating Sources V: Reliability and Credibility](#)
- ☐ [Information Summary II](#)



### Where to start on the Web

<http://www.sony.net/SonyInfo/CorporateInfo/History/index.html>  
<https://www.coca-colacompany.com/stories/the-chronicle-of-coca-cola-birth-of-a-refreshing-idea>  
<http://www-03.ibm.com/ibm/history/>  
<https://www.ge.com/transformation/>



6. Define the following political and economic challenges and opportunities of globalization:

**Trade Liberalization:**

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**Foreign Investment:**

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**Economic Growth:**

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**Outsourcing:**

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**Knowledge Economy:**

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7. For the terms listed in the previous question, explain how each one affects your community or another community in Alberta. Provide real-life examples, where possible.



<b>Trade Liberalization</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Foreign Investment</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Economic Growth</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<b>Outsourcing</b>	
<b>Knowledge Economy</b>	

## People, the Land and Globalization

Many of the resources that fuel globalization and a global economy come from the land and natural world around us. Many of the natural resources found in Canada are located on the traditional lands of Aboriginal peoples. Most Aboriginal peoples feel a strong attachment to the land and for many it is crucial to their economy and way of life.



### Highlights from the *Report of the Royal Commission on Aboriginal Peoples*

"All over the world and throughout history, collective control of lands and resources has been the key to prosperity and the basis of the powerful idea of 'home' that gives people their common identity. Most Aboriginal people retain an intensely spiritual connection to the land of their ancestors—one that involves both continuity and stewardship. It is hardly surprising, then, that the most intense conflicts between Aboriginal and non-Aboriginal people centre on the use and control of land ..."

"Most Aboriginal northerners make their living in the 'mixed' economy. Households combine cash income from a variety of sources (employment, welfare, art and craft production) with hunting, fishing and other harvesting activities. As jobs come and

go, as fish and fur prices rise and fall, as their circumstances change, people shift their mix of activities to match.

The health of the mixed economy depends on the health of the environment. Environmental stewardship is thus a matter of survival for northern Aboriginal peoples—survival of the mixed economy and their way of life.

Most northern Aboriginal people favour commercial development—but only if it happens in ways that respect the land and all its life forms. However, the legacy of many resource extraction projects and of military installations that still dot the North has been extensive environmental damage.

Northerners speaking to the Commission expressed strong views about the need to clean up these sites and prevent future pollution, to improve the operations of regulatory bodies and to use Aboriginal knowledge of natural phenomena to ensure sustainable resource use.

Initiatives such as wildlife co-management boards, which bring the combined expertise of Aboriginal hunters and non-Aboriginal scientists to bear on protection and harvesting issues, are an example of a northern approach to environmental stewardship that should be promoted and extended.”

Source: *People to People, Nation to Nation: Highlights from the Report of the Royal Commission on Aboriginal Peoples*. Reproduced with the permission of the Minister of Public Works and Government Services, 2007, and courtesy of the Privy Council Office.

## 8. Define the following terms related to the environment.

**Stewardship:** \_\_\_\_\_

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**Sustainability:** \_\_\_\_\_

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**Resource Development:**

9. Investigate and describe Aboriginal perspectives on the terms defined in the previous question.

	Aboriginal Perspectives
Stewardship	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
Sustainability	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
Resource Development	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>

10. Choose one of the following policies and explain how it came to be and how it affects the people of Canada, including what issues it addresses. To better understand the policy and the issues surrounding it, follow the steps below.

- National Energy Program
- Kyoto Accord
- CPPA Responsible Care
- Canada-wide Accord on Environment Harmonization
- *Canadian Environmental Assessment Act* and Regulations
- Pollution Prevention and the *Canadian Environmental Protection Act*

**Step One:** Use the Question Organizer I tool to guide your research. Include the question: How does this policy affect the environment?

**Step Two:** Find and collect the information you need.

**Step Three:** Plan your explanation, write it, collect or create graphic materials and present it to an audience.

**Step Four:** Listen to the presentations of other students, note their main ideas and summarize the information in the chart on the following page.

**Use these information sheets and tools:**



- ☐ [Question Organizer I: Five Ws and One H](#)
- ☐ [Finding Sources on the Internet](#)
- ☐ [Paragraph Planner II](#)
- ☐ [Listening for Main Ideas](#)

### Where to start on the Web

<https://www.ec.gc.ca/?lang=En>  
<https://www.cbc.ca/news2/background/kyoto/>  
[http://en.wikipedia.org/wiki/National\\_Energy\\_Program](http://en.wikipedia.org/wiki/National_Energy_Program)



Student and Topic	Main Ideas
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

11. On a map of the world, find 10 wealthy (developed) nations and ten emerging (developing) nations.

**Use this information sheet:**



☐ [Globes, Atlases and Maps](#)

12. To better understand why some countries are wealthier than others, follow the steps below:

**Step One:** Think about what makes a country wealthy or poor. Use several developing countries and wealthy countries as examples. Add your own questions to the list below and use them to guide your research.

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What natural resources do wealthy countries have?  
What natural resources do poor countries have?  
Does the country have political problems; e.g., wars, conflicts?

My questions:

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**Step Two:** Find the information you need to answer your questions. Add more questions to your list if necessary.

**Step Three:** Organize the information you find. Prepare an explanation of why some countries are wealthier than others. Plan how you are going to present the information.

**Step Four:** Present your explanation to an audience.

**Use these information sheets and tools:**



- ☐ [Question Organizer I: Five Ws and One H](#)  
☐ [Note Taking II](#)  
☐ [Presentation Ideas](#)

13. Scan the news, e.g., television video clips, Internet, newspaper articles, for examples of issues related to globalization and the economy in Canada or abroad. For example, look for news stories about multinational companies/corporations or the use of natural resources by foreign companies.



Choose a news story and fill out the **five Ws** (who, what, where, when, why) and **one H** (how) of the story.

#### Where to start on the Web

<http://www.cbc.ca>  
<http://www.globalresearch.ca/>  
<http://www.alertnet.org/>



#### Use this tool and information sheet:



- ☐ [Question Organizer I: Five Ws and One H](#)
- ☐ [News Story Search](#)