

What is globalisation?

The following CPD and pupil activities were developed by groups of teachers in 2001 and published in *Globalisation ~ what is it all about?*

You might find some of the ideas and approaches useful, with some adaptation to suit current circumstances.

CPD starting points

The grid below gives a series of statements about globalisation made by different people.

- Which do you think are most true?
- Rank these statements in a diamond 9 – the statement you most agree with at the top, then two you agree partly with, three you are ambivalent about, two you mildly disagree with, and the one you most strongly disagree with at the bottom.
- Who said what? Match the statements to the speakers – the answers are below.
- Are there any other viewpoints which could added?

<p>A “Globalisation. Opening world markets by removing trade and other barriers and by providing better information and communication technologies.”</p>	<p>B “Globalisation.</p> <ol style="list-style-type: none"> 1. The process by which governments sign away the rights of citizens in favour of speculative investors and transnational companies. 2. The erosion of wages, social welfare standards and environmental regulations for the sake of international trade. 3. The imposition world-wide of a consumer monoculture.”
<p>C “Economic globalisation is neither in the human interest nor inevitable... There is an alternative - to localise economies, disperse economic power and bring democracy closer to the people.”</p>	<p>D “Globalisation is not a policy choice, it is a fact.”</p>

<p>E “Globalisation is irreversible and irresistible.”</p>	<p>F “The global capitalist system is coming apart at the seams.”</p>
<p>G “The essence of the process is the replacement for the first time...of all residual non-capitalist production relations with capitalist ones in every part of the globe.”</p>	<p>H “The ‘global village’ is in some ways a misleading notion. It suggests not only interconnectedness, but a sense of greater togetherness, of immediacy and reciprocity in relationships, a very large-scale idyll. The world is not much like that.</p>
<p>I “Globalisation, which centralises power, destroys livelihoods and creates displacement and environmental destruction, also sows the seeds of communal politics and religious fundamentalism.”</p>	
<p>1 American economist David Korten, When corporations rule the world [1995]</p>	<p>2 American president Bill Clinton, [quoted 1999]</p>



<p>3 American sociologist William I. Robinson, Globalisation: nine themes on our epoch [1996]</p>	<p>4 British pressure group International Society for Ecology and Culture [Britain, 1999]</p>
<p>5 British prime minister Tony Blair, [quoted 1999]</p>	<p>6 Indian environmentalist Vandana Shiva, The two fascisms. [1999]</p>
<p>7 International financier George Soros, [quoted 1999, Britain]</p>	<p>8 Swedish anthropologist Ulf Hannertz, Transnational Connections [1996]</p>
<p>9 West Midlands economic planners Creating Advantage - The West Midlands Economic Strategy, [Britain, 1999]</p>	<p>Answers A - 9 B - 4 C - 1 D - 2 E - 5 F - 7 G - 3 H - 8 I - 6</p>



Pupil activities

These activities help pupils to explore general ideas about globalisation using data, graphs and diagrams. You might start with a discussion about ways in which global influences affect everyday situations, for example:

Globalisation is about..?

- The company that provides water for the Nigerian ambassador to the UK, which is owned partly by the Chinese government - after a Spanish bank sold its shares to them;
- A Japanese brand of chocolate sold in Greece, which is made in Finland;
- An Irish story, turned into a Greek cartoon, retranslated into English and published in Birmingham using an Irish print shop;
- ... finish with your own examples.

Getting glocal

Glocal - a word meaning that all local things have now got global sides to them, and all global ones have local sides to them.

Inside an outline of a person write some of the ways they affect the world. Draw arrows from these to the outside. Write around the person some of the ways the world affects them. Draw from these into the person. Do some of these things join up?

Key themes about the process of globalisation are shown below. These resulted from an activity with a group of West Midlands teachers.

- With a partner or as a group, discuss the statements below. Do you agree with them?
- Make a list of questions which you need to ask about the globalisation process or data that you might need to use to find out about it
- You could change these statements or create your own.

Globalisation involves global centralised control

- Of media, eg mobile technologies
- Of manufacture and marketing, eg Primark or Apple
- Of leisure industry, eg football or travel

Globalisation increases the gap between rich and poor

- Rich world - poor world
- The rich get richer and the poor get poorer

Globalisation creates both winners and losers

- Everywhere and to varying degrees
- More winners among the rich

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