

GLOBALISATION



PRE-READING TASKS

The Shrinking Map of the World:

1. Describe the idea behind the diagram "the shrinking map of the world". What does it illustrate?
2. The diagram "the shrinking map of the world" ends in the 1960s. Find a way to describe how recent innovations have furthered the "shrinking of the world".
3. Give some examples how the world has shrunk for you. What are the advantages, what are the disadvantages (for you)?

SPOT ON FACTS

Globalisation

Globalisation (or globalization) means the process by which the world is gradually becoming unified on an economic, technological and cultural level. The idea includes the increasing mobility of people (as business travellers, tourists, immigrants or refugees) and the steady flow of money and goods between international markets and production sites. It also stands for the global spread (and clash) of ideas and values as well as the rapid distribution of information through the media.

Basic global trends

Economic globalisation is exemplified by the activities of the multinational companies, the global players, who produce wherever labour and overhead costs are cheapest and sell throughout the global market. With the constant pressure to cut costs, their clear priorities are efficiency, speed, flexibility and profits rather than their employees' welfare and job security.

Technological globalisation refers to the rapid advances in technology over the past decades, in particular to the microelectronics revolution, which has allowed people to communicate more easily and efficiently by computer or mobile phone.

Cultural globalisation means the spread of previously local or national cultural phenomena around the world, including sports, the arts, fashion, food, religion and music. This process is furthered by the continuing increase in global economic activity and the advances in communication technologies.

Hopes and fears

The developing countries hope that globalisation will bring them work and prosperity, whereas the industrial world expects increased business opportunities through international trade. In addition, it is hoped that the spread of freedom, democracy and human rights will reduce the number of wars and other conflicts worldwide. The increasing opportunities for exchange on a personal level may lead to a greater understanding among peoples

around the world, which could bring about a peaceful, borderless world of shared universal values, general economic prosperity and ecological stability. In the developing countries many people fear an increasing dependence on foreign support, investment and credit. Some see danger in increasingly corrupt governments, negative cultural influences and even manipulation through the mass media.

In the industrial world experts predict both the erosion of national cultures in Europe and massive illegal immigration. The increasing power of multinational companies is problematic because they can often no longer be controlled by legal means such as elected governments.

For humanity as a whole there is the fear that largely uncontrolled economic activity will result in inequality and regional and ethnic tensions, as well as in pollution. The “survival of the fittest” could become the slogan of an inhumane, competitive global world. The so-called Westernisation of the world is predicted to widen the gap between the rich and the poor.

From: *Abi Workshop Englisch – Globalisation, 2008*

COMPREHENSION


What conditions were necessary for globalisation to spread so quickly in the 20th century?

ESSAY TOPIC

What are your personal hopes and fears regarding the current trends of globalisation?

PRE-READING TASK: Globalisation – Different Perspectives

Fill in the chart, using what you have learned about globalisation so far.

	Advantages/hopes	Criticism/fears
Industrial world 		
Developing countries 		
My personal view 		

THE THREE PHASES OF GLOBALIZATION

There have been three great eras of globalization. The first lasted from 1492 – when Columbus set sail, opening trade between the Old World and the New World – until around 1800. I would call this era Globalization 1.0. It shrank the world from a size large to a size medium. Globalization 1.0 was about countries and muscles. That is, in Globalization 1.0, the key agent of change, the dynamic force driving the process of global integration, was how much brawn – how much muscle, how much horsepower, wind power, or later, steam power – your country had and how creatively you could deploy it. In this era, countries and governments (often inspired by religion or imperialism or a combination of both) led the way in breaking down walls and knitting the world together, driving global integration. In Globalization 1.0, the primary questions were: Where does my country fit into global competition and opportunities? How can I go global and collaborate with others through my country?

The second great era, Globalization 2.0, lasted roughly from 1800 to 2000, interrupted by the Great Depression and World Wars I and II. This era shrank the world from a size medium to a size small. In Globalization 2.0, the key agent of change, the dynamic force driving global integration, was multinational companies. These multinationals went global for markets and labor, spearheaded first by the expansion of the Dutch and English joint-stock companies and the Industrial Revolution. In the first half of this era, global integration was powered by falling transportation costs, thanks to the steam engine and the railroad, and in the second half by falling telecommunication costs – thanks to the diffusion of the telegraph, telephones, the PC, satellites, fibre-optic cable, and the early version of the World Wide Web. It was during this era that we really saw the birth and maturation of a global economy, in the sense that there was enough movement of goods and information from continent to continent for there to be a global market, with global arbitrage in products and labor. The dynamic forces behind this era of globalization were breakthroughs in hardware – from steamships and railroads in the beginning to telephones and mainframe computers toward the end. And the big

questions in this era were: Where does my company fit into the global economy? How does it take advantage of the opportunities? How can I go global and collaborate with others through my company? [...]

Right around the year 2000 we entered a whole new era: Globalization 3.0. Globalization 3.0 is shrinking the world from a size small to a size tiny and flattening the playing field at the same time. And while the dynamic force in 1.0 was countries globalizing and the dynamic force in Globalization 2.0 was companies globalizing, the dynamic force in Globalization 3.0 – the force that gives it its unique character – is the newfound power for *individuals* to collaborate and compete globally. And the phenomenon that is enabling, empowering, and enjoining individuals and small groups to go global so easily and so seamlessly is what I call the *flat-world platform*, which I describe in detail in this book. Just a hint: The flat-world platform is the product of a convergence of the personal computer (which allowed every individual suddenly to become the author of his or her own content in digital form) with fibre-optic cable (which suddenly allowed all those individuals to access more and more digital content around the world for next to nothing) with the rise of work flow software (which enabled individuals all over the world to collaborate on that same digital content from anywhere, regardless of the distances between them). No one anticipated this convergence. It just happened – right around the year 2000. And when it did, people all over the world started waking up and realizing that they had more power than ever to global as individuals, they needed more than ever to think of themselves as *individuals* competing against other individuals all over the planet, and they had more opportunities to work with those other individuals, not just compete with them. As a result, every person now must, and can, ask: Where do *I* as an individual fit into the global competition and opportunities of the day, and how can *I*, on my own, collaborate with others globally?

But Globalization 3.0 differs from the previous eras not only in how it is shrinking and flattening the world and in how it is empowering individuals. It is also different in that Globalization 1.0 and 2.0 were driven primarily by European and American individuals and businesses. Even though China

actually had the biggest economy in the world in the eighteenth century, it was Western countries, companies, and explorers who were doing most of the globalizing and shaping of the system. But going forward, this will be less and less true. Because it is flattening and shrinking the world, Globalization 3.0 is going to be more and more driven not only by individuals but also by much more diverse – non-Western, non-white – groups of individuals. Individuals from every corner of the flat world are being empowered. Globalization 3.0 makes it possible for so many more people to plug in and play, and you are going to see every color of the human rainbow take part.

From: Thomas L. Friedman, *The World is Flat*, 2005

(Note: Thomas L. Friedman works as reporter for *The New York Times* and is one of the world's most influential journalists. He has specialised in international affairs and economic issues and is the author of several books on globalisation, of which he is an advocate.)

COMPREHENSION

Friedman sees three stages of globalization, which he calls Globalization 1.0, 2.1 and 3.0. For each of these stages, write down

- the time span,
- the effects,
- the key agents and
- the primary questions.

ESSAY TOPICS

1. Discuss whether globalization – especially “Globalization 3.0” – strengthens and promotes democracy.
2. Answer Friedman’s question for yourself: “Where do I as an individual fit into the global competition and opportunities of the day?”

PRE-READING TASKS

1. Do you prefer clothes and shoes with brand names? Why?
2. What image do brand names project?
3. Look at the labels of your clothes. Where were they produced? What do you know about working conditions there?

NO LOGO

Usually, reports about this global web of logos and products are couched in the euphoric marketing rhetoric of the global village, an incredible place, where tribespeople in remotest rain forests tap away on laptop computers, Sicilian grandmothers conduct E-business, and “global teens” share, to borrow a phrase from a Levi’s Web site, “a world-wide style culture”. Everyone from Coke to McDonald’s to Motorola has tailored their marketing strategy around this post-national vision, but it is IBM’s long-running “Solutions for a Small Planet” campaign that most eloquently captures the equalizing promise of the logo-linked globe. [...]

This is a village where some multinationals, far from levelling the global playing field with jobs and technology for all, are in the process of mining the planet’s poorest back country for unimaginable profits. This is the village where Bill Gates lives, amassing a fortune of \$55 billion while a third of his workforce is classified as temporary workers, and where competitors are either incorporated into the Microsoft monolith or made obsolete by the latest feat in software bundling. This is the village where we are indeed connected to one another through a web of brands, but the underside of that web reveals designer slums like the one I visited outside Jakarta. IBM claims that its technology spans the globe, and so it does, but often its international presence takes the form of cheap Third World labor producing the computer chips and power sources that drive our machines. On the outskirts of Manila, for instance, I met a seventeen-year old girl who assembles CD-ROM drives for IBM. I told her I was impressed that someone so young could do such high-tech work. “We make computers,” she told me, “but we don’t know how to operate computers.” Ours, it would seem, is not such a small planet after all. [...]

Windowless workshops made of cheap plastic and aluminium siding are crammed in next to each other, only feet apart. Racks of time cards bake in the sun, making sure the maximum amount of work is extracted from each worker, the maximum number of working hours extracted from each day. The streets in the zone are eerily empty, and open doors – the ventilation system for most factories – reveal lines of young women hunched in silence over clamouring machines.

In other parts of the world, workers live inside the economic zones, but not in Cavite: this is a place of pure work. All the bustle and color of Rosario abruptly stops at the gates, where workers must show their ID cards to armed guards in order to get inside. Visitors are rarely permitted. [...]

Inside the gates, factory workers assemble the finished products of our branded world: Nike running shoes, Gap pajamas, IBM computer screens, Old Navy jeans. But [...] [t]heir names and logos aren't splashed on the façades of the factories in the industrial zone.

From: Naomi Klein, *No Logo*, New York, 2000

(Note: Naomi Klein, born in Canada in 1970, is a journalist and one of the most prominent opponents of globalization, which she views as a disastrous process for the individual, especially in developing countries. For her, multinational corporations are to be blamed for worldwide exploitation and degradation, child labour and work in sweat shops. Her book *No Logo* has been translated into many languages, and its title has become a veritable slogan for all those attacking the power of multinational corporations.)

COMPREHENSION

1. What exactly is the “promise of the logo-linked globe”?
2. Write down the points Klein makes about the darker sides of the global village.
3. Why are the working conditions described here inhuman? In your answer refer to the second part of the excerpt.
4. What is meant by the last sentence of the second paragraph, “Ours, it would seem, is not such a small planet after all”?

ESSAY TOPICS

1. Due to globalisation, more and more companies shift production to low-cost countries. What are the advantages, what the disadvantages?
2. What could be done to improve working conditions in developing countries?

PROJECTS

1. Find out more about working conditions in developing countries on the Internet. For example, use www.cleanclothes.org.
2. Find out more about the power of international corporations by consulting, for example, the following websites: www.attac.org, www.citizen.org/trade/, www.hrw.org/, www.jwj.org/. . Discuss the pros and cons of big companies like Nike. Should you change your behaviour as a consumer?
3. Get information about ATTAC, a global network including trade unions and non-governmental organizations, which tries “to prevent further deprivation of workers’ rights worldwide”. Discuss with other members of your class whether you would support ATTAC or not.

“MY NAME IS AMANDA”



My name is Amanda, I am 20 years old. I work in a garment factory in Jakarta, Indonesia. I sew Levi's jeans. Though I have to work 75 hours a week, I am making less than minimum wage. Even the minimum wage would not be enough to live on. I can barely buy food with what I make. We cannot refuse to work overtime, they fire you. One time we went on strike to demand better wages and a transportation and food allowance. The management refused to give in to our demands and the people who were suspected to have organized the strike were fired.



COMPREHENSION

Compare the pictures and the text. Describe what they tell you about working conditions in developing countries. Explain how the text and the pictures affect you as a western consumer.

PRE-READING TASKS: Global Values / Global Challenges

1. Tick the boxes in the grid and compare your results with a partner.
 - a. Which three values are most important to you and why?
 - b. Which values do you think are shared by most Europeans?
 - c. What / Who has shaped these values?
2. Try to agree with your partner on your top five global values.
 - a. Which values are most important for a peaceful world?
 - b. How can leaders / nations / individuals promote these core values?

Values	My top values (√)	European values (√)	Global values (rank 1-5)
beauty			
change			
close friendship			
freedom			
good health			
independence			
intact nature			
status			
success			
tolerance			
wealth			
wisdom			

3. Are any of these challenges individual or national threats rather than global challenges? Why?

terrorism – unemployment – poverty – nuclear conflict – world hunger – AIDS – dictators as leaders – ecological disasters – climate change – supply of natural resources – exploitation – migration – racism - ...

4. What other global challenges can you think of?
5. Which of them may lead to armed conflicts?
6. Explain the differences. What are the three most important issues ...

Global challenges	... for you?	... for the western world?	... for people in developing countries?
1.			
2.			
3.			

THE ANTIGLOBALIZATION MOVEMENT

At the start of the twenty-first century, Enlightenment hopes for progress embodied in the Millennium Declaration and the Millennium Development Goals have clashed head on with war, AIDS, and the still unmet challenge of extreme poverty in large parts of Africa, Latin America, and Asia. The clash of high rhetoric and poor results has led to the antiglobalization movement, which burst forth dramatically into public view on the streets of Seattle in November 1999. [...]

From Seattle onward, street demonstrations have greeted just about every major international conference. [...] The antiglobalization movement has made its mark, and in my view, mostly for the good [...]. I applaud the overall movement for exposing the hypocrisies and glaring shortcomings of global governance and for ending years of self-congratulation by the rich and powerful. Before Seattle, the G8, IMF, and World Bank meetings were occasions for unqualified praise of globalization [...]. Between the speeches and cocktail parties, there was little said about the world's poor, the AIDS pandemic, dispossessed minorities, women without rights, and human-made environmental degradation. Since Seattle, the agenda of ending extreme poverty, extending human rights, and addressing environmental degradation has been back on the international agenda and has attracted global media attention, albeit sporadically.

Nonetheless, I oppose many of the specific positions of antiglobalization leaders [...]. The antiglobalization movement has been fueled by legitimate moral outrage, but it has often been directed toward superficial targets, in my opinion. An anticorporate animus lies at the core of the movement, a belief that multinational corporations such as Microsoft, Coke, McDonald's, Pfizer, and Royal Dutch Shell, to name just a few, are the main villains in causing extreme poverty and environmental degradation. Policy recommendations of the movement have often prescribed classic protectionism, ostensibly to protect poor countries from the exploitative reach of rich corporations. The movement has especially targeted the World Trade

Organization as the institution that allows the world's leading companies to go about their global business. [...]

By now the antiglobalization movement should see that globalization, more than anything else, has reduced the numbers of extreme poor in India by two hundred million and in China by three hundred million since 1990. Far from being exploited by multinational companies, these countries and many others like them have achieved unprecedented rates of economic growth on the basis of foreign direct investment (FDI) and the export-led growth that followed. [...] Following the end of colonial rule after World War II, some countries chose open trade policies, whereas most developing countries chose protectionism. The open economies decisively outpaced the closed economies. By the early 1990s, almost all developing countries had opted for open trade [...]. There is simply no evidence whatsoever that trade protectionism or the absence of multinational companies does the whit to end extreme poverty.

So why has the movement taken on trade and corporations as the first line of attack? First, because in truth many companies have behaved badly. The protesters have succeeded in illuminating and cleaning up bad or even corrupt corporate practices. U.S. and European companies that buy garments and apparel from low-wage plants no doubt treat their workers with greater civility and dignity today because of the protesters. [...] Drug company executives who at one time bellyached that they should have full freedom to price their patent-protected drugs as they saw fit, now give their drugs away or sell them on a zero-profit basis as a result of successful activism. [...]

At a fundamental level, the global environment crisis is not the fault of BP or Shell or ExxonMobil, and the AIDS pandemic is not the fault of Pfizer or Merck. Nor will the solutions to these crises be found by bloodletting the leading energy or pharmaceutical companies. The solutions will be found in public policies, at national and international levels, that properly manage the emissions of climate-changing gases and that properly make life-saving medications available to the poor who cannot afford them. The antiglobalization movement is wrong to suppose that private companies are

the ones to design the rules of the game. If governments would do their job in setting up the right rules, major international companies would play a vital role in solving problems. After all, these companies employ the world's best technologies, leading internal research units, and organizational and logistical operations that are superior to almost any public organizations in the world. They know, in short, how to get the job done when the incentives are in place for them to do the right thing.

Where the antiglobalization movement has a powerful point to stress is how multinational corporations often [...] expend substantial efforts [...] to make the rules of the game themselves. [...] There is nothing in economic reasoning to justify letting the companies themselves set the rules of the game through lobbying, campaign financing, and dominance of government policies. [...]

When all is said and done, however, the antiglobalization movement should mobilize its vast commitment and moral force into a proglobalization movement on behalf of a globalization that addresses the needs of the poorest of the poor, the global environment, and the spread of democracy. It is the kind of globalization championed by the Enlightenment – a globalization of democracies, multilateralism, science and technology, and a global economic system designed to meet human needs. We would call this Enlightened Globalization.

[...] [T]he focus of a mass public movement aimed at an Enlightened Globalization [...] would be first and foremost, a focus on the behaviour of the rich governments, especially the most powerful and wayward of rich governments, the United States. It would insist that the United States and other rich countries honor their commitments to help the poor escape from poverty, as well as honor their commitments to limit environmental degradation including human-made climate change and the loss of biodiversity. Such a movement would continue to shine a spotlight on corporate responsibility, but would urge more rather than less investment by major multinational companies in the poorest countries. Instead of focusing on blocking trade and investment, it would insist that the World Trade

Organization follow through on the political commitments made at Doha and elsewhere to ensure that the poorest countries have access to the markets of the richest.

“Our Generation’s Challenge”, from *The End of Poverty* by Jeffrey D. Sachs, 2005

COMPREHENSION

1. “There is simply no evidence whatsoever that trade protectionism or the absence of multinational companies does the whit to end extreme poverty.” How does Jeffrey Sachs substantiate this claim?
2. What is the author’s opinion on the antiglobalization movement? What does he applaud the movement for, where does he oppose it?
3. According to Sachs, what should the future of the antiglobalization movement look like?

ESSAY TOPICS

1. “There is enough on this planet for everyone’s need but not for everyone’s greed.” (Mahatma Gandhi, Indian peace activist) - What is the difference between need and greed? What does this statement mean? Do you agree with it? – Why (not)?
2. “If you think you are too small to have an impact, try going to bed with a mosquito in the room.” (Anita Roddick, founder of The Body Shop) - What is the true meaning of this statement? Can you provide a few examples in which individuals can become mosquitoes in relation to Global Issues?

PROJECTS

1. What can be done about poverty globally? How can it be ended? Use the Internet to find out about solutions. Discuss their feasibility in class. What could be your contribution to alleviate poverty in the world?
2. Conducting a talk show on globalisation:

Step 1 – Read this scenario.

You are planning a serious TV discussion in the format of a talk show on the topic “Globalisation – blessing or curse?” You need a talk show host to moderate the discussion and you will need four or five guests. Your show is between 15 and 25 minutes long. It includes a question time in the middle or at the end, in which the audience puts questions to all the guests or to one guest in particular.

Step 2 – Agree on a guest list for the talk show.

Who are you going to invite? When putting together your guest list,

- think of politicians, representatives of global companies and people who are directly affected by the process of globalisation,
- try to create a balance between supporters and critics,
- aim to include different perspectives, e.g.
 1. the Luxembourg perspective: Can Luxembourg compete in a globalised world? Are change and adaptation inevitable? (Focus e.g. on education, employment and social issues.)
 2. the “First World” perspective: Will global players control tomorrow’s world? Do the free markets need regulation and limits?
 3. the “Third World” perspective: Will the gap between rich and poor widen even further? Are economic and social justice illusions?

Step 3 – Form groups.

Form a host group and four or five groups concentrating on one guest each (3-5 students in each group). Briefly share information about the character you are going to play. What sources of information are available to you?

Step 4 – Be prepared.

In your groups, prepare your own role cards to take with you to the talk show.

A guest’s role card could include the following:

- my connection to, or interest in, the topic: ...
- my opinion on the topic (short and sweet): ...
- my main character traits (they might show in a talk show): ...
- questions I would enjoy being asked by the host (to be passed on to the host group): ...
- questions I would like to ask other guests: ...
- my introductory statement (notes or pre-formulated in full): ...
- further arguments / examples for the discussion in notes: ...
- some discussion phrases I might need: ...

A host’s role card could include the following:

- name and length of my show
- question time: When? How long? Number of questions? ...
- starting the show, introducing the topic and the guests: ...
- provocative statement or critical questions (for all guests or for one guest only): ...
- a choice of moderating phrases for different situations: ...

Step 5 – Rehearse, conduct and assess your talk show.

Do 10-minute parallel rehearsals without an audience, using randomly chosen representatives from all of the preparation groups. The rehearsal groups should sit as far apart as possible and keep the noise level low. Find solutions to problems which may have arisen. One group (voluntarily or randomly chosen) stages a public performance of the talk show with the other students acting as the audience and participating during question time. Afterwards, assess the success of your talk show together with your teacher.

PRE-READING TASKS

1. Share what you know about the UN. How does it work for peace in the world?
2. Look at a world map. Where are there conflicts today that you often read or hear about?
3. Match the type of strategy with the examples.

Strategies:	Examples
1. preventive diplomacy	a) placing peacekeeping forces between enemies
2. military intervention	b) early warnings, mediation, confidence building
3. peace-making	c) negotiations, sanctions or cease-fire agreements
4. peace-keeping	d) re-building or reconciliation projects
5. peace-building	e) sending in troops, attacking another country

THE FAREWELL ADDRESS

Washington – Nearly 50 years ago, when I arrived in Minnesota as a student fresh from Africa, I had much to learn – starting with the fact that there is nothing wimpish about wearing earmuffs when it is 15 degrees below zero. All my life since has been a learning experience. Now I want to pass on five lessons I have learned during 10 years as secretary-general of the United Nations that I believe the community of nations needs to learn as it confronts the challenges of the 21st century

1. First, in today's world we are all responsible for each other's security. Against such threats as nuclear proliferation, climate change, global pandemics or terrorists operating from safe havens in failed states, no nation can make itself secure by seeking supremacy over all others. Only by working to make each other secure can we hope to achieve lasting security for ourselves. This responsibility includes our shared responsibility to protect people from genocide, war crimes, ethnic cleansing and crimes against humanity. That was accepted by all nations at last year's UN summit. But when we look at the murder, rape and starvation still being inflicted on the people of Darfur, we realize that such doctrines remain pure rhetoric unless

those with the power to intervene effectively – by exerting political, economic or, in the last resort, military muscle – are prepared to take the lead. It also includes a responsibility to future generations to preserve resources that belong to them as well as to us. Every day that we do nothing, or too little, to prevent climate change imposes higher costs on our children.

2. Second, we are also responsible for each other's welfare. Without a measure of solidarity, no society can be truly stable. It is not realistic to think that some people can go on deriving great benefits from globalisation while billions of others are left in, or thrown into, abject poverty. We have to give all human beings at least a chance to share in our prosperity.

3. Third, both security and prosperity depend on respect for human rights and the rule of law. Throughout history human life has been enriched by diversity, and different communities have learned from each other. But if our communities are to live in peace we must stress also what unites us: our common humanity and the need for our human dignity and rights to be protected by law.

That is vital for development, too. Both foreigners and a country's own citizens are more likely to invest when their basic rights are protected and they know they will be fairly treated under the law. Policies that genuinely favour development are more likely to be adopted if the people most in need of development can make their voice heard. States need to play by the rules toward each other, as well. No community suffers from too much rule of law, many suffer from too little – and the international community is among them.

4. My fourth lesson therefore is that governments must be accountable for their actions, in the international as well as the domestic arena. Every state owes some account to other states on which its actions have a decisive impact. As things stand, poor and weak states are easily held to account, because they need foreign aid. But large and powerful states, whose actions have the greatest impact on others, can be constrained only by their own people.

That gives the people and institutions of powerful states a special responsibility to take account of global views and interests. And today they

need to take into account also what we call “non-state actors.” States can no longer – if they ever could – confront global challenges alone. Increasingly, they need help from the myriad types of association in which people come together voluntarily, to profit or to think about, and change, the world.

5. How can states hold each other to account? Only through multilateral institutions. So my final lesson is that those institutions must be organized in a fair and democratic way, giving the poor and the weak some influence over the actions of the rich and the strong.

Developing countries should have a stronger voice in international financial institutions, whose decisions can mean life or death for their people. New permanent or long-term members should be added to the UN Security Council, whose current membership reflects the reality of 1945, not of today.

No less important, all the Security Council’s members must accept the responsibility that comes with their privilege. The council is not a stage for acting out national interests. It is the management committee of our fledgling global security system.

More than ever, Americans, like the rest of humanity, need a functioning global system. Experience has shown, time and again, that the system works poorly when the United States remains aloof but it functions much better when there is farsighted U.S. leadership.

That gives American leaders of today and tomorrow a great responsibility. The American people must see that they live up to it.

From: Kofi Annan, “The Farewell Address”, www.newsobserver.com, 2007

(Note: This newspaper article is based on a speech Kofi Annan was scheduled to deliver on December 11, 2006, at the Harry S. Truman Library in Independence, Missouri. In his final speech as Secretary-General, he referred to the founding of the United Nations emphasising the necessity for the United Nations to return to President Truman’s multilateralist foreign policies.)

COMPREHENSION

1. How, according to Kofi Annan, can peace and security be achieved in a globalised world? What role does he envisage for the UN in this context?
2. Point out the direct and indirect criticisms levelled at the policies of the United States.

PROJECTS

1. Write a keynote speech for the Secretary-General of the UN. Do some research on the UN homepage and use the speech above as a model.
2. Write an open letter of advice to the US president on how the US should act in today's global world.

PRE-READING TASKS

1. Why do people immigrate to other countries?
2. What problems do these people face when they arrive in a new country?
3. Could you imagine yourself leaving Luxembourg for good? Where would you like to start a new life? Why?

IMMIGRATION IN A GLOBALIZED WORLD

About three percent of the world's population live outside their country of origin. Every continent has migrants within its boundaries and each country is a country of origin, transit or destination. Some are even all three. Over half of all international migrants live in developing countries.

There are many reasons why people leave their homeland. Some are economic migrants, that is they leave their country voluntarily in search of a better job and life. Others are refugees or asylum seekers, who flee their country because of the threat of persecution. This might be due to their different religious or political beliefs or due to racial intolerance. And others are civilians fleeing conflicts, including civil, ethnic and tribal violence in their home country.

Sometimes people are forced to move against their will. Between the years 1500 and 1800 over 12 million people were forcibly taken from their homes to be slaves in the new colonies in the US. The largest mass expulsions were probably those carried out by Germany and the Soviet Union in the twentieth century. During World War II Germany deported 7-8 million people. In 1945 and the years that followed the Soviet Union expelled 9-10 million ethnic Germans from eastern Europe.

Recently globalization has contributed to an increase in migration. Economic globalization has highlighted the inequalities between nations and caused many people to migrate out of economic necessity and the desire for a better life. As a result, destination countries have drawn up more restrictive immigration policies and set immigration quotas. Tighter border controls mean that illegal immigrants often turn to criminal networks and smugglers to help them reach their destination country. Criminal networks that smuggle people for financial gain now increasingly control the flow of migrants across borders. The price is often very high, the travelling conditions can be very dangerous and inhumane, and the risks are great.

Another serious global problem is human trafficking, which is now the fastest-growing business of organized crime. Traffickers face few risks and can earn huge profits. Trafficking differs from smuggling in that migrants are often lured by false promises of jobs in other countries and are then exploited on arrival. Once there, the traffickers take away their documents and force them to work, treating them as slaves. Women and children are especially at risk and are often forced into prostitution, domestic labour or sent to work in sweatshops. Trafficking is a criminal activity that violates the victims' basic human rights and totally destroys their lives.

According to the International Organization for Migration (IOM), migrants "are more and more targeted as the scapegoats for all manner of domestic problems facing societies today, particularly unemployment, crime, drugs, even terrorism."

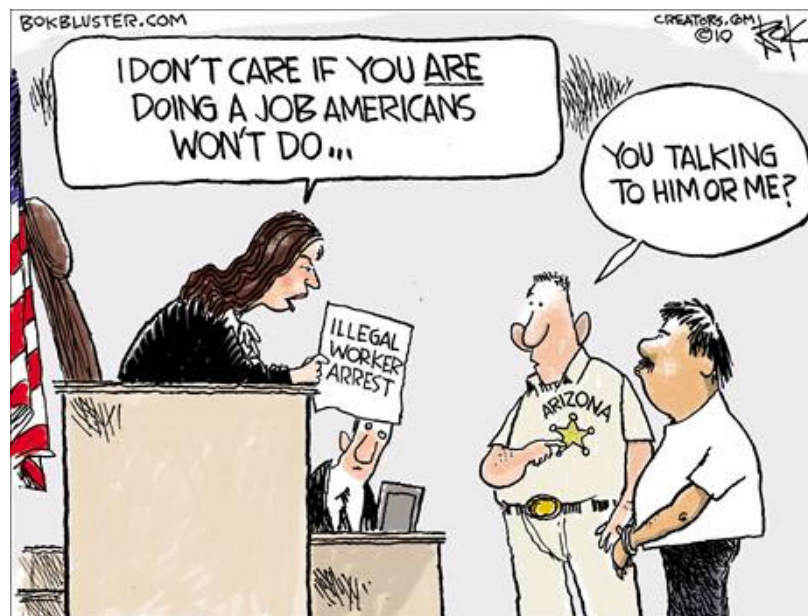
Immigrants might stand out as their colour, physical appearance, dress, or accent is different to that of others in the country. This can lead to racial prejudice, harassment and abuse, which in turn can lead to retaliation. Cultural and religious differences can cause tensions within the local community.

COMPREHENSION

1. List the problems that the immigrants face according to this text?
2. What is the difference between an economic migrant and an asylum seeker?
3. What exactly is human trafficking?

ACTIVITIES

1. Discuss the following cartoons!



GLOSSARY

aid	
Americanisation	
(political) asylum	
brand	
child labour	
competition	
competitiveness	
consumer	
consumption	
currency	
corruption	
(debt) crisis	
developed country, industrialised country	
developing country	
diversity	
to donate (n. donation)	
economy	
economics	
exploitation	
famine	
(manufactured) goods	
greed	
human rights	
illiteracy	
(per capita) income	
income gap	
infant mortality	
life expectancy	
low-wage country	
migration	
military intervention	
multinational company	
non-governmental organisation (NGO)	
(globalisation) opponent	
outsourcing	
policy	
population growth	
poverty	
prejudice	
progress	
prosperity	
refugee	
(lack of) resources	

shareholder	
standard of living	
starvation	
stock market	
summit	
superpower	
sustainable (n. sustainability)	
sweat shop	
trade union	
(drug) trafficking	
treaty	
welfare	
working conditions	