

Globalization: Middle School Students and the World

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Arsenal Middle School

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Overview

As a 6th grade Social Studies teacher I work at Arsenal Middle School in the city of Pittsburgh. Arsenal Middle School is an inner-city school that has a total of 521 students that break down demographically in the following way.

White – 60 (11.52%)	African American – 434 (83.30%)
Asian – 7 (1.34%)	Hispanic – 4 (0.77%)
Multi-Racial – 16 (3.07%)	American Indian – 0 (0.00%)
Male Students – 269 (51.63%)	Female Students – 252 (48.37%)

As a Middle School Arsenal strives to prepare its students with a strong background in technology and the physical sciences as these disciplines are so crucial to being competitive in the modern work environment which we are preparing our students to survive and compete in effectively. To this end Arsenal Middle School is a collaborative site for NASA and the National Education Technology Laboratory (NETL).

Arsenal Middle School also strives to serve the community of which it is a part by working to fulfill not only our student's academic needs but also other needs that the student body has. To this end Arsenal Middle School has formed a partnership with Children's Hospital and Mercy Behavioral Health System in order to help our students obtain any medical or psychiatric care that they may

require. Consequently, Arsenal Middle School serves its students in meaningful ways that extend beyond the class room.

Rational

As a middle school social studies teacher I have often noticed a distressing lack of insight on the part of my students in seeing themselves as part of a larger global community that extends beyond the boundaries of their neighborhoods and surrounding local communities. I also noticed a distressing lack of insight into what effect “global economic interdependence”, means for their collective futures as regards the opportunities that they can realistically expect to encounter upon their graduation from high school and their entrance into the world of gainful employment as an adult member of society.

The majority of my students continually express the idea that they will somehow have bequeathed upon them a very good job without their having seriously pursued any form of higher education. In fact, for the majority of my students I cannot discern any real meaningful connection between a higher education and a higher standard of living. It is apparent that they have no realization of the global market forces that influence the availability of good jobs that will be available to them one day. It is clear that they do not realize the vital role that a higher education in some specialty, (computer programming or the pursuit of a professional education that will enable them to enter the ranks of American workers that earn \$40,000 a year and up), will be as Globalization and improvements in the manufacturing technology used to create consumer goods decimates the number of good manufacturing jobs that their parent’s and grand parent’s generations counted on during their work lives. Thus this curriculum unit will serve to help my students see themselves as part of a larger economic world community. A community that is economically interconnected in ways that many of them were totally unaware of or that few of them have every considered in any meaningful way. It will also strive to make them aware of the harsh economic reality that to compete and gain a standard of living that approaches or surpasses the middle class standard of living that my students openly express a desire to achieve they will definitely need a higher education of some type. So that they can gain a specialty that will allow them to compete effectively in the world’s ever evolving global community.

Middle School Students and International Trade

As I teach a general overview of quite a number of various world cultures throughout the school year, I have chosen the topic of “Globalization” to help my

students gain an understanding of how the various nations of the world depend on each other by providing manufactured goods, services, and raw materials to each other on a truly global scale. The phenomena of globalization illustrates the economic free trade theory of comparative advantage, which states, “If each nation specializes in the production of goods in which it has a comparative price advantage and then trades with other nations for goods in which they specialize there will be an overall gain in trade and overall income levels should rise in each trading country.” (Friedman 226) This is the dominant economic reality operating in the world in which they will be entering once they bring their labor to the global workplace.

The series of textbooks that I use to teach my Social Studies Curriculum is the Prentice Hall Series of textbooks entitled: World Studies. Each of the four text books that comprise the series is designed to take one 9 week grading period to teach. Due to the volume of material that is covered in this series and the pace at which it designed to be taught there are only passing references to the magnitude and importance of world trade and globalization. With the most involved explanation of world trade in any of these texts being as follows.

“Country A produces more oil than it needs. It sells this oil so that it can buy computers and wheat.

Country B produces more wheat than it needs. It sells this wheat so that it can buy computers and oil.

Country C produces more computers than it needs. It sells computers so that it can buy oil and wheat.

Countries sell what they have and what other countries want so that they can buy what they lack.” (World Studies Prentice Hall 78)

This explanation of world trade is woefully inadequate especially considering the rapid pace at which technological advancements are taking place in the world in this modern era of human history. The pace of technological advances in the world coupled with the effect that these advances have had on the world economy will dictate the type and quality of jobs that will be available to my students once they graduate. Making their decision to pursue some form of college education or skilled trade all the more essential, because when they enter the global labor pool of which they will become a part, the enormity of the full scale and impact of globalization and its attendant effects on the world economy will be the reality with which they must contend. Sadly, based on the blank stares I get from my

students when I pitch my, “higher education speech”, I often feel as if I might as well be saying, “You had better take your education seriously because you are going to need it one day to succeed in your future life as an explorer on the Planet Mars.” It is apparent that my students are just not making the connection between higher education and a higher standard of living.

It is my hope that my colleagues in other schools and school districts can use this curriculum unit in part or in its entirety to facilitate their efforts to teach their students about the complicated world in which they live, and impress upon them that their pursuit of a higher education in some form is the key that will open the door to a secure economic future for themselves and their families.

Definition of Globalization

The first and perhaps most difficult part of this task lies in explaining exactly what Globalization is, as a single definitive definition of this concept has not been agreed upon by those studying and researching this phenomena.

Thomas L. Friedman in his book: The World Is Flat: A Brief History of the Twenty-First Century, does an excellent job of putting forth the argument that a combination of political and technological events in recent history has caused the world to become even more inter-connected and he brings the subject of Globalization onto the world stage in a way that is more compelling than it has ever been done before. Friedman describes globalization in this way.

“It is the inexorable integration of markets, nation-states, and technologies to a degree never witnessed before in a way that is engaging individuals, corporations and nation-states to reach around the world farther, faster, deeper, and cheaper than ever before, and in a way that is enabling the world to reach into individual, corporations, and nation-states farther, faster, deeper, and cheaper than ever before.” (Friedman 9)

James N. Rosenau defines Globalization, as:

“A label that is currently in vogue to express peoples, activities, norms, ideas, goods, services, and currencies that are decreasingly confined to a particular geographic space and its local established practices.” (Rosenau 21)

He further goes on to state that a definitive definition of globalization is somewhat elusive and hard for people to agree upon. Although there is definite

agreement across all academic disciplines that there is a phenomena or definite process taking place in the world in which there is:

“A shared sense that the human condition is presently undergoing profound transformations in all of its aspects.” (Rosenau 21)

The author Brendan January in his book: Globalize It!: The Stories of the IMF, the World Bank, The WTO – and Those Who Protest, cites evidence that globalization is easily seen throughout the world on a daily basis. He states:

“The evidence is easily seen in all parts of society. Americans wear clothes made in the Dominican Republic and Pakistan and drink wine from Australia. While people in Africa use software designed and made in the United States” and although World trade has existed for 1000s of years, today the exchange of goods, ideas, values, and cultures have never occurred on such a massive scale and so quickly.” (January 18)

Pietra Rivoli in her book: The Travels Of A T-Shirt In The Global Economy: An Economist Examines The Markets, Power and Politics of World Trade, discusses Globalization more in terms of its economic impact on the world, and the people that it employs.

There is no doubt that the world is changing dramatically due to Globalization causing unprecedented changes in the landscape of the world. An economic landscape that will have both, Winners and Losers.” (Rivoli 93)

The findings of Rivoli’s research which are so clearly put forward in her book support the arguments of Friedman in the following ways. Her research reveals that it is not the lack of protection in the form of trade barriers that has led to the loss of manufacturing jobs in the United States textile and apparel industry, but rather improvements in technology and in the manufacturing of textiles has led to a reduction of these types of jobs in the United States.

This argument is supported by her findings that show there has been an overall decline in employment in the textile and apparel industry in the United States to the tune of 60 percent between the 1990 and 2004. Despite the fact that production and output in this industry has been relatively steady she states, “U.S. textile workers have been producing 40 to 125 percent more goods per hour of work than than they had in 1990.” (Rivoli 141)

To further shore up her argument Rivoli points out the startling fact that the contention from proponents of protectionism in the textile and apparel industry in the United States that, “American textile jobs are going to China”, must square up with the following inconvenient fact that textile jobs are disappearing due to technological advancements in the production of textiles in China as well as the United States.

Rivoli explains that even though China is producing textiles at a staggering rate, the number of textile jobs in China has dropped dramatically despite its massive output of textiles, and that this is due to improvements in the techniques used to manufacture textiles.

“China is losing textile jobs, too, and losing them more rapidly than has ever been the case in North or South Carolina. According to a 2004 Conference Board study, China lost almost 10 times as many textile jobs as did the United States during the 1995 to 2002 period, and textile jobs losses were the most severe of any industry in China. While production, revenues, and exports are soaring, employment is shrinking because of rapid improvements in technology and labor productivity. In short, textile jobs are not going to China; they are just going period.” (Rivoli 142)

Rivoli further goes on to state that, “Today the doctrine of free trade has virtual unanimous support among professional economists, a group almost without exception who scorn protectionism” (Rivoli 143), in the form of tariffs and quotas. This is due to the fact that economists view the economy of the world in its entirety, arguing that while workers in certain industries do lose jobs or are displaced by free trade on a global scale it is still the best economic policy and that it is best to refrain from erecting trade barriers, and instead, compensate those that lose their jobs or are displaced due to Globalization in some way, i.e., job training. So that America can, “Both gain the economy-wide benefits of free trade and at the same time mitigate the negative local effects”, of Globalization, (Rivoli 149).

Rivoli goes on to explain that while society as a whole has been shown to benefit from the doctrine of free trade, the American public is uneasy about unrestrained free trade. This is because they see first hand, the harmful effects of free trade when international competition leads to the closing of American factories, with all of the resultant economic devastation it wreaks on those that lose their jobs.

Dale Anderson the author of, Life and Times in 20th Century America, Promise and Change, 1981 – 2000, cites the following example of how globalization and the outsourcing of jobs to other countries has dramatically changed the American economy.

“The American Economy has changed dramatically with General Motors cutting its workforce from 500,000 jobs in 1970 to 300,000 by the mid 1990s with whole factories being wiped out.” (Anderson 72)

No doubt Rivoli and Friedman would be quick to point out that not only the outsourcing of jobs to other countries has contributed to this massive down sizing, but that all of the technological improvements during this time period must have streamlined General Motors production process significantly.

Factors Causing Globalization

While there is not complete agreement among the aforementioned sources on a clear definition of globalization, it is clear from his work that Friedman agrees with the common contention that globalization is the force that has led to, “A shared sense that the human condition is presently undergoing profound transformations in all of its aspects.” (Rosenau 21) due primarily, to the global scale at which technology and changes in manufacturing have changed in the world’s recent history.

It is extremely important that we as educators be aware of the factors that have caused Globalization to accelerate. Thus changing the world our students find themselves in. A world in which they will be required to compete with market forces that were not present in the world a mere 10 years ago.

The first of several factors that have changed the world in recent history Friedman argues has been the fall of the Berlin Wall. Politically this has changed the landscape of our world dramatically. In Fact, Friedman claims that this one event has accelerated the rate at which Globalization has taken place over the past few decades. He states that before the collapse of the Soviet Union, The Soviet Union acted as a major block to free-market capitalism in many parts of the world.

However with the collapse of the Berlin Wall and the subsequent collapse of the Soviet Union which it heralded, the world has opened dramatically, and these

changes have spurred the rapid expansion of Globalization. For instance once the Soviet Union opened its doors to the capitalist way of doing business, massive markets that were once closed to the capitalist world were suddenly and dramatically opened to market forces that they had been protected from for decades.

Friedman makes a compelling argument that not only political changes but also technological changes have made it possible for people to communicate and outsource work on a virtually unlimited global scale. Thus our students must be prepared to compete in a global work environment that is dominated by this new technology if they wish to enjoy a standard of living that will enable them to live what Americans refer to as, the good life.

Friedman argues that the number one technological revolution that has spurred Globalization has been the birth of the Internet or World Wide Web. The Internet has enabled people to become inter-connected on a global level, in a way that has never been experienced before in human history.

Once people experienced the seemingly unlimited potential for international commerce and communication provided by the Internet, numerous entrepreneurs and corporations wanted to ensure that they would be able to profit from this new way of doing business. In an effort to facilitate the growth of the Internet and thus profit from it Friedman explains that there was a rush by big business to create an infrastructure that could facilitate their plans for profiting from the Internet. This was done by laying mind boggling amounts of fiber-optic cable in just a few years.

“There was a huge overinvestment in fiber-optic cable companies which laid massive amounts of fiber-optic cable on land and under the oceans, which dramatically drove down the cost of making phone calls or transmitting digital data anywhere in the world.” (Friedman 20)

It was this wealth of fiber-optic cable that was laid in response to the Dot Com. Boom of the late 1990s that Friedman claims created a:

“More seamless global communication network that made it simple and almost free to transfer digital labor service jobs and knowledge work to lower cost countries.” (Friedman 20)

Global Jobs

What our students need to understand is that because of businesses' ability to use this extensive world wide fiber-optic network that is in place to do business more cheaply and efficiently in international markets than ever before, they must be able to effectively compete with a much larger labor pool than has ever been the case before in U.S. Labor History.

For instance the Indian owned and operated call center that goes by the name of , "24/7", which is based in Bangalore India is one small example of the competition that the fiber-optic explosion has exposed American Workers, and consequently our current students to. Educators must understand that in order for our students to be able to effectively compete in this global economy they must understand the extent to which the world's economy has become globalized.

Friedman explains how countries like India that have invested a great deal of time and money developing schools and programs that produce, "Highly trained engineers, computer science, and software talent," (Friedman 110) were able to use all of the fiber-optic cable laid by American companies to benefit India directly. Friedman explains that before the advent of the Internet and the fiber-optic explosion that facilitated its growth, most of India's highly educated and motivated engineers, and computer scientists had skills that could not be exploited in India itself. This was due to the fact that in order for these people to perform high-tech computer science and engineering jobs they had to emigrate from India to the United States in order to find gainful employment in their chosen fields, because India did not possess the technology for them to perform this kind of work.

However all of this changed with the advent of the Internet. For with a system in place that made international communication and the transmission of digital data almost free India could now use its massive pool of highly trained and motivated technical workers and scientists to good advantage. Then once American companies realized that they could use Indian brain power to develop new software and other high-tech venues for generating profits for themselves at a fraction of the cost of what it cost to pay American engineers and scientists for the same jobs, massive amounts of American high-tech jobs were outsourced to India on a literally global scale.

An example of this is given by Friedman when he discusses the Indian owned and operated tele-marketing company named, "24/7." At 24/7, the workday begins at 6:00 P.M. Indian time to coincide with the start of the U.S. work day.

The company 24/7 has 2500 employees working the phones in their call centers. Some of their operators are known as, “Outbound Operators,” “Selling everything from credit cards to phone minutes.” While still other operators handle, “Incoming Calls”, that run the range of everything from, “Tracing lost luggage for US and European airline passengers to solving computer problems for confused American consumers.” (Friedman 21) These calls are able to be fielded inexpensively in India due to the undersea fiber-optic cable that was laid by American companies in the 90s.

These call center jobs are considered to be very good entry level jobs into the global economy in India, as the starting salaries are considered very high by Indian standards. In fact, most of the starting salaries for these jobs are higher than the retiring salaries of people completing their careers in India. So when a person gets one of these jobs in India there is intense pressure to keep it, placed upon them by family and society. Thus these workers are unfailingly polite, hard working, and helpful no matter how irate, rude, or obnoxious their customers get.

According to Friedman, at this time there are over 245,000 people in India working at these types of call centers, answering calls from all over the world, and people in India compete fiercely for these jobs. In fact Friedman relates how one such company in India called, INFOSYS, received, “One million applications”, from young, well educated, highly motivated people for 9000 jobs. (Friedman 24) Thus educators must convey to their students that this is the kind of competition that Globalization is exposing the American labor force to.

Also, according to Friedman it is not just the lower-end technology jobs that Indians are taking from Americans. They are also moving into the higher paying technology jobs that used to be exclusively filled by Americans or those living in America. This was due to the fact that America was one of the few places that had the technology in place for these jobs to be successfully completed. Also Indians are willing to perform these high paying jobs at a fraction of the pay American workers expect and demand, to be paid for performing these same jobs.

The Ambition Gap

To further compound this problem for American workers Indians are often preferred to their American counter-parts not only because of the salary differential, but because American business owners understand that Indian technology workers are often better educated and more highly motivated than their American counter-parts. This is due to the fact that many people in India attend schools that are the equivalent of M.I.T., and that many Indians have a

stronger work ethic than the majority of young Americans entering the work force. Friedman refers to this difference in ambition between Americans and people in the World's developing nations as, "The Ambition Gap." (Friedman 260)

He also goes on to say that he believes not enough attention is being paid to this phenomenon. He points out that the current generation of American youth seems to be more interested in mastering the newest generation of X-Box Video Games rather than focusing their concern on securing the education and training that will enable them to be able to design and write the next generation of these games. Despite the fact that this is a rather scathing observation of the caliber of American youth, I sadly have to agree with Friedman. The students that I encounter on a daily basis seem to lack the motivation, let alone the ambition, to complete simple class room assignments.

Upon making this point Friedman goes on to argue that character building is an extremely important aspect of American educational culture that is sorely lacking. He states that he believes character building is extremely important for all children being brought up in the United States today. Regardless of race, color, creed, socio-economic status, or religion, and that whether it comes from a child's parents or their school environment they must have it to effectively compete in the world economy of 2007.

Friedman laments what he considers to be an essential lack of character in the present generation of American youth as regards their, "Ambition Level." Especially when compared to people in the developing nations of the world. He argues that in modern day America parents are not instilling a sense of ambition in their children. He postulates that this may be due to the over abundance of opportunity that Americans have enjoyed since the closing of World war II. He claims that before the advent of the Internet and other factors that have dramatically influenced the cheap flow of information across the world, i.e., satellite technology. Americans could afford to become soft due to the lack of global competition that we faced. However since the new era of Globalization that has been spawned by modern technology, the current generation of American youth are going to have to compete with Indian, Asian, and Chinese people that understand that in order to successfully compete in the global economy of today they must work hard. Their parents and their own experience of having come from a position of disadvantage has taught them that nothing will be handed to them and that they must work hard for what they want or be left behind. Again, I feel that Friedman is absolutely correct in his analysis, and that only some kind of

crisis is going to bring this sad reality home to American youth. A crisis that may come when it is already too late in life to benefit from it.

Consequently, the educators of today's youth must convey to their students that in this period of human history it is urgent that they vigorously pursue the educational experiences that will enable them to effectively compete in the world's modern global economy. An economy that is characterized by fierce competition and an intense race to produce the best possible consumer goods at the lowest possible cost to the manufacturer. Americans cannot rely on their government to erect barriers that restrict or ban off shoring and outsourcing of American jobs. Rather Americans must rise to the working standards of countries like India and China so that it can ensure its dominant position as the World's strongest economic power.

Curriculum Unit on Globalization

This Curriculum Unit will focus on two aspects of globalization that are making a readily apparent economic impact on the world on a global level: International Trade and the use of specific Natural Resources on an International Scale.

This Unit on Globalization is designed to be used in a mainstream 6th grade social studies class room. It contains assignments that will require students to cooperate with each other for the purposes of gathering and analyzing data. The data gathering process will be from a variety of sources which will include checking and recording the country of origin of garments. This will be done by reading the labels sewn on the inside of shirts and jackets that students wear to class. It will also include researching information printed in various books and Internet sources. Students will then perform data analysis both individually and in pre-assigned work groups.

It is extremely important that students have as much experience as possible working with their fellow class mates in cooperative groups, especially if the groups are composed of students that they generally would not interact with or that they do not necessarily like. For by working together in cooperative groups of this nature students can begin to develop the necessary social skills that they will need to succeed in their adult work lives. Where they may find themselves working with groups or individuals that they might not necessarily chose to be with, but with whom they must cooperate in order to complete the tasks that are essential for the work place that they are employed in to function smoothly.

Objectives

In this unit students will take part in various lessons designed to help them gain a greater understanding of their world on a global level so that they can begin to gain a greater understanding of how their lives are inextricably bound to their fellow human beings on a truly global level.

- Students will analyze international trade and commerce in order to gain an understanding of how countries of the world all take place in activities that have a direct bearing and impact on people in other parts of the world in ways that many of them have never considered before.
- Students will analyze data that they collect in order to gain a better understand of the way international business affects some of the common consumer goods that they take for granted.

Strategies and Class Room Activities

The following lessons that are presented will serve as the vehicles to which I introduce my students to the forces of Globalization as they are manifested through the vehicles of International Trade and the Use of Natural Resources at an International Level.

What is Globalization

The first thing that must take place before students begin to work on these assignments is that they must have a set of definitions that will give the work which they are doing context. To this end, they shall learn the following vocabulary and their attendant definitions before anything else.

Vocabulary

- Globalization - It is the inexorable integration of markets, nation-states, and technologies to a degree never witnessed before in a way that is engaging individuals, corporations and nation-states to reach around the world farther, faster, deeper, and cheaper than ever before, and in a way that is enabling the world to reach into individual, corporations, and nation-states farther, faster, deeper, and cheaper than ever before.
- International Trade – The trading of products between different nations.

- International Markets - The amount of goods and products that one country can sell to other countries.
- International Competition – The struggle between nations to sell as much of their goods and products as possible to other nations.
- Cost Effective labor – Paying workers the least amount possible to have a job done correctly and efficiently.
- Natural Resources – A useful material found in the environment.

After students have been introduced to these terms and their definitions there will be extensive class room discussion about what each of these terms means with numerous examples of each being given. After the discussion and the examples are given the students will then have the rest of the period to come up with their own definitions for these terms which they will put into their own words and share with the class. This is to ensure that each individual has a working knowledge of these crucial concepts without which they cannot effectively proceed with the rest of the unit.

The first assignment that students will work on is called “World Trade in the Global Economy.” This assignment consists of having students look at the country of origin of their class mate’s shirts by reading the back tags in each of their shirts and then making a list of which countries they find and using tally marks to keep track of how many shirts come from each country.

Each student will then use colored pencils and graph paper to create a bar graph that will give a visual representation of the data that they collected. Each of the various countries of manufacture will be listed on the X Axis, and the total number of shirts from each country will be listed on the Y Axis.

Once each student completes their bar graph they will participate in a class room discussion of the findings and what they mean. Students will then work with their pre-assigned partners in order to write their multi-paragraph analysis of the information contained on their graphs.

The next day the topic of Globalization will be used to begin the class room discussion. Each student will then review their bar graph and their analysis of the previous day’s findings. Students are then led into a discussion about the meaning of their findings in terms of the vocabulary that was introduced to them during the previous lesson.

The intent of this assignment is to raise student awareness of the fact that everyday consumer products i.e., many of the shirts they wear, are manufactured on a truly global scale, and that they can be produced more cost effectively in other parts of the world.

Students will then discuss the effects that cheap global labor has for their own futures in terms of finding gainful employment for themselves in unskilled manufacturing jobs.

Once students have had their consciousness raised by this introductory assignment it will pave the way to more in depth discussion and learning about how other aspects of Globalization will affect the availability of the kind of jobs that will be available to students in the realm of unskilled labor. Thus concretely illustrating the importance of pursuing a higher education in order to gain the skills and credentials that will enable them to escape the trap of low paying dead-end jobs, which will very likely be their fate without a higher education.

Students will then write a multi-paragraph summary of the concepts and ideas presented in this part of the unit. Followed by a multi-paragraph explanation of what they have learned about the importance of pursuing a higher education in terms of being able to compete in a global economy which limits the number of unskilled manufacturing jobs available in the United.

Trade in Cocoa

The second part of this curriculum unit involves students working in cooperative groups to complete a research paper on the process by which Hershey Foods engages in international trade with one or more of the following countries: Ivory Coast, Ghana, Nigeria, Brazil, Venezuela, Mexico, Ecuador, and the Dominican Republic in order to obtain the cocoa beans needed to manufacture Hershey Chocolate.

Students will be assigned to cooperative groups of between 4 – 5 students that will work together to create a 2 – 3 double spaced typed paper that will give an analysis of the process by which Hershey Foods procures the 90 million pounds of cocoa beans that it uses annually to supply the world with the chocolate products that they have been providing since the turn of the century.

Students will use a variety of Internet sources and printed material some of which comes from Hershey Foods itself to gain a greater understanding of the global trade transactions that take place daily, as one of America's best known company's trades on a global scale with countries in order to provide quality chocolate to the world.

Annotated Bibliography

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January, Brendan. Globalize It!: The Stories of the IMF, the World Bank, The WTO – and Those Who Protest (Brookfield Connecticut: Twenty-First Century Books, 2003)

Provides a brief history of the IMF, The World Bank, and the WTO.

Rivoli, Pietra. The Travels Of A T-Shirt In The Global Economy: An Economist Examines The Markets, Power and Politics of World Trade (Hoboken New Jersey: John Wiley and Sons Inc., 2005)

Chronicles the findings of an economist as she travels the world in pursuit of learning as much as she can about the economic, social, and political factors that affected the manufacture of a t-shirt she purchased.