

## **Globalization in France**

*Bethany Strouse  
CAPA High School*

### **Overview**

### **Rationale**

### **Objectives**

### **Strategies**

### **Classroom Activities**

### **Annotated Bibliography/Resources**

### **Appendices-Standards**

### **Overview**

This unit is designed to help High School French students come to an understanding about what Globalization is, and how it will affect their lives. We will spend time exploring the various ways in which we are living in a globalized society and the challenges and opportunities that they will face. In order to better understand the challenges in the United States, we will explore the opposition to globalization in France. To truly understand the depth of the opposition and challenges in France, we must first explore France's history with colonization and activity within the world market.

We will approach topics such as France as a welfare state and the problems that immigrants face when settling in France. Just as there are pros and cons to globalization within the United States, those debates are raging in France.

### **Rationale**

As a French and Spanish teacher, I constantly have a struggle with students about why they should be learning a second language. They often feel that they will never have a need to use a second language. As the world is changing, and we are becoming more and more globalized as a nation, I feel that learning a second language, and the cultural lessons that accompany it, is absolutely imperative.

My students often ask me about problems in France in relation to issues that are ongoing in their own lives, such as racism and immigration. As I have looked for the answers, I have often come up with more questions of my own. I wanted

to explore how globalization is being received in France and how the French people are adapting to increasing global issues.

This unit will be best suited to High School students; I plan to use it with my French 2 classes. At this point my students will have a general grasp of the differences between their own culture, and that of the French people. During the second year of a language, students are generally ready to ask more specific questions about the world, and are better able to question why their own norms are the way that they are.

The economic reality that is currently grasping the nation is that of globalization. Call centers are being relocated to India and an increasing number of products are being made abroad, or shipped abroad. Thomas Friedman's book The World is Flat explores the various facets and reasons for the emergence of globalization.

In Chapter Two of his book, Friedman expands upon what he calls the ten "flatteners," those conditions which have moved industrialized nations away from any sense of isolationism. The first Flattener is the fall of the Berlin Wall on November 9, 1989. Up until that point there were two competing forms of economic development, capitalism and communism, with the fall of the Berlin Wall, capitalism prevailed. Countries such as India realized that in order to survive and thrive in the new economic forum, they would have to open up their own economy to the outside world. During this era in the 80's, PC's were also expanding in the market and an increasing number of people were using communication tools such as email and the internet (pp. 48-55)

The second Flattener that Friedman explores is the date that Netscape went public, August 9, 1995. Netscape made popular the use of a browser for surfing the internet. This made the internet widely useable for most people, from small children to 80 year old women. As people were given the opportunity use the technology and expanded desire for technology was created and so began the internet boom (56-58).

The progression of work flow software is Friedman's third Flattener (71-80). Work flow software is the software that allows systems to talk to each other and get work done more cohesively and sets standards for the world. So much of what had always been done on paper could now be done over the internet saving time and money. A concrete example being PayPal, a customer to customer interaction that helped business on ebay explode and allowed products and payments to flow more freely.

The fourth Flattener is that of open-sourcing. For this idea, Friedman uses the example of Apache software. Apache is a base level program on the web that anyone can download, use, and build upon as long as they share their ideas for improvement with the group. There is no copyright, and money is not exchanged. It is simply a community of thousands coming together to build upon a product without limits, as well as building a community with social dynamics. Another example is Wikipedia, an online encyclopedia that brings the knowledge of thousands together for all to explore (81-103).

The fifth Flattener is outsourcing. During the dot com boom, American companies made a major investment in the intellectual capital of India by laying networks of fiber optic cable throughout the country, allowing Indian workers to do the work previously done by American workers at a fraction of the cost. Shortly after the influx on fiber optic cables, the concept of Y2K was looming wide. Technology companies needed the brain power of large numbers of computer programmers to remedy the defaults in computers. That workforce was found in India. The dot com bust brought a desire among American technology companies to have things done cheaper. During the dot com boom and Y2K panic, Indian workers had been increasing their knowledge to meet the demands of doing exactly what American firms were asking (103-113).

With the admission of China to the World Trade Organization on December 11, 2001 came Flattener # 6, off shoring. Off shoring will move an entire factory or operation overseas. Where as outsourcing only moves a part of an operation. In order to stay competitive, companies found that it was necessary to tap into the cheaper costs that come with sending their operations overseas. China, in specific worked to meet the needs of foreign companies, raising the bar for other off shoring centers in countries such as Malaysia, Thailand, Ireland, and Mexico (114-127).

Supply – chaining, Flattener #7 is both a beneficiary of the flattening of the world and a flattener itself. Supply – chaining allows horizontal sectors of an operation work together to make the entire operation more efficient. Systems such as Wal-Mart's where the minute a product is scanned at the check – out, a signal is sent to the products factory, wherever that may be, to produce another product. The communication that allows this supply flow is a product of the flattening of the world. The efficiency and growth of these supply – chains demands that standards be set around the world to streamline the system (128-140).

While most companies are not as large as Wal Mart, services provided by FedEx and UPS are allowing small companies to act like large companies. This is Flattener #8, in sourcing. In order to better compete in the global market place,

UPS had to reinvent itself as a supply – chain provider. UPS is now responsible for everything from repairing Toshiba computers to providing tracking and delivery of Papa John’s pizza. UPS offers companies a level of efficiency that they had not previously been able to afford (141-150).

Flattener #9, in-forming, came about from search engines such as Google. The ability for anyone with access to a computer and the internet to gain an infinite amount of information in his or her one language is an equalizer. Anyone can search for knowledge on levels from entertainment to academic research, creating an equal playing field (150-159).

Steroids, Flattener #10, refer to those components that are supercharging the other Flatteners such as cell phones and wireless capabilities. While the US is falling behind with this phenomenon, countries such as Japan are speeding ahead with wireless connectivity. Wireless connectivity, be it through a cell phone or an enabled laptop, allows for instantaneous communication amongst people and computers from virtually anywhere in the world. This communication allows for more fluid outsourcing, supply – chaining, in-sourcing, and in- forming simply because one no longer needs to be chained to a desk to be able to act (159-172).

Along with showing how the world became flat, Friedman goes on to explain what needs to happen for Americans to continue to compete. A theme that resonates throughout The World is Flat is that Americans need to be flexible and adaptable. Erecting barriers against Globalization will not improve the economy, but education and adaptability will help businesses and people survive.

Pietra Rivoli explores another aspect of Globalization in The Travels of a T-Shirt in the Global Economy. Rivoli researched the voyage of a T-shirt from its origin as cotton, to its re-birth in the Goodwill bin. The cotton, grown in the United States, is shipped to China, where it is spun, woven, cut and sewn into a T-shirt then shipped back to the United States. Once in the United States, detail work, such as screening is done, and the shirt is put on the market. With Americans’ propensity towards buying and disposing of all things, especially clothing, there is an entire business centered on the T shirt after it is disposed in the Goodwill bin. Companies come in, buy the clothing, and the shirt is very likely to be shipped to Africa as a part of the used clothing trade. With the possibility that all of these entities are making a profit on a single T-shirt, even with the expense of shipping it around the world and back again, is it possible to imagine not competing in a global market place?

France is a country that has been dealing with the effects of globalization for years with everything from membership in the European Union to mass

immigration from former African colonies. The government policies to combat any problems related to globalization and its effects have, at times, resulted in rioting, whether in the Muslim ghettos a handful of years ago, or by students protesting laws that allow employees under the age of 26 to be fired without cause. At the same time, France is reaping the benefits of globalization and working with the international community to embrace the global community

According to the article “No Globalization Please – We are French!” (Sabatier) France has split into a country of haves and have – nots. On the one hand there are those that work in the public sector, or with large companies who have secure jobs, along with the moneyed property holders, who are reaping the benefits of a France that has a high rate of foreign investment. On the other hand, approximately 10 percent of the work force is unemployed, and unable to find jobs that are other than short-term and low paying.

The article “France Grapples with Globalization,” (Ramchandran) also touches on the concept of France as a welfare state. French citizens are used to free or heavily subsidized health care, education, and agricultural subsidies. Workers in France also enjoy a 35- hour work week, which corporate executives insist increases productivity. With the addition of several Eastern European countries, there are worries that this way of life could be in jeopardy.

While this opposition is going on, France enjoys the most investment from foreign countries in Europe, outside of the UK. French workers work at foreign firms at a much higher rate than their counter parts in the US. I would like to explore more of this concept and what it is that is spurning this trend. Heavily subsidized education has produced research dollars for advances in pharmaceuticals and aircraft.

In the middle is Christine Lagarde, whose job it is to sell globalization to France and the French to the world. In the article “Spotlight: Selling Globalization to France,” Katrin Bennhold interviews Lagarde who is working to sell the traditionally mercantile French on the idea that they cannot hold on to ideals of isolation, while at the same time convincing foreign investors that the productivity of the French is worth the expense of locating in France.

Much of the debate over France as a world entity can go back to the time of French colonization in Africa, starting with Algeria in 1830. According to Nicholas Pederson’s paper “The French Desire for Uranium,” (section 3), the attack on Algeria was originally an act of revenge, but the expansion of colonization in Africa was to further French prestige throughout the world. As always, there was a great deal of division between those in France who believed that France should continue her expansion into Africa, and those who felt that the

time and money would be better spent guarding and fortifying France at home. The concept that was able to win over the country's elite, thus allowing colonization to continue to occur, was that of "*mission civilisatrice*," or, the idea of spreading "civilization" throughout Africa. This ideal of bringing others up to the standards of the French allowed Frenchmen to feel that the colonization was the moral path. Through this ideal, France pursued a practice of assimilation in Africa. The ultimate goal was making the citizens of the African colonies an "integral part of the mother country." This practice eventually failed because of a fear that forced assimilation would produce resentment towards the often severe rulers of the colonies.

While the policy of enlightenment reigned the rule of the African colonies, the colonists did not think of themselves as French, any more than the French thought of the colonists until World War I, when the colonies supplied 500, 000 soldiers and 200, 000 workers to aid with the cause of the war. This sparked the integration of the African colonies into mainstream French society that continues today.

According to the article by Naomi Schwarz, "French President Lays out New Partnership with Africa," in VOAnews.com France is still committed to maintaining an alliance with Africa. Newly elected French President, Nicolas Sarkozy recently spoke at a University in Dakar, Senegal. In his speech, Mr. Sarkozy outlined the history and mistakes of French colonialism. After doing so, President Sarkozy urged the students to move forward and take control of their country, with France's help. At the same time, Sarkozy dismissed the idea of allowing educated Africans to enter France legally, with the worry that it would cause "brain drain" in Africa. While this speech was lauded by some, others felt that it was more French condescension.

In my own experience with World Language learning (I have studied German and Italian on top of my teaching certificates in French and Spanish); I have always felt that learning about culture has enhanced my learning of the language itself. In studying French history in college while I was studying literature and art from the corresponding time periods, I felt a greater connection to what I was learning. I often notice that my students are more concerned with topics that are interesting to them, and I try to find bridges to bond what my students are interested in with what they need to learn. The best means that I have found for doing so are broaching current events topics.

I feel that Globalization is a current topic that should hold a great amount of importance for my students. They will probably never have the ability to ponder such concepts as isolation, simply because they were born into the post-Cold War era. They have never known a life without the internet. They have always

had a wealth of information at their fingertips. Few students have had to learn how to peruse a card catalog to find a book, or to search through an encyclopedia to find information on a subject. I believe that learning about Globalization will give them a better understanding about their own roles and responsibilities within this world.

As I did the reading and participated in the seminars on Globalization, I began to think differently about the way the world works. I know that it is much less expensive to call my out of state friends now than it was while I was in college, but I did not make the connection between that cost reduction and the affordability of moving call centers overseas. I have had to ponder that my students will graduate from High School, and hopefully college and walk into a very different work force than what my friends and I did ten years ago. My students are like any other teenagers, most of them are far removed from what the future may hold. Unfortunately, in order to compete in tomorrow's globalized society, they no longer have the luxury of keeping their eyes closed. The argument of "Everyone should learn English" is no longer an option for success.

## **Objectives**

A main objective that I would like my students to reach is to learn how to question what their role in the world needs to be. Often, we accept norms in our society as being "just the way it is." By looking at how some French are acting and reacting in the current global climate, the students will be forced to self evaluate their own attitudes and convictions.

The students will also be working with various literacy standards, as they will be responsible for research on globalization and on various issues that are affecting France at the moment. The students will be required to present their knowledge and arguments in both written and spoken form. Due to the large amount of information that is required, students will be required to become experts on a variety of topics and will need to relay their knowledge to the rest of the class.

## **Strategies**

In order to bring the unit alive for the students, I will first give them a poll in order to activate any prior knowledge that they have on globalization in the United States. These are children who have never known life without the internet

or cell phones, yet they have no idea how much these devices are going to drive the opportunities that are available to them.

I will then give a brief introduction to globalization and assign a reading to solidify the introduction. Our next discussion will be on what problems may arise with the proliferation of a global society. I will present various articles on Globalization in France to my students and allow them to discuss why there are debates over Globalization. We will also explore the Colonization era in France that is sparking the current immigration crisis.

When the students have a preliminary understanding of what they are looking for, I will present them with a variety of topics to choose from to research. Possible topics could include the relationship between France, and its over seas departments, multi-national companies that are currently operating in France (including PPG), the 2006 student riots in France, racism in France, and France's role in the European Union.

The purpose of this research will ultimately be to share it with the rest of the class, so the students will be responsible for presenting their research to the rest of the class, along with their own opinions on the topic.

### **Classroom Activities**

At CAPA High School, classes are scheduled on the Block. Each class is 80 minutes long, so each section should be able to be accomplished in one or two classes.

The first section of the Unit will require the activation of prior knowledge about both globalization and colonization. Students will be asked about such terms as "outsourcing," "imports," and "exports." Students will be asked on a previous day to come in prepared to discuss where their clothing is from. Once students are prepared, we will read over various definitions of "globalization." Students will be grouped in pairs or groups of three. Each group will be given one of the 10 Flatteners in Friedman's The World is Flat. The task of each group will be to find the basic meaning of each Flattener and share it with the rest of the class. Students will be asked to write a journal entry for homework on their views of globalization.

In preparation for the lesson on French Colonialism in Africa, we will start out with a geography lesson on Africa. We will map out the countries of Africa, as well as the surrounding bodies of water. Students will fill in blank maps of Africa and will highlight those countries that were colonies of France. Students will be given two days in order to study their maps before they will be quizzed on the

information. Students will be given information about the history of colonization in Africa, starting with the invasion of Algeria. The students will be made familiar with the policies of “*mission civilisatrice*” and then “*rayonnement*” that guided the reasoning for the colonization of Africa. A discussion on the assimilation of one’s culture on an invaded country should ensue.

The following section will require students to branch out and explore various topics that have to do with Globalization in France. Students will be paired off and given different articles to evaluate. These articles will vary from excerpts from Friedman’s The World is Flat to an article in *The Washington Post* about the uproar over Nicolas Sarkozy’s habit of jogging. In previous years, when I have given my students articles to read and discuss, they have done little more than read parts back to me, without a true understanding of what it is that they are reading. In order to combat this, I will give my students a “reading guide” that will give them a template with which to work. I will also work to pair students off myself, as compared to letting them pick their own partners. Students will be required to write down the main topic, as well as 2 supporting points of each group’s article.

The final activity will be a research project. I will set aside one to two days in the Library and computer lab for students to do research on specific topics. These topics will include sourcing, resistance of the French towards globalization, French Colonization, the Race Riots in France, et cetera. Students will be responsible for picking a topic, researching that topic, and presenting a written and oral presentation on the topic. Each student will be required to find an additional five sources for his or her topic. The final presentation will involve the students presenting their findings to the class in the format of a research paper. Just as with the previous sharing activities, the students who are not presenting will be responsible for keeping a running log on the presentations. In order to get full credit for the Unit, students will be responsible for turning in a portfolio of the Unit. The portfolio should include the maps and map quiz of Africa, the evaluations of the articles in class, the research paper, including bibliography, as well as the logs that the students will keep on the information their classmates are presenting. The final section of the portfolio should be a written journal in which the students document their thoughts on what they are learning. This journal should reflect a student’s introspection, not only into the French culture, but also of the American culture. Hopefully the students will come away with a better understanding of what their own roles will be in the increasingly globalized world.

An integral part of a student’s grade needs to be his or her participation in the classroom. Due to the large amount of information being relayed, students will need to spend the entire length of time on task. If a student is absent, he or she

will be responsible for obtaining any missed information from one of his or her classmates.

### **Annotated Bibliography/Resources**

Benhold, Katrin. *Spotlight: Selling Globalization to France. The International Herald Tribune*, March 9, 2007

This article touches on the Public Relations stance that the French government is taking to promote a global economy.

Friedman, Thomas L. *The World is Flat: A Brief History of the Twenty – first Century* New York, 2005. Farrar, Straus and Giroux.

Friedman provides definitions and reasoning for Globalization as well as strategies to embrace a global economy.

Gordon, Philip H. *Globalization: Europe’s Wary Embrace, YaleGlobal*, November 1, 2004

This article explores the challenges facing Europe in the wake of Globalization and reasons for resistance on the part of Europeans.

Lenoir, Noelle. *When France Says No. Project Syndicate*. 2007

This article is a commentary by France’s former minister of European Affairs on the mistakes that the French make in voting against referendums that will advance France in the Global Marketplace.

Pederson, Nicholas. *The French Desire for Uranium, ACDIS Occasional Paper*, Program in Arms Control, Disarmament, and International Security, University of Illinois at Urbana – Champaign, May 2000.

This paper provides the background for French Colonization that I referenced in my Unit.

Ramchandran, Sushma. *France Grapples with Globalization, The Hindu* July 19, 2005.

This article explores the fear of French people that their traditional way of life may be in jeopardy as the government rethinks its global economic policies.

Rivoli, Pietra. *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*. New Jersey, 2005, John Wiley & Sons, Inc.

This book uses the object of a T-Shirt to show how globalized the US economy has become.

Sabatier, Patrick. *No Globalization, Please – We are French!* *YaleGlobal*. March 28, 2006

This article explores the impact of Globalization in France from the perspective of the “haves” versus the “have- nots”

Schwarz, Naomi. *French President Lays Out New Partnership With Africa*, *newsVOA.com*, July 27, 2007.

This article highlights the efforts that President Nicolas Sarkozy is making to further the ties that bond Africa and France.

Védrine, Hubert. *France and Globalization. The Globalist*. An excerpt from “*France in an Age of Globalization*” February 9, 2002

This article explores the challenges and opportunities that lie ahead for France

### **Additional Student Resources**

Students will be responsible for reading a number of the above articles as well as excerpts of Friedman’s [The World is Flat](#).

Garreau, Joel. *In France, Jogging Is a Running Joke*, *The Washington Post*, July 7, 2007.

This article is meant to inject a bit of humor into class discussions. It relates to the uproar in France over the habit of the new President to go jogging, which is considered to be overly – American.

### **Appendix-Content Standards**

This unit will encompass a variety of content standards expected of Pittsburgh Public Schools students. The unit will broach a number of Citizenship Standards for Grade 10. Citizenship Standard #2 states that “All students demonstrate an understanding of the themes and patterns of geography, know the location of major bodies of water and landmasses, and nations in Africa, Asia, Europe, and Latin America, and describe the relationship between geography and historical, economic, and cultural development.” We will broach this standard in exploring

both the reaches of globalization in the European Union and exploring the colonization of Africa by France.

Citizenship Standard #3 requires that “All students describe the development and operations of economic, political, legal and governmental systems in the United States and assess their own relationships to those systems and compare them to those in Africa, Asia, Europe, and Latin America.” Globalization is an economic phenomenon that is reaching all facets of life in America and Europe.

Citizenship Standard # 5 states that “All students develop and defend a position on current issues confronting the citizens of Africa, Asia, Europe, and Latin America by conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.” All students will be asked to do research on various aspects of globalization, including the concepts of protecting a nation’s culture and outsourcing of jobs.

We will also touch on a variety of Communications Standards for Grade 10. Communications Standard #4 is that “All students write for a variety of purposes, including narrating, informing and persuading in all subject areas.” The students will be required to write to a prompt or in the form of journal entries about what they are learning and what their reactions are, leading to a written critique of French opinions on Globalization.

Communications Standard #5 states that “All students analyze and make critical judgments about all forms of communications, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.” In doing my own research, I ran across several articles that were biased in one way or another, my students will be required to analyze the validity of their own research.

Communication Standard #6 requires that “All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.” As the topics explored in class are going to be wide ranging, all students will be expected to specialize on one or two points and share their findings with their classmates.

The District World Language standard is that of Spoken Proficiency in a Language other than English. Students will use their language skills in activities involved in becoming familiar with countries in Africa and in Europe.

**Worksheet # 1 Guided Reading**

**Name of Article/Reading** \_\_\_\_\_

**Author of Article/Reading** \_\_\_\_\_

**Topic Sentence of Reading** \_\_\_\_\_

—

---

**Who?** \_\_\_\_\_

**What?** \_\_\_\_\_

**When?** \_\_\_\_\_

**Where?** \_\_\_\_\_

**Why?** \_\_\_\_\_

**How?** \_\_\_\_\_

**What was most interesting about this reading?**

**Did you learn anything surprising in the reading?**

**Are there any connections between this reading and anything you already knew?**

**Worksheet #2 Classroom Readings Log**

**Students Presenting** \_\_\_\_\_

**Name of Reading** \_\_\_\_\_

**Author of Reading** \_\_\_\_\_

**Name 3 points that your classmates brought to light about this reading.**

**Which of these points is most interesting to you and why?**

**What question(s) do you have about this reading?**

**Students Presenting** \_\_\_\_\_

**Name of Reading** \_\_\_\_\_

**Author of Reading** \_\_\_\_\_

**Name 3 points that your classmates brought to light about this reading.**

**Which of these points is most interesting to you and why?**

**What question(s) do you have about this reading?**

**Worksheet #3 Student Log of Research Projects**

**Student Presenting**\_\_\_\_\_

**Topic of Presentation**\_\_\_\_\_

**What is the importance about this topic?**

**Make a connection between this person's topic and your own.**

**Student Presenting**\_\_\_\_\_

**Topic of Presentation**\_\_\_\_\_

**What is the importance about this topic?**

**Make a connection between this person's topic and your own.**

## **Possible Topics for Research Projects**

**-Research a French company that has offices in the United States. What does this company produce? Why do they have offices abroad?**

**-Research an American company that has offices in France.**

**-What is the reasoning for out sourcing? Find and explore several pro's and con's of this subject both in France and the United States.**

**-Explore the problems with immigration in France. What are the causes of some of these problems? What are the similarities and differences with immigration in the United States?**

**-French Colonialism of Africa still has lasting effects. What are some ways that Africa has influenced France or ways that France has influenced her former colonies?**

**-Christine Lagarde is the current Minister of Finance in France. What battles is she currently fighting? How is she fighting them?**