
GLOBAL ISSUES

di Katia Falchetti

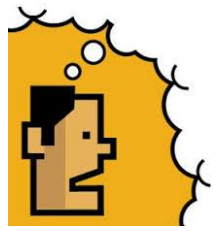
Liceo Economico Sociale Nolfi di Fano

https://padlet.com/katia_falchetti/e9f38556n1oc

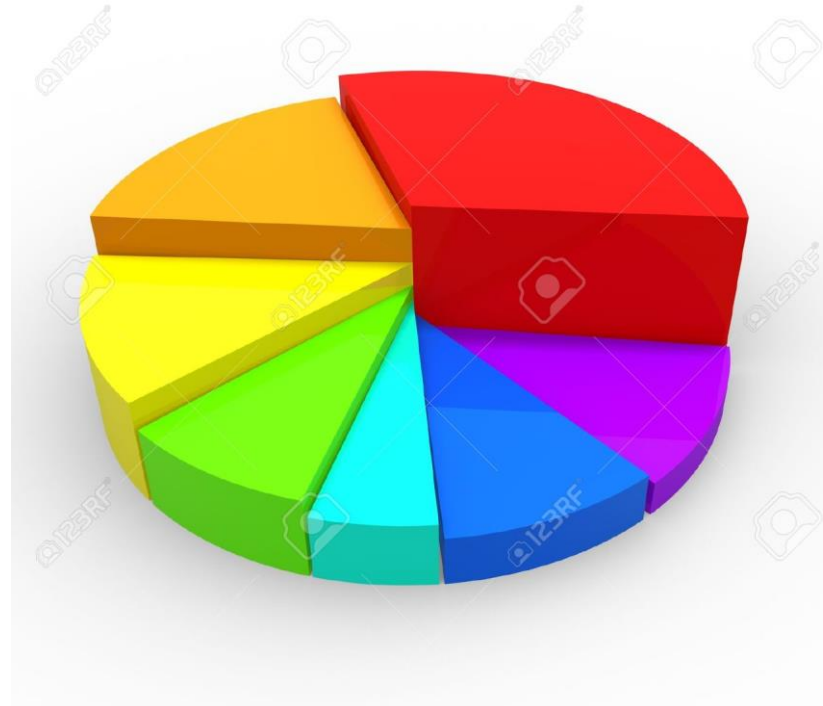
Where does
my T-shirt come
from?



Do you know it?



- Check the label of your T-shirt or another cloth you're wearing, looking for its origin
- Compare the results with your classmates
- Write the conclusions down, in a graphic or a chart



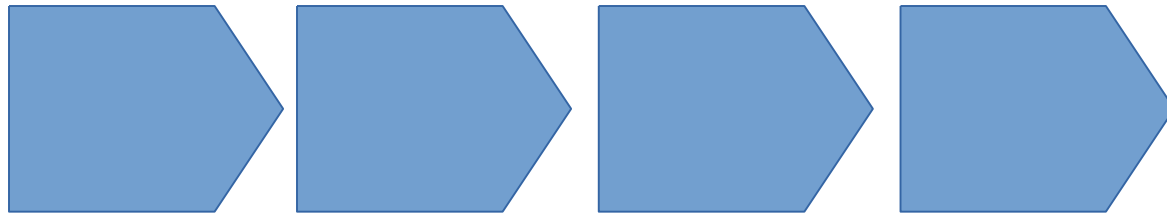
A globalized T-shirt



Reading

<http://greenreport.it/archivio2009/index.php?page=default&id=966>

Track the path of the T-shirt Petra Rivoli analyzed



Globalization explained



Listening

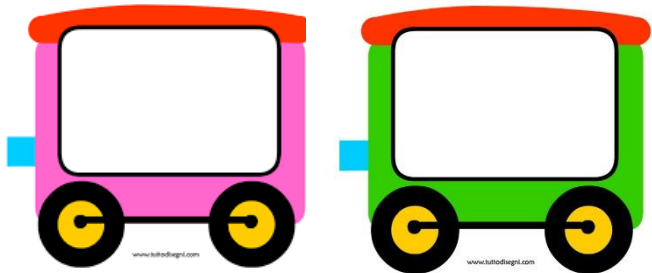
- Watch the video
- In the meanwhile, do the linked task you can find in Sheet 1 (Globalization explained: Fill in); you can work in pair or team



<https://youtu.be/Xs5iHF3cMLA>

About language: chunks

Have you never heard about this word: chunks?



It's **chunks**
not **words**

Underline some typical chunks in the text you filled («Globalization explained»)

Challenges of Globalization



1. Globalization and Economy



“The benefits of a globalized economy must be accompanied by greater global cooperation to prevent and contain the spread of “global bads”, such as the spread of economic crises, epidemics, environmental degradation, crime and drugs”.

- What do you think “global cooperation” means?
- Write down a definition in your own words. Then check with your partner.

The New economy



Reading/Listening/Talking

Vote the most important driver of change in the future and analyze with your partner one of the given ideas, watching its own video:

<http://ideas.ted.com/what-will-be-the-most-important-driver-of-change-in-the-future/>

Take notes and explain the main points to the class (MT)



The New Economy: comparison



Compare your work with these features, which are considered the main trends of the New Economy:

- An increase in knowledge-based jobs
- Higher levels of dynamism and competition
- Faster times to market
- Increased product and service diversity
- Constant technological innovation
- The advent of the Internet and the information technology revolution
- Globalization

OLD ECONOMY



artizans.com

NEW ECONOMY



BROWN.

The Old Economy



Listening



<https://www.youtube.com/watch?v=PxEud-DqJ64>

Vocabulary



Find the equivalents of these Italian words:

- Prestiti bancari
- Beni
- Intelligenza/Cervello
- Computer portatile
- Comparsa (nascita)

Vocabouлары



Write definitions of the following words and phrases:

- Benefits
- Bit of information
- Breckthrough
- Inequality

“It’s an Internet where data becomes things and things become data”

What do you think it means?

Vocabouлары: transitional words and phrases

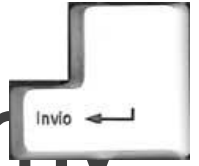
Comparison

in the same way, by the same token, similarly, in like manner, likewise, in similar fashion

Contrast

Yet, and yet, nevertheless, nonetheless, after all, but, however, though, otherwise, on the contrary, in contrast, notwithstanding, on the other hand, at the same time

Comparing Old and New Economy



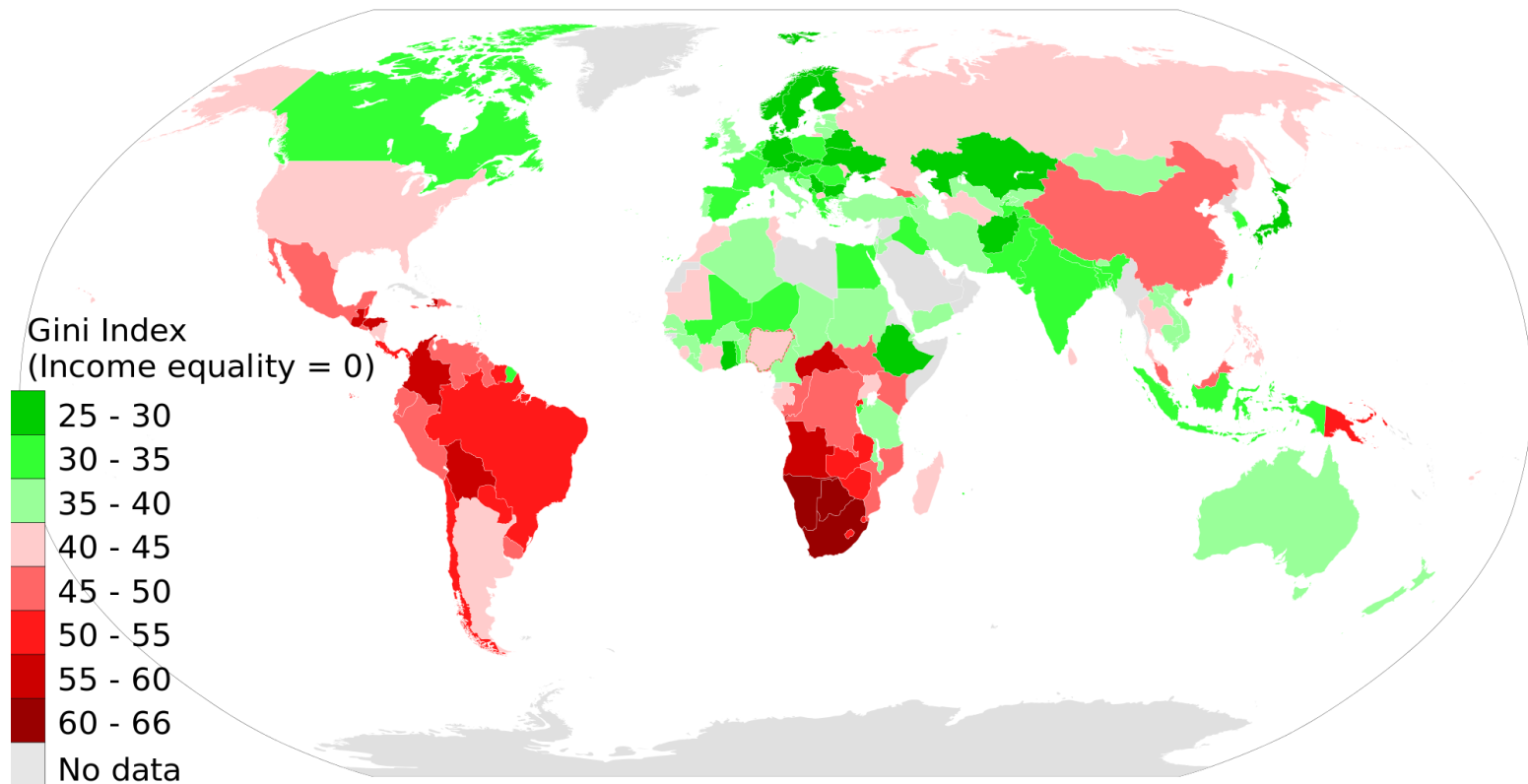
Fill this chart, comparing:

OLD ECONOMY	NEW ECONOMY

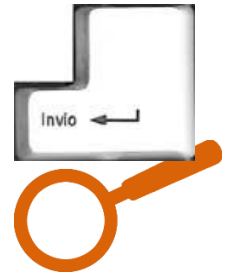
Gini coefficient



File:2014 Gini Index World Map, income inequality distribution by country per World Bank.svg
From Wikipedia, the free encyclopedia



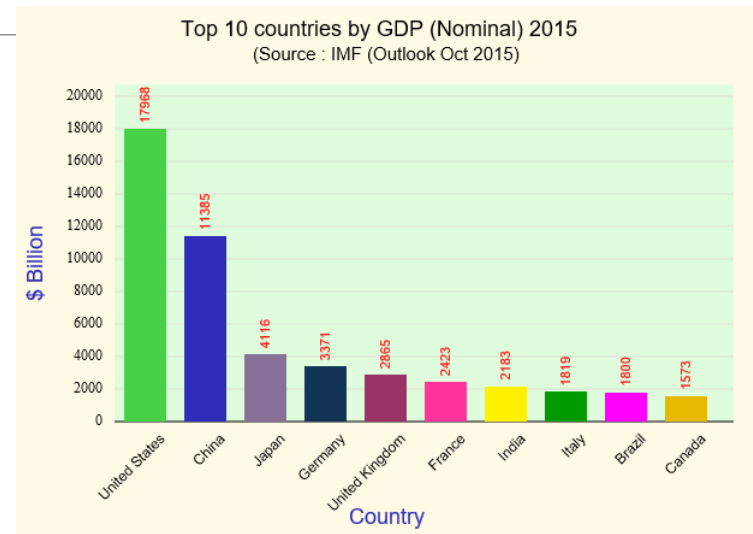
GDP



<https://ourworldindata.org/gdp-data/#gdp-per-capita-over-time>

Looking at the last two slides and at Sheet 2, find out:

- GDP stands for.....
- Number of very poor countries:
- Three countries with high income inequality:



Search in your own, statistic information about literacy.
You can work in pair or team.

2. Global School



“We are going to enter a world where people work with their brains instead of their hands. A world dominated by the advent of the Internet and the information technology revolution”

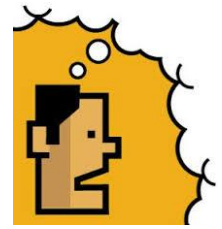
- What kind of consequences will these changes have on school and university education?

Imagine to be a Minister of State for Schools. You need to plan your policy for the future:

- What kind of skills should young people have to develop?

Write down your ideas and present them to your partner/the class

3. Globalization for Authors: Z. Bauman



<https://it.surveymonkey.com/r/HZQ57MC>

Globalization for Author Z. Bauman



Reading

Read the selection from Z. Bauman lecture (Sheet 3) and check your answers

The screenshot shows a web browser window displaying the LSE website. The URL is www.lse.ac.uk/publicEvents/miliband/BaumanLectures.aspx. The page features a navigation menu with options like Home, Study, Life at LSE, Alumni, Research and expertise, Business and consultancy, News and media, Public events, Supporting LSE, and About LSE. The main content area is titled "2005 Zygmunt Bauman lectures" and "Melting Modernity". It includes a description of the Ralph Miliband Programme and a list of lecture series from 2007-2008 to 2015-2016. The first lecture, "The Demons of Open Society", is highlighted, with a brief description of its themes.

2005 Zygmunt Bauman lectures

Melting Modernity

The Ralph Miliband Programme was honoured to host a unique lecture series with [Emeritus Professor Zygmunt Bauman](#). Bauman is variously described as one of the world's foremost sociologists of postmodernity. He is the author of some 25 books; most recent publications are *Liquid Life* (2005), *Identity* (2004), *Community* (2001), and *In Search of Politics* (1999). The lecture series took place as follows:

1. [The Demons of Open Society](#), October 20, 2005

'Open' and increasingly defenseless on both sides, nation states lose their might, now evaporating into the global space, and their political acumen and dexterity, now increasingly relegated to the sphere of individual 'life politics' and 'subsidarised' to the individual men and women. Whatever of the might and politics remains in the charge of the state and its organs, dwindles gradually to a volume sufficient for little more than to furnish a large size police precinct. The reduced state can hardly manage to be anything else than security state.

Having leaked from the society forcefully laid open by the pressure of globalizing forces, power and politics drift ever further in opposite directions. The problem, and the awesome task that will in all probability confront the current century as its paramount challenge, is the imperative to bring power and politics together again.

2. [Living in Utopia](#), October 27, 2005

To be born, utopian dream needed two conditions. First, the overwhelming (even if diffuse and inarticulate) feeling that the world was not functioning properly and had to be attended to and overhauled to set it right. Second, the confidence in human potency to

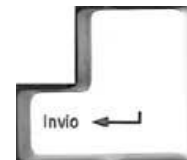


Scaffolding

Summarize and compare

Fill the chart, summarizing the right data

	Richest countries' data	Poorest countries' data
0,5 of the Global product		
Around 2.5 billion dollars a year		
Around 18 billion dollars a year		



Vocabouary

Fill the chart:

Verb	Meaning	Adjective	Noun
Aver	<i>to affirm (formal)</i>		
	<i>knowledge</i>		Wisdom
	<i>sensible</i>	Grounded	
	<i>sadness</i>		Distress
Stroll	<i>to walk</i>		
	<i>goods</i>		Commodity
	<i>relevance</i>		Bearing

Your turn to speak about



Scaffolding

Look back at the last four slides. Link the words below to shape a diagram. Then, create some sentences to explain the topic, according to Z.Bauman. You can join new words, in your own, to the diagram.

JUSTICE

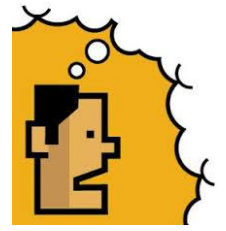
PEACE

INJUSTICE

GLOBALIZATION

REVENGE

4. Globalization and human rights



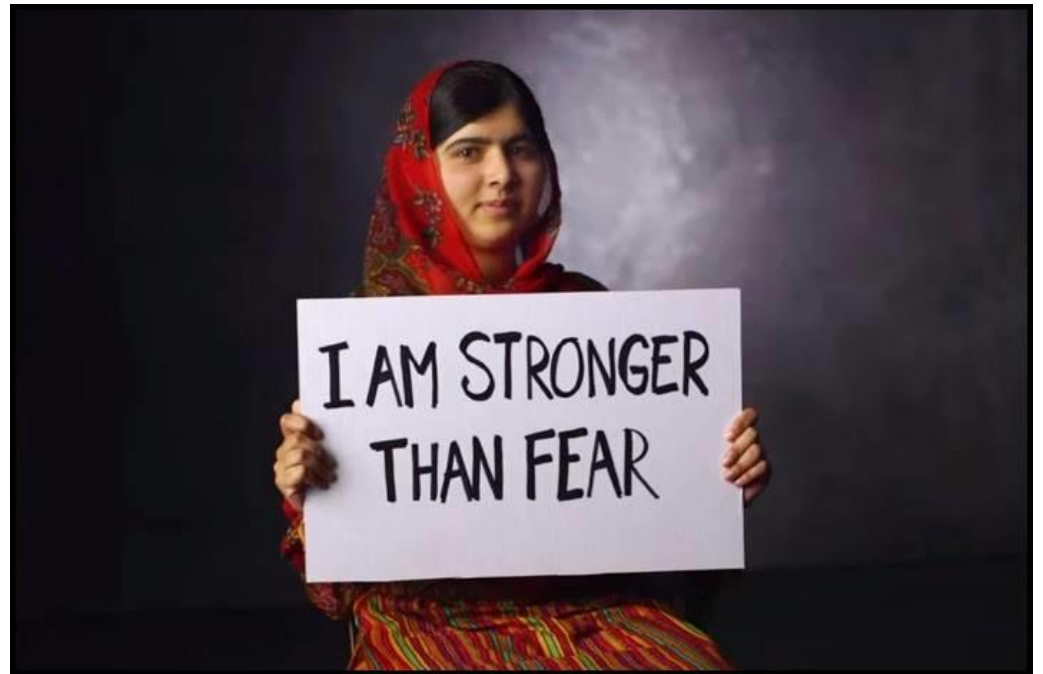
Do you know...

Why Malala
was awarded
the Nobel Prize
in 2014?



Globalization and human rights

Work in team for a competition, searching on the internet (www.nobelprize.org) about the right answers (sheet 4)



Globalization and human rights



Look at the list and guess... (sheet 5)

What is it?

It's only what happened in 2016.
How many events of those
did you already hear or read about?

LA GALASSIA DEL TERRORE

● Afghanistan/Pakistan

Al-Qaida

Fondata da Osama bin Laden e guidata dalla sua morte da Ayman al-Zawahiri, il suo network conta numerosi gruppi affiliati

● Nord Africa

Al-Qaida nel Maghreb islamico

Opera in Algeria - dove sono le sue origini - Tunisia, Libia, Mauritania, Mali, Senegal, Niger, Nigeria. Si finanzia grazie a rapimenti di cittadini occidentali, traffico di droga e attività di contrabbando

Ansar al-Sharia (Libia)

Il gruppo mira alla rigida applicazione della Sharia sul territorio libico. Militanti di Derna hanno assunto il controllo della città, proclamato il califfato ed espresso fedeltà allo Stato Islamico

● Nigeria

Boko Haram

Fondato nel 2002, punta al rovesciamento del governo e all'instaurazione del regime della Sharia. È responsabile del rapimento - avvenuto nell'aprile 2014 - di oltre 270 ragazze a Chibok, città del nord della Nigeria conquistata nel novembre successivo

● Yemen

Al-Qaida nella penisola arabica (AQAP)

Nati nel 2009 dalla fusione dei rami yemenita e saudita di al-Qaida, ha sfruttato la crescente instabilità dello Yemen dopo la caduta del presidente Saleh (2012). Opera anche in Arabia Saudita

● Subcontinente indiano

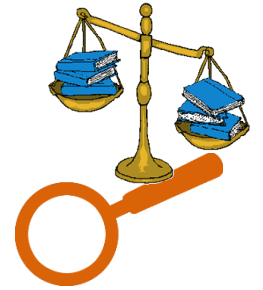
(India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka e Maldive)

Al-Qaida nel subcontinente indiano

Fedele ad Ayman al-Zawahiri, la sua nascita è stata ufficialmente annunciata dal leader di al-Qaida il 3 settembre 2014



5. Global terror



Search on the internet the names and the map of the terrorist organizations

Is it



Global terror and Author U.Beck

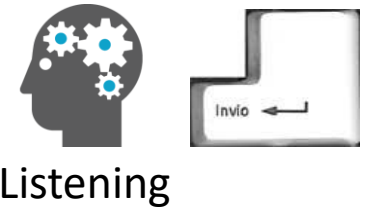


Now make your own opinion, looking at the newspaper and reading «La società mondiale del rischio» in your text book (MT)

Complete: I think.....

Now set a talk show in your class: choose a title, choose the presenter and start arguing over the topic, with the guests

Globalization and people



Watch the video and do the tasks before and after (Sheet 6)

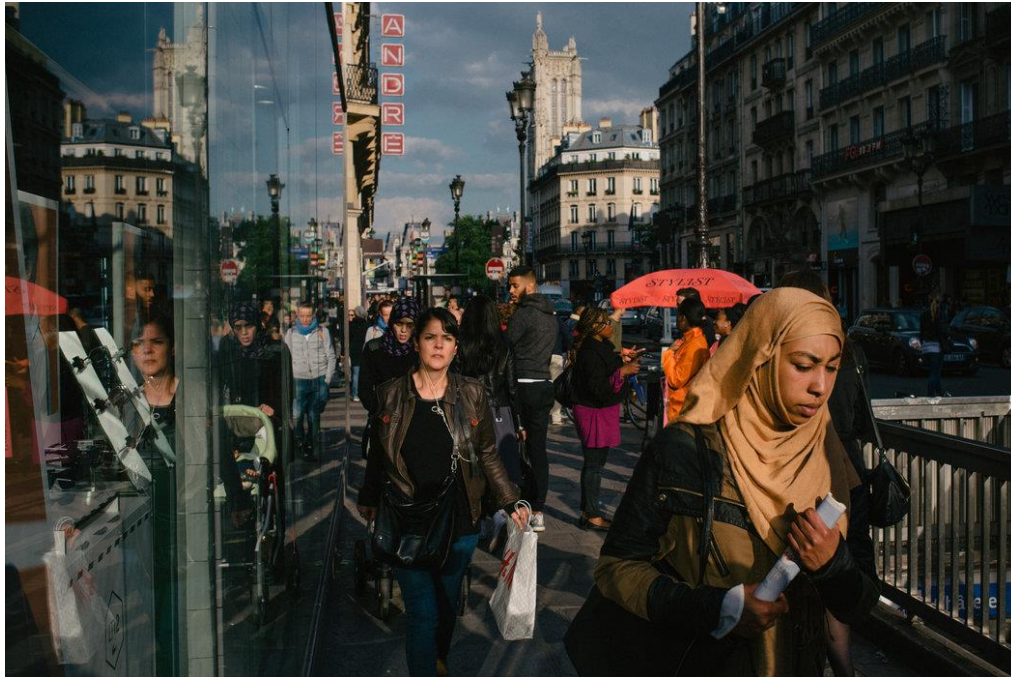
<http://learnenglish.britishcouncil.org/en/word-street/multicultural-britain>

French Muslims Say Veil Bans Give Cover to Bias



Reading

By **SUZANNE DALEY** and **ALISSA J. RUBIN** MAY 26, 2015



French Muslims say constant talk about banning veils has made them targets of abuse.

http://www.nytimes.com/2015/05/27/world/europe/muslim-frenchwomen-struggle-with-discrimination-as-bans-on-veils-expand.html?_r=0

Multiculturalism and democracy



Search something on the internet about Veil Bans in France and make your own opinion. Talk with your partner and the class

Can multiculturalism and democracy go together?

Globalization and people, for Author U.Hannerz

From
multiculturalism
to
integration
or
homogenisation?



<http://www.socant.su.se/english/research/our-researchers/ulf-hannerz>

Search a reading in your text book and answer the question,
according to the author

Globalization and people-identities



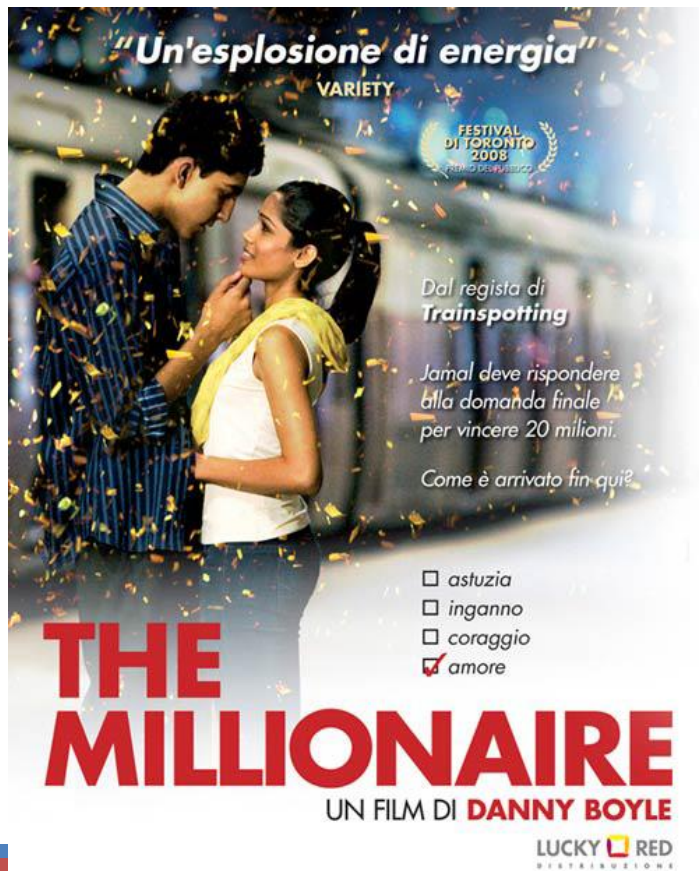
Khun & Mc Partland experiment: follow your teacher's instructions
(Sheet 7)



Listening

7. Globalization and cities

Metropolis and Megalopolis: the case of Mumbai



<https://www.youtube.com/watch?v=CtSTC4OmN6Q>

The slums: are they current o past?

<https://www.youtube.com/watch?v=OwHcZWFKJdU>



Debate Pod :

Pros and cons of Globalization

Look back at the whole work.

Students work in teams of two or more, to prepare their case (thinking about arguments and counter-arguments, as well as putting these in order of Importance, possibly preparing some supports) and then argue it against another group who are their opposition.

When it's time to debate, you can have listening groups, who judge the winner and make notes (on presentation, clarity of speech, quality of argument, body language, powers of persuasion) for subsequent feedback.

What about this course?



- What I learnt

- *What would you put in the suitcase?*

- What I loved

- *What would you write in your heart?*

- What I hated

- *What would you throw into the bin?*

