

## QUAD 3 Schedule 2021   FOR the **UNIT 4 Globalization** Webpage

This Unit is Organized into the Following Sections of Study

**PART 1** — Economic Globalization Defined

**PART 2** — The Neoliberal Model (the NLM)

**PART 3** — Economic Globalization Myths or Facts?

**PART 4** — Foreign Exchange Markets & the "Dutch Disease"



**PART 5** — The Economic History of Globalization Through Film

**PART 6** — International Trade


**PART 7** — Exchange Rates & the Foreign Exchange Market

### Student Schedule


#### **CLASS 9 IN-SCHOOL**


-  Work through **PART 1** of the Unit Webpage → Study links under *Definition Materials*, **WATCH VIDEO Globalization Basics**, and study the *Key Features* photo.
-  Work through **PART 2** of the Unit Webpage → Study the *Neoliberal Model* materials and, in particular, the **5 Pillars of the NLM** photo. **READ** the *Guardian ARTICLE Neoliberalism, the Ideology at the Root of all Our Problems* (READING 1) — and create a **NLM T-Chart** (see T-Chart set-up photo) and write out the BEST positive and/or negative example / representation of pillars 1, 2, 3, & 4 in the article. **LISTEN** to the podcast *Is Neoliberalism Destroying the World?* (link located left of the 5 Pillars photo) and review the accompanying material called SUPPORTING WEBSITE MATERIAL TO PODCAST.

#### **CLASS 9 INDEPENDENT LEARNING**




-  Work through **PART 3** of the Unit Webpage → Study the *6 Myths* photo and **READ** the *Globe & Mail ARTICLE Myths About Globalization* (READING 2). and **READ** the award-winning article *The Conspiracy Against Africa* (READING 3). Pay particular attention to the artwork presented throughout the article. Actively highlight core ideas and make margin notes relating to the 10 questions AS YOU READ. Study the accompanying teacher notes and summary under PART 3 and only then answer the accompanying 10 questions under the article link by offering specific detail and referencing page numbers in support.

#### **CLASS 10 IN-SCHOOL**



-  Work through **PART 4** of the Unit Webpage → Study the Foreign Exchange Markets, the *Resource Curse*, & the *Dutch Disease* materials. In particular, slowly work through each of the links 1 to 6.

-  Work through **PART 5** of the Unit Webpage → **WATCH FILM #1 Life & Debt** and study the accompanying materials in PART 5. WRITE A BOTTOM LINE STATEMENT FOR EACH OF THE FOLLOWING TOPICS in the film — [Agriculture](#) [Milk](#) [Bananas](#) [Free Zones](#) [Tourism](#) [IMF](#).


## CLASS 10 INDEPENDENT LEARNING

-  **WATCH FILM #3 Globalization is Good** and study the accompanying materials in PART 5. Make notes on how each country profiled (*Taiwan, Vietnam, & Kenya*) is a case in support of the *Neoliberal Model*. Do this by directly linking any 3 of the 5 pillars of the NLM to specific details offered in each country case study.
-  **READ** the introduction (subtitled “1.2 Billion Opportunities” pp. 1 to 3) to [The Economist ARTICLE The 1.2 Billion Opportunity](#) (READING 4). Choose only 2 of the remaining sections to read in detail (i.e., either *A Matter of Definition, Not Making It, Obstacle Course, Is It Worth It?, On the Move, or Fortune Favours the Brave*). Using your chosen sections of the article complete the **ARTICLE WORKSHEET (LINK A)**.
-  **WATCH FILM #2** and make notes about the 4 guests arguments for and/or against the NLM of economic globalization (**SKIP FILM 4 & 5**).

## CLASS 11 IN-SCHOOL

-  Work through **PART 6** of the Unit Webpage → Study **PHOTO A (Free Trade RATIONALE) & PHOTO B (Fundamental Trade Rules a.k.a. “The Fundamental Five”)** and the **Core Trade Rules** Links. Work through **CASE 1 [Lobster](#) Materials** (i.e., links and photos). Work through assigned case ... either CASE 2 [Shrimp](#) or CASE 3 [Tuna](#) Materials (i.e., links and photos). For your case, write out: 1. *the issue*, 2. *the core trade argument for each side*, and 3. *the major trade rule at play* (i.e., which of the “fundamental five” is at play in the case?). **SKIP CASE 4 and OTHER CASES.**
-  Work through **PART 7** of the Unit Webpage → Exchange Rates and the Foreign Exchange Market. **VIEW** the Foreign Exchange Rate Tutorial. Study the graphic titled [How to Set-Up a Foreign Exchange Demand & Supply Market](#) and study **LINK 1** material. **TEST** your understanding by answering TASK 1 and TASK 2 scenarios using the market model introduced in the tutorial and graphic above. Use the 5 step answer format set out in the photo titled [Steps to Answering FXM Scenarios](#). Check your understanding by comparing your answers to the **ANSWER KEY** linked at the end of **PART 7** material.

## EVALUATION 4

-  SUBMIT **NLM Point-Proof Outline** Tuesday 20 April [Cohort E & F](#) via [Google Classroom](#) **before** 11:59 p.m.