

# Assignment 4.4: Balancing Global Economies

## Introduction

**Assignment Total**  
**/30**

In this assignment, you will assess the degree to which global economic institutions promote globalization and lead to sustainable prosperity for all. You will need to investigate international organizations created to guide the growth of economies and globalization, such as the IMF and the World Bank, and then apply this information to an example situation. This is a two part assignment:

- ❖ **Part One** Decision Making Organizer
- ❖ **Part Two** Persuasive Visual Presentation

As you work on this assignment, consider the issue question for Unit Four:

**To what extent does globalization contribute to sustainable prosperity for all people?**

A central challenge of expanding globalization is that many developing countries are experiencing limited benefits from globalization. In most cases, their economies are not strong enough to compete with developed countries.

Supporters of economic globalization believe that expansion of global trade and sound international trade practices would go a long way to alleviate the poverty cycle. Developed nations are looking for new markets for their goods; less developed nations are looking to expand their market opportunities for their goods, such as agricultural products or natural resources like oil.

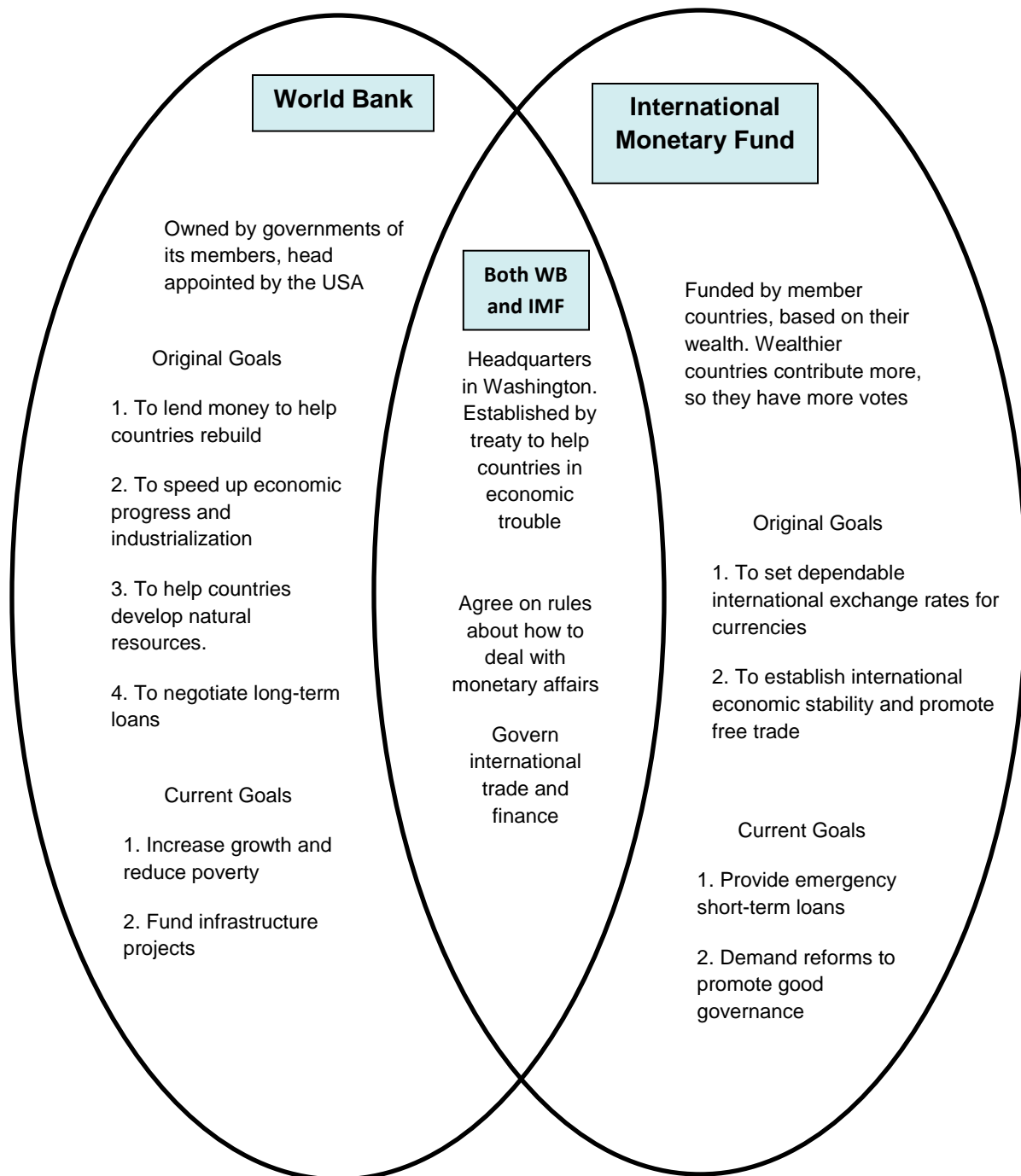
On the other hand, critics of expanding globalization say that the free market system does not bring prosperity, but rather, it creates tensions and greater competition for wealth, which in turn leads to corruption and conflict. Moreover, less developed nations often experience loss of traditional jobs and huge financial debt. In addition, critics claim that the IMF does not adequately provide for services that people in these countries need to improve their lives (e.g. education and medical opportunities).



“The influence of the fund comes entirely from its ability to persuade its members that they should follow its advice...We are not the government of the world. We are a public institution to produce public goods.”

*-Rodrigo de Rato, IMF Managing Director, 2005*

Think about some ways in which international organizations try to guide the growth of globalized trade. Use information from your reading in Unit Four, the following graphic organizer, and extra research to help formulate your response.



Foreign debt has had a tremendous impact on the quality of life in developing nations. Countries will borrow money from other countries or international agencies to make up for budget shortfalls or for mega projects. Repaying this debt for developing countries can be extremely difficult because of limited resources.

The World Bank and the International Monetary Fund are major institutions that can help countries in heavy financial debt. In return for their help with a debt crisis, both the WB and IMF demand that countries receiving loans from them make structural adjustments to ensure that the loan will be paid back. These adjustments can reduce government spending (which can impact health care or education), and at the same time increase earnings by removing investment barriers. These can be environmental laws or protective trade barriers used to support local economies from much larger producer countries, such as Haiti's attempt to protect local rice growers.

## Part One: Decision-Making Organizer

**Total Value: Part One**  
**/10**

Choose a country. You can choose one from the chart on the next page, or you can pick another country that you are interested in. It should be a developing or underdeveloped country, so you can't choose Canada or the USA. Check with your teacher if you aren't sure.

Look at the data for your country, and the criteria for accepting the loan. Should your country take the loan? Use the decision-making organizer to help you decide. You may want to research additional data about your country.

<b>Country</b>	<b>Tanzania</b>	<b>Haiti</b>	<b>Bangladesh</b>	<b>Other:</b>
Population	56 million	11 million	163 million	
Government's annual income	\$7 billion	\$1.6 billion	\$33 billion	
Government's annual expenses	\$9 billion	\$2.3 billion	\$50 billion	
Average annual per person income	\$879	\$740	\$1359	
Current external debt	\$15.4 billion	\$2.6 billion	\$35.5 billion	
Population in extreme poverty	47%	54%	13%	
Unemployment	12%	13%	4.2%	
Qualifies for HIPC initiative	Yes	Yes	No	

### Facts about the loan:

- The loan amount is \$2 billion.
- If the country qualifies for the HIPC (Heavily Indebted Poor Country) initiative, it will be interest free and cost \$0.2 billion per year for 10 years to repay.
- If the country does not qualify for the HIPC initiative, interest will be charged, and it will cost \$0.3 billion per year for 10 years to repay.
- The country plans to use the loan to develop infrastructure, such as roads, airports, and pipelines
- In return for the loan, the World Bank has demanded the following conditions:
  - Eliminate price controls on all products. This means that foreign companies are free to sell similar products for cheaper. It also means that companies or individuals within the country may go out of business if they can't compete.
  - Remove trade barriers on agricultural products and machinery (quotas and tariffs).
  - Approve a budget that will allow the loan to be repaid.
  - Reduce spending on government employees, either by cutting salaries or reducing the number of employees.
  - Allow the World Bank access to all data on how the loan is used.

Country: \_\_\_\_\_

Question: *Should the country seek a loan from the World Bank?*


Arguments For:

Arguments Against:

My Decision

Reasons for my Decision

## Planning and outline Scoring Criteria

	<p>The planning must be thorough and thoughtful. It will be marked according to the following criteria.  <i>The student:</i></p>
<p><b>10</b> <b>Excellent</b></p>	<ul style="list-style-type: none"> <li>Analyzes the issue <b>thoroughly, with a strong thesis</b></li> <li>Demonstrates a <b>deep understanding</b> of the issue and its complexity in the planning process</li> <li>Discusses the issue <b>clearly and competently</b></li> <li>Provides <b>accurate examples</b> to support the thesis</li> </ul>
<p><b>8</b> <b>Proficient</b></p>	<ul style="list-style-type: none"> <li>Analyzes the issue <b>capably, with a clear thesis</b></li> <li>Demonstrates a <b>clear understanding</b> of the issue and its complexity in the planning process</li> <li>Discusses the issue <b>clearly and competently</b></li> <li>Provides <b>accurate examples</b> to support the thesis</li> </ul>
<p><b>6</b> <b>Satisfactory</b></p>	<ul style="list-style-type: none"> <li>Analyzes the issue <b>in a straightforward manner, with a simple thesis</b></li> <li>Demonstrates a <b>conventional understanding</b> of the issue and its complexity in the planning process</li> <li>Discusses the issue <b>generally but clearly</b></li> <li>Provides <b>adequate examples</b> to support the thesis</li> </ul>
<p><b>4</b> <b>Limited</b></p>	<ul style="list-style-type: none"> <li>Analyzes the issue <b>incompletely, with a confused or lacking thesis</b></li> <li>Demonstrates a <b>shallow understanding or lack of understanding</b> of the issue and its complexity in the planning process</li> <li>Discusses the issue <b>with little evidence of serious thought</b></li> <li>Provides <b>few or inaccurate examples</b> to support the thesis</li> </ul>
<p><b>2</b> <b>Poor</b></p>	<ul style="list-style-type: none"> <li>Analyzes the issue <b>minimally, with no clear thesis</b></li> <li>Demonstrates a <b>confused, inaccurate, or vague understanding</b> of the issue and its complexity in the planning process</li> <li>Discusses the issue with <b>no evidence of serious thought</b></li> <li>Provides <b>no examples</b> to support the thesis</li> </ul>

## Part Two: Persuasive Visual Presentation

**Total Value: Part Two**

**/20**

As a high level adviser to the government, create a persuasive visual presentation to the government of the country you chose in Part One, in which you discuss whether they should accept a large structural adjustment loan from the World Bank.

Your presentation should include possible benefits of accepting the loan for the people of the nation as well as possible drawbacks for the nation. Be sure to consider the conditions imposed by the World Bank.

*Create a persuasive response in which you:*

- Analyze the conditions for the loan and the context of the country.
- Establish a position in response to the question presented and provide persuasive arguments for your position.
- Support your position and arguments by using evidence from your knowledge and understanding of social studies. You can use information from your readings or from other research.



Create a **visual** persuasive presentation to respond to the following question.  
Your presentation may be in one of the following formats:

- Powtoon
- Pixton
- Google Presentation
- Power Point
- Prezi
- You Tube (provide URL)
- Graphic Novel
- other format (contact your teacher if you aren't sure)

Using what you have learned about the role of the World Bank and the IMF, in your role as advisor to the government of your country, provide persuasive advice on whether they should accept or reject a loan from the World Bank for the proposed infrastructure development. Remember to include research data in your response to support your position.

### **Establish a Position**

Your position must be clear. No matter what position you take, you must support it in your presentation.

In your presentation, make sure to include:

1. **Clear position** on whether the country should seek the loan
2. **Reasons** that persuade viewers of your position
3. **Strategies** that will enable your country to reach their goals
4. **Potential gains and losses** for your country


Remember to use the data that you gathered on the decision making chart and any extra information that you have researched in your response.

When you have completed Part 2, submit both parts of Assignment 4.4: Balancing Global Economies. Make sure that you've completed both sections of this assignment, including:

- Part 1: Decision Making Organizer
- Part 2: Persuasive Visual Presentation

Submit the assignment on the submission page for this assignment in the Moodle course.



	<b>Analysis of the Issue</b> 5	<b>Position and persuasive argumentation</b> 5	<b>Evidence</b> 5	<b>Communication, Quality of Visual Presentation</b> 5
	Consider how effectively the student analyzes the source to demonstrate an understanding of global perspective(s) in the source.	Consider how effectively the student establishes a position and develops arguments based on logic and reason.	Consider how effectively the student uses evidence that is relevant and accurate.	Consider how effectively the student has used the medium to present their position and that visuals are chosen to be purposeful and accurate.
<b>Excellent</b> E	<b>Is insightful and sophisticated.</b> A <b>comprehensive</b> understanding of the globalized perspective is demonstrated. Demonstrates <b>thorough</b> research. 5	<b>Judiciously</b> chosen and developed arguments <b>convincingly</b> support the position. <b>Consistent and compelling</b> demonstrating <b>insightful</b> understanding. Relationship between the position and argumentation is <b>perceptively</b> developed. 5	Evidence is <b>sophisticated</b> , <b>deliberately</b> chosen and <b>thoroughly</b> discussed, revealing <b>an insightful understanding</b> . Provides <b>credible</b> supporting information that is <b>convincingly linked</b> to position. 5	Chooses visuals that are <b>purposeful and compelling</b> . <b>Effective organization</b> of visuals. Vocabulary is <b>precise</b> . Communicates opinion in a <b>compelling and engaging</b> manner. <b>Highly</b> effective use of the medium. 5
<b>Proficient</b> Pf	<b>Is capable and adept;</b> a <b>sound</b> understanding of the globalized perspective is demonstrated. Demonstrates <b>sound</b> research. 4	<b>Purposefully</b> chosen and developed arguments <b>persuasively</b> support the position. <b>Logical and capable</b> , demonstrating <b>sound</b> understanding. Relationship between the position and argumentation is <b>clearly</b> developed. 4	Evidence is <b>specific</b> , <b>purposefully</b> chosen and <b>capably</b> discussed, revealing <b>solid</b> understanding. Provides <b>accurate</b> supporting information to the position. 4	Chooses visuals that are <b>convincing and meaningful</b> . <b>Proficient organization</b> of visuals. Vocabulary is <b>appropriate and specific</b> . Communicates opinion in a <b>persuasive and effective</b> manner, generally free of errors. <b>Effective</b> use of the medium. 4
<b>Satisfactory</b> S	<b>Is straightforward and conventional;</b> a <b>generalized</b> understanding of the globalized perspective is demonstrated. Demonstrates <b>appropriate</b> research. 3	<b>Appropriately</b> chosen and developed arguments <b>generally</b> support the position. <b>Straightforward and conventional</b> , demonstrating an <b>adequate</b> understanding. Relationship between the position and argumentation is <b>generally</b> developed. 3	Evidence is <b>conventional</b> , <b>straightforward</b> and discussed in a <b>basic</b> way revealing <b>acceptable</b> understanding. Provides <b>reasonable</b> supporting information linked to the position. 3	Chooses visuals that are <b>credible and conventional</b> . <b>Functional</b> organization of visuals. Vocabulary is <b>conventional and adequate</b> . Communicates opinion in a <b>straightforward and plausible</b> manner, with <b>few</b> errors. <b>Adequate</b> use of the medium. 3
<b>Limited</b> L	<b>Is incomplete or lacks depth;</b> a <b>confused</b> understanding of the globalized perspective is demonstrated. Demonstrates <b>limited</b> research. 2	<b>Confusing</b> and/or <b>largely unrelated</b> arguments to the position. <b>Repetitive, contradictory, simplistic</b> , and/or based on <b>uninformed</b> belief. Relationship between the position and argumentation is <b>superficially</b> developed. 2	Evidence is <b>unfocused</b> and/or <b>incompletely</b> developed, revealing <b>superficial</b> and/or <b>confused</b> understanding. Provides <b>inaccurate</b> or <b>irrelevant</b> supporting information that is <b>weakly</b> linked to the position. 2	Chooses visuals that are <b>incomplete or inadequate</b> . <b>Imprecise</b> organization of visuals. Vocabulary is <b>imprecise, simplistic</b> , and/or <b>inappropriate</b> . Communicates opinion in a <b>confused and disjointed</b> manner with errors that <b>impede</b> understanding. <b>Ineffective</b> use of the medium 2
<b>Poor</b> P	<b>Is minimal</b> a lack of understanding of the globalized perspective. Demonstrates <b>minimal</b> research. 1	<b>Superficial</b> and/or <b>tangential</b> arguments to the position <b>Simplistic</b> , and/or based on <b>uninformed</b> belief. Relationship between the position, and argumentation, is <b>marginally</b> developed. 1	Evidence is <b>superficial</b> and/or <b>incompletely</b> developed, revealing <b>marginal</b> understanding. Provides <b>little</b> and/or <b>tangential</b> supporting information that is <b>not</b> linked to the position. 1	Chooses visuals that are <b>irrelevant or inaccurate</b> . <b>Ineffective</b> organization of visuals. Vocabulary is <b>ineffective</b> , and/or <b>incorrect</b> . Communicates opinion in an <b>unclearly</b> with errors that seriously <b>impede</b> understanding. <b>Unsuccessful</b> use of the medium. 1
<b>Redo Needed</b> R	Your attempt to respond is insufficient. There is no discernible attempt to address the assignment or the response is too brief to assess in one or more scoring categories. You need to contact your teacher to discuss your work and your redo.			