

Viewpoints on Globalization

Editorials

You have just read two writers' viewpoints on the effects of industrialization in Victorian England. Now read two other writers' contrasting views on the impact of another economic revolution, one occurring today.

Skill Focus: Distinguish Fact and Opinion

As a critical reader of an editorial, you have a twofold mission: to identify the writer's opinion and to determine whether this opinion is valid—that is, adequately supported by reasons, facts, and statistics. To do this, you need to distinguish facts from opinions.

When sorting facts from opinions, it's helpful to think of a fact as something that can be proved. An opinion, on the other hand, is an idea, belief, or outlook that can vary from one person to the next. Opinions can take various forms:

- **judgment statements**, or statements that express worth or value (*Globalization is good.*)
- **prediction statements** (*Globalization will destroy our economy.*)
- **policy or command statements** (*Americans should study economics. Study economics!*)
- **assumptions that cannot be proved** or that rely on unclear criteria (*People are suffering as never before.*)
- **opinions combined with facts** (*Worst of all, American jobs are being exported.*)

As you read the following editorials, keep track of the facts and opinions by completing a chart like the one shown here. This chart will also help you better understand the **organization**, or structure, of each author's argument.

| | Facts | Opinions | Not sure |
|---------------------------|-------|----------|----------|
| "Good News About Poverty" | | | |
| "The White-Collar Blues" | | | |



Use with "Evidence of Progress," page 1032, and "The Condition of England," page 1036.



READING 9B Explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints. **9C** Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. **10A** Evaluate the merits of an argument, action, or policy by analyzing the relationships among evidence, inferences, assumptions, and claims in text. **10B** Draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language. **11A** Draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text.

Good News About Poverty

David Brooks



I hate to be the bearer of good news, because only pessimists are regarded as intellectually serious, but we're in the 11th month of the most prosperous year in human history. Last week, the World Bank released a report showing that global growth "accelerated sharply" this year to a rate of about 4 percent. **A**

Best of all, the poorer nations are leading the way. Some rich countries, like the United States and Japan, are doing well, but the developing world is leading this economic surge. Developing countries are seeing their economies expand by 6.1 percent this year—an unprecedented rate—and, even if you take China, India, and Russia out of the equation, developing world growth is still around 5 percent. As even the cautious folks at the World Bank note, all developing regions are growing faster this decade than they did in the 1980s and 1990s.

This is having a wonderful effect on world poverty, because when regions grow, that growth is shared up and down the income ladder. In its report, the World Bank notes that economic growth is producing a "spectacular" decline in poverty in East and South Asia. In 1990, there were roughly 472 million people in the East Asia and

Pacific region living on less than \$1 a day. By 2001, there were 271 million living in extreme poverty, and by 2015, at current projections, there will only be 19 million people living under those conditions. Less dramatic declines in extreme poverty have been noted around the developing world, with the vital exception of sub-Saharan Africa. . . .

Economists have been arguing furiously about whether inequality is increasing or decreasing. But it now seems likely that while inequality has grown within particular nations, it is shrinking among individuals worldwide. . . .

What explains all this good news? The short answer is this thing we call globalization. Over the past decades, many nations have undertaken structural reforms to lower trade barriers, shore up property rights, and free economic activity. International trade is surging. The poor nations that opened themselves up to trade, investment, and those evil multinational corporations saw the sharpest poverty declines. Write this on your forehead: Free trade reduces world suffering. **B**

Of course, all the news is not good. Plagued by bad governments and AIDS,

A FACT AND OPINION

Reread the statement in lines 3–5. Is this a fact or an opinion? If it is a fact, how can it be verified?

B FACT AND OPINION

Reread lines 48–60. Identify each sentence in the paragraph as fact or opinion, explaining your decision in each case.

sub-Saharan Africa has not joined in the benefits of globalization. Big budget deficits in the United States and elsewhere threaten stable growth. High oil prices are a problem. Trade produces losers as well as winners, especially among less-skilled workers in the developed world.

But especially around Thanksgiving, it's worth appreciating some of the things that have gone right, and not just sweeping reports like the one from the World Bank under the rug.

It's worth reminding ourselves that the key task ahead is spreading the benefits of globalization to Africa and

the Middle East. It's worth noting this perhaps not too surprising phenomenon: As free trade improves the lives of people in poor countries, it is viewed with suspicion by more people in rich countries. . . .

But if you really want to reduce world poverty, you should be cheering on those guys in pinstripe suits at the free-trade negotiations and those investors jetting around the world. Thanks, in part, to them, we are making progress against poverty. Thanks, in part, to them, more people around the world have something to be thankful for.

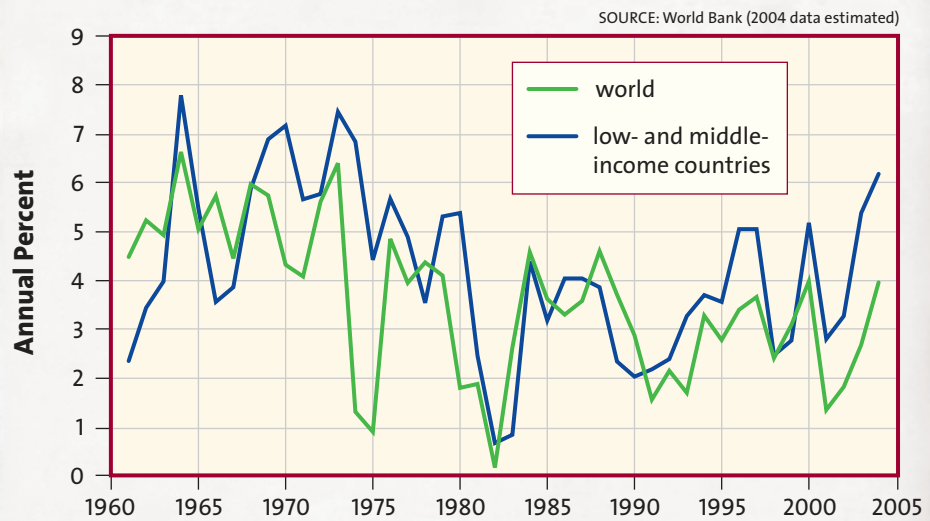


TEKS 11A

C UNDERSTAND CHARTS

In a chart, the text that runs horizontally across the bottom is called the **x-axis**. The text that runs vertically along the side is called the **y-axis**. How does the scale of the numbers on the y-axis correspond to the dates on x-axis? What would the chart look like if the scale of the y-axis changed to include 0 to 100 percent? What conclusions about the Gross Domestic Product can you draw from this chart?

Gross Domestic Product Growth, 1961–2004



The New York Times

MONDAY, DECEMBER 29, 2003

OP-ED

A27

The White-Collar Blues

Bob Herbert



I am surprised at how passive American workers have become.

A couple of million factory positions have disappeared in the short time since we raised our glasses to toast the incoming century. And now the white-collar jobs are following the blue-collar jobs overseas.

Americans are working harder and have become ever more productive—astonishingly productive—but are not sharing in the benefits of their increased effort. If you think in terms of wages, benefits, and the creation of good jobs, the employment landscape is grim. **D**

The economy is going great guns, we're told, but nearly nine million Americans are officially unemployed, and the real tally of the jobless is much higher. . . . Lines at food banks and soup kitchens are lengthening. They're swollen in many cases by the children of men and women who are working but not making enough to house and feed their families.

IBM has crafted plans to send thousands of upscale jobs from the United States to lower-paid workers in China, India, and elsewhere. Anyone who doesn't believe this is the wave of the future should listen to comments

made last spring by an IBM executive named Harry Newman:

"I think probably the biggest impact to employee relations and to the HR [human relations] field is this concept of globalization. It is rapidly accelerating, and it means shifting a lot of jobs, opening a lot of locations in places we had never dreamt of before, going where there's low-cost labor, low-cost competition, shifting jobs offshore."

An executive at Microsoft, the ultimate American success story, told his department heads last year to "Think India," and to "pick something to move offshore today."

These matters should be among the hottest topics of our national conversation. We've already witnessed the carnage in manufacturing jobs. Now, with white-collar jobs at stake, we've got executives at IBM and Microsoft exchanging high-fives at the prospect of getting "two heads for the price of one" in India.

It might be a good idea to throw a brighter spotlight on some of these trends and explore the implications for the long-term economy and the American standard of living. **E**

"If you take this to its logical extreme, the implications for the entire middle-

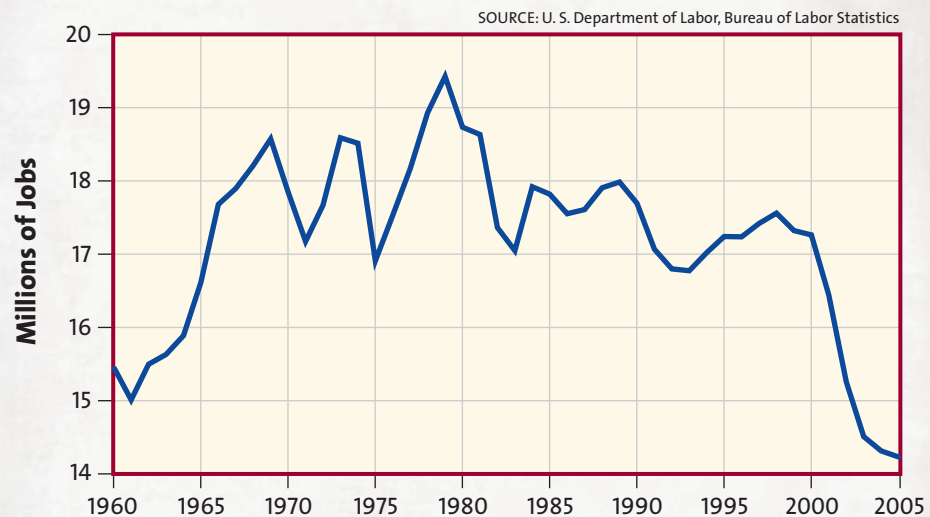
D FACT AND OPINION

Identify the facts in the first three paragraphs. How are they used in relation to the opinions in this passage?

E FACT AND OPINION

Review the types of opinions listed on page 1044. What type of opinion does Herbert state in lines 56–60?

Manufacturing Employment, 1960–2005



Language Coach

Roots and Affixes A word's root may contain its core meaning. The word *mitigated* comes from the Latin root *mitis*, meaning "soft." What do you think *mitigated* means in line 88?

FACT AND OPINION

Reread lines 76–84. What facts, according to Herbert, are indisputable? Do you agree? Explain.

class wage structure in the United States are terrifying," said Thea Lee, an economist with the AFL-CIO. "Now is the time to start thinking about policy solutions."

But that's exactly what we're not thinking about. Government policy at the moment is focused primarily on what's best for the corporations. From that perspective, job destruction and wage compression are good things—as long as they don't get too much high-profile attention. . . .

Accurate data on the number of jobs already lost are all but impossible to come by. But there is no disputing the direction of the trend, or the fact that it is accelerating. Allowing this movement to continue unchecked will eventually mean economic suicide for hundreds of thousands, if not millions, of American families. **F**

Globalization may be a fact of life. But that does not mean that its destructive impact on American families can't be mitigated. The best thing workers can do, including white-collar and professional workers, is to organize. At the same time, the exportation of jobs and the effect that is having on the standard of living here should be relentlessly monitored by the government, the civic sector, and the media. The public has a right to know what's really going on.

Trade agreements and tax policies should be examined and updated to encourage the creation of employment that enhances the quality of life here at home. Corporate leaders may not feel an obligation to contribute to the long-term well-being of local communities or the nation as a whole, but that shouldn't be the case with the rest of us.

Comprehension

1. **Summarize** What is David Brooks's opinion of globalization?
2. **Summarize** In lines 78–106 of “The White-Collar Blues,” what does Bob Herbert conclude about globalization? What does he suggest doing about it?

Critical Analysis

3. **Evaluate Fact and Opinion** Review the chart you filled in as you read. Look at the use of facts in relation to the use of opinions. In your view, is one type of statement more powerful than another? Explain whether you think each writer used fact and opinion in a way that was credible and compelling.
4. **Draw Conclusions** Based on the two editorials you have just read, what would you say about the effect of globalization on today's world? Be sure to consider both the economic effects of globalization and people's personal reactions to it.



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Read for Information: Synthesize and Compare

WRITING PROMPT

Review the two essays and the two editorials. In each case, synthesize what you have learned about the impact of dramatic economic change, first in Victorian England and then in today's world. Then, based on your syntheses, compare the role of industrialization in Victorian England with that of globalization in today's world. Use the facts and opinions expressed in the commentaries and editorials as the basis for your comparison.

To answer this prompt, follow these steps:

1. Reread Macaulay's and Carlyle's commentaries to remind yourself how industrialization affected people in Victorian England. Write a brief statement synthesizing your understanding.
2. Your answer to question 4 under Critical Analysis should serve as a synthesis of your understanding about globalization today.
3. Reviewing your syntheses, identify the similarities between the two eras of economic change.
4. Write an essay in which you explain what you have learned about the two eras, and then compare them.

