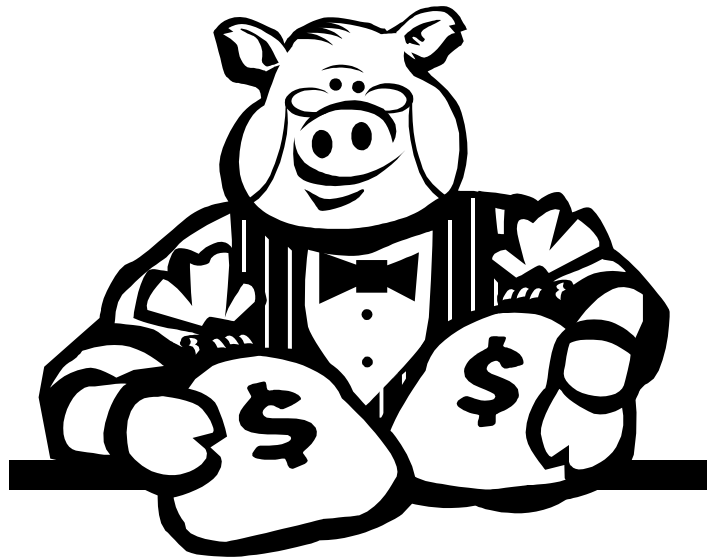


History of Globalization (HOG)

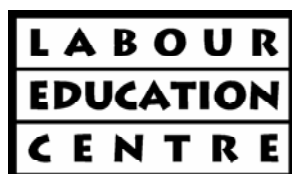


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with the Labour Education Centre**

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History of Globalization (HOG)

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Overview

Rationale

This exercise was developed by Tim McCaskell through the Labour Education Centre, for use with union members and community activists. Its aim is to acquaint participants with some of the key developments in the history of economic globalization, the development of global inequality and its impact on working people. It also deals with some of the ideas that this globalization process has generated, such as racism, and the economic theories that have shaped its development.

How HOG is Played

HOG has been designed for a minimum of 35 participants and can be played with larger groups. Participants are divided into seven groups representing different geographical areas. Each group works on the corresponding area of a large map of the world drawn on the floor with masking tape.

As the game progresses they are given information sheets that describe events in their region at different historical periods. They plan and make presentations that demonstrate those developments to the full group. The presentations may involve a tableau or skit, a story or stories told from different points of view or whatever creative form participants devise. Usually a group member will explain what is being demonstrated for greater clarity.

Each group has two baskets and fruit/vegetables that represent its regional wealth. This wealth will be shifted from group to group and accumulated in different areas as the game goes on. The second basket is used within the group to show the distribution of wealth between classes within each region.

The exercise is led by a coordinator who moves participants chronologically through different historical periods. The coordinator gives instructions and overview explanations of each historical period, and can question groups as they make their presentations to draw out important information.

If possible there should be one facilitator assigned to each geographical area to help groups prepare their presentations.

With debriefing and discussion, HOG should be considered a full day activity. Alternately it can be spread over several days to give participants more time to plan (and research) their presentations. Other adaptations are of course possible, depending on the number of participants and time constraints. We encourage those of you who experiment with adaptations to email LEC a description of your

experiences: info@laboureducation.org. As a network of people who have used HOG develops, we will compile your adaptations, ideas and suggestions in an appendix to this package so that other players can benefit from your innovations.

HOG is an introduction to economic history. Because it is necessarily very schematic, lots of events are missing from the information sheets. Participants should be encouraged to enrich their scenarios by drawing on their own knowledge and experiences (while being aware of time constraints for presentations). They should try to be creative and have fun. People learn best when they are enjoying themselves.

Instructions for Coordinator

Introduction

History of Globalization (HOG) is a series of interacting tableaux that attempt to portray the historical development of a globalized economy, the development of global inequality and its impact on working people. It also deals with some of the ideas, like racism, that this globalization process has generated.

The Spirit of Hog

HOG is a game. It must be played. Your job is to help make it fun for participants who will learn more if they are being creative and enjoying themselves.

Your role as coordinator is to organize the set up, and once the game starts, to introduce different historical periods, distribute information sheets and necessary fruit and vegetables, to call on groups to make their presentations illustrating historical developments in their area, and to lead full group debriefing discussions.

You will need to keep order in a large group with lots going on at once. You need to ensure that everyone can see, hear and understand what is going on during presentations. You need to keep track of time and keep things moving quickly.

How HOG is Played

Participants are divided into seven groups representing different geographical areas. Each group works on the corresponding area of a large world map laid out on the floor with masking tape. Chairs should be provided so that players can sit within their area while planning their presentations. Participants in each group should have a nametag identifying their region. Groups should be approximately the same size except for the European group, which should be slightly larger.

Each group will have two baskets and fruit/vegetables that represent its regional wealth. This wealth will be shifted from group to group and accumulated in different areas as the game goes on. The second basket is used within the group to show the distribution of wealth between classes within the region, one basket for elites and another for ordinary people.

At the beginning of each section you will give an overview of the time period based on the coordinator's instruction sheet, and then hand out the information sheets to groups. These describe events in their region at different historical periods, and will be the basis of a presentation that they will make to the full group.

You should give groups about five minutes to prepare their two-three minute presentations. When it is time for presentations, call on groups in the indicated order. (The order is important because of internal chronology.) As presentations are going on, keep others quiet and attentive. This is the only way they will get information about what is happening in parts of the world other than their own. If people can see from a sitting position, keep them sitting so those farther away can see.

Because the game covers a lot of material, it works best when broken down into sections with a break and debriefing discussion between. This version of HOG assumes a full day activity, with section one followed by a break, section two by lunch and section three in the afternoon. Debriefing and discussion questions have been prepared for each of these three sections.

- The first section involves two time periods: 1490 and 1500-1800. This section focuses on colonialism and slavery.
- The second section has three periods: 1800-1880, 1880-1914, and 1919-1939. The focus here is liberalism, capitalism and imperialism.
- Finally the third section: 1945-1975, 1975-1990 and 1990 to the present looks at neo-colonialism and neo-liberalism, and events within the lifetime of most participants.

As coordinator you will set the pace for the whole exercise. It is important to keep things moving quickly otherwise the game will begin to drag. Don't worry if groups seem rushed in preparing their presentations. They don't have to be perfect. History is seldom neat and ordered. And we are never quite prepared for it.

Materials Needed

Three rolls of 2" masking tape (for map)

Name tags for participants identified as:

North America

Central/South America

Africa

Europe

Middle East

South Asia

East Asia

Fruit/Vegetables:

Apples (20)

Squash/corn cobs (15)

Oranges (15)

Lemons/grapefruit/limes (15)

Onions (15)

Yams/green bananas (15)

Potatoes (15)

Information sheets ordered for easy access

20 copies of the *Loan Agreement* sheets

Coordinator's instructions

Facilitators' instructions

Small baskets for fruit/veg (15)

Sound system for larger groups

Costume material (example crowns for rulers) and props if possible

Bristol board (7 sheets), coloured paper and coloured markers

Set-Up

Lay out a rough map of the world on the floor with masking tape. There should be enough room on the map to comfortably hold the number of people assigned to each group. Have enough chairs available for participants to sit in a circle in their area to do planning.

A flip chart with an illustration characterizing the different time periods on each page can be prepared. It will help focus attention on the movement of history.

Facilitators should be assigned to each group. The game may be played without facilitators, but their leadership will make things move much more smoothly.

If possible two facilitators can be assigned to North America and Europe as those regions play a large role in HOG. They should all have a chance to go over the "Instructions for Facilitators" and read the information sheets for their areas in advance. Remind facilitators that there is a short glossary that may be helpful in some of the group discussions.

Information sheets (and fruit/veg) should be prepared and ordered for easy access. You will need to distribute them without delay during the game. When copying the information sheets for use during the game, remember that you will require around 20 copies of the *Loan Agreement* sheets for the periods after 1945. One copy per group of the other information sheets will be sufficient unless you are playing with very large groups.

Nametags indicating the seven areas should be prepared so that there are enough for all participants. Groups should be approximately the same size. A minimum of five participants will be necessary in each group. The European and African groups should start out larger since some participants will move to the Americas.

Prepare the nametags so that they are in sequence, one from each group, and hand them out in order to people as they arrive. In that way, participants will automatically be divided into their groups. Remember there should be more European and African nametags since these groups are larger.

When you are ready to start, ask participants to move to the part of the world indicated on their nametag. Ask facilitators to lead their group in quick name introductions, and, if there is time, some sort of relaxation exercise or energizer as appropriate.

Now you can begin the game.

COORDINATOR OPENING

EXPLAIN:

We have all heard talk about globalization and perhaps, neo-liberalism. While many of us are unclear on what these terms mean, more and more we are feeling their effects on our lives.

This activity acts out the history of economic globalization in order to understand what it is, how it works, and how it has affected working people around the world. HOG is not the final word on globalization. It's an attempt to give a simplified overview in a short period of time. We hope it will raise as many questions as it answers.

We will be moving through different time periods. You are divided into groups representing different parts of the world. Each group will be producing presentations to illustrate what is happening in its area.

Groups will have around five minutes to plan presentations. Presentations are short, two to three minutes at the most. Don't worry if it's not perfect. We don't expect Academy Award quality. Each group in turn will make its presentation and then we will move on to the next time period.

.....
Ask if there are any questions. When those have been dealt with, move to the first time period.

COORDINATOR 1490

EXPLAIN:

It is the dawn of the modern age. Around the world people have created complex societies. They have developed agriculture, manufacturing, technologies, architecture, art, music, religions and philosophies.

Most societies are based on agriculture. Agricultural workers can usually produce more than they and their families need to survive. This creates a surplus.

This surplus means that not everyone has to work the land. Some people can specialize in other occupations such as handicrafts, and trade what they produce for food. Some people can specialize in trading goods across long distances.

Part of the surplus that agricultural workers produce is taxed or paid as tribute to rulers – kings, queens, nobles etc. These rulers use this wealth to build public works like irrigation systems or roads. The rulers also maintain armies to protect their territory and to enforce and extend their rule. They have privileged lifestyles. They often justify their wealth and power through the development of complex religious myths and hierarchies.

Let's see what these societies look like.

.....

Hand out instruction sheets and fruit/veg baskets:

Central/South America: 10 potatoes

Africa: 10 yams/bananas

Europe: 10 apples

North America: 10 squash/corn cobs

Middle East: 10 onions

East Asia: 10 oranges

South Asia: 10 lemons/grapefruit/limes

Give groups time to prepare their presentations.

Ask groups to present their presentations in the following order:

1. Central and South America
2. North America

3. Africa
4. Europe
5. Middle East
6. South Asia
7. East Asia

Be sure to have groups demonstrate their trade routes and the distribution of wealth in their societies.

If the presentations are not clear, ask groups to explain where their wealth comes from, how it is distributed and how that is justified.

COORDINATOR 1492

EXPLAIN:

The Ottomans and different European powers are often at war, which disrupts trade. European rulers and traders are resentful of the high Ottoman taxes on goods from the east. They are eager to find a new route to the riches of India and China.

First, they send off Christopher Columbus. He thinks he can get to the east by sailing west. Many people think he is crazy. Columbus crosses the Atlantic but bumps into America before reaching China. He rushes back to Europe with the news of America's gold and silver. This is exactly what European rulers need to buy those expensive luxury goods from India and China.

Next off goes Vasco da Gama around the horn of Africa, all the way to India. Vasco realizes that he has found a new route to the East that bypasses the Ottomans.

.....

Hand out the information sheets (1500-1800) and give groups time to prepare a scenario.

.....

EXPLAIN:

Soon European guns, germs and steel conquer the great empires of Central and South America and new European colonies are established. American gold and silver tribute floods into Europe and finances bigger armies and navies to extend European power around the world. Globalization has begun.

.....

Ask groups to present their scenarios in the following order:

1. Central and South America
2. Africa
3. Europe
4. Middle East
5. South Asia
6. East Asia
7. North America

This is the end of the first section. It is time for a short break and a full group debrief.

COORDINATOR First section debriefing questions

Bring the whole group together. Ask groups to describe how these historical developments have affected them so far.

How did it feel?

How was racism linked to slavery and the westward expansion of the European powers in the Americas?

What is the basis for increased European power in this period?

.....

Try to keep this discussion to about 20 minutes or less.

It is now time to go on to the next historical period.

COORDINATOR 1800-1880

EXPLAIN:

The meaning of the word “market” is changing. Markets were once places where local farmers exchanged their extra produce with other farmers or artisans. Then markets became places where merchants might also bring things produced in other areas and make a profit from transporting them back and forth for trade.

But by this period almost everything that is produced is made for sale on the market. The market is everywhere. What happens on the market affects everyone’s lives.

How did this come about? The merchants of old usually traded goods produced by local farmers or households. Some of these merchants figured that they could get goods more cheaply if they controlled production themselves. In Europe and North America they used the profits from the slave trade to build factories run by steam engines powered by coal. These new capitalists hired workers to tend the machines and mass-produce goods of all kinds from cloth to steel. These goods, produced for sale on the market, are called commodities.

Over time, fewer and fewer people worked to directly produce things they and their families needed. In this new capitalist system workers now earn a wage. With their wage they buy what they need – commodities produced for the market by other workers.

Markets are also becoming more and more international as goods produced in one part of the world are sold and consumed in another.

Let’s see how this new globalized economy will affect people around the world.

.....

Hand out the information sheets. Give groups time to prepare a scenario. Give the North American group 10 apples to add to their basket.

Ask groups to present their scenarios in the following order:

1. Central and South America
2. Africa
3. Europe
4. North America
5. Middle East
6. East Asia
7. South Asia

COORDINATOR 1880-1914

EXPLAIN:

Industrialization in North America and Europe has created huge profits which end up in banks. Soon, a new class of Finance Capitalists has emerged. Their banks lend money to new and expanding industries. They can finance large, mega-projects that even the biggest industrialists and governments cannot afford.

But rapid development often means that too many goods are produced for people to consume. When that happens, factories start losing money because they cannot sell their products. They lay off workers, which means that people have even less money to buy products. Then the economy goes into recession or depression.

To avoid such problems, the European industrial powers, England, Germany, Russia and France are now in a desperate contest for control of markets around the world. They fight among themselves for colonies in Africa and Asia. These colonies are places where they can sell their extra goods, get cheap raw materials, and invest their profits so that their capital keeps growing.

How will this affect the peoples of the world?

.....

Hand out the information sheets and give groups time to prepare a scenario.

Ask groups to present their scenarios in the following order:

1. North America
2. Central and South America
3. Europe
4. Africa
5. Middle East
6. South Asia
7. East Asia

COORDINATOR 1914-1918 / WORLD WAR I

EXPLAIN:

In 1914 competition between the European powers can no longer be contained. When the Grand Duke of Austria is assassinated by a revolutionary nationalist in 1914, it provokes a crisis that leads to war. England, France and Russia fight Germany, Austria and Turkey. The war drags on for four years.

The fighting is centred on Europe, but these European powers have vast colonial empires. So the war spreads to the Middle East and Africa as well. Millions of soldiers and civilians are slaughtered.

England soon spends most of its gold reserves on the war. England then has to borrow huge amounts of money from the US to be able to continue fighting.

.....

Take 10 pieces of fruit from the European basket to the North American basket.

.....

Socialist opposition to the war calling for “Peace, Land and Bread” emerges in Russia. The Czar is overthrown and a new socialist government unilaterally stops fighting. The new Russian government declares that wars are a product of capitalist rivalries. They call on workers around the world to unite and stop fighting each other. In the new Union of Soviet Socialist Republics, large industries and land become the property of the state.

Finally Germany, Austria and Turkey are defeated by the English, French and Americans.

.....

Hand out the information sheets (1919-1939) and give groups time to prepare a scenario.

Ask groups to present their scenarios in the following order:

1. North America
2. Europe
3. Central and South America (*when this group presents give them 3 new pieces of fruit*)
4. East Asia
5. South Asia
6. Middle East

7. Africa

This is the end of the second section. It is time for a break and a full group debrief.

COORDINATOR Second section debriefing questions

Why did slavery end?

What was liberalism and how was it connected to free trade?

Why did the European powers pursue empire and militarism?

What caused the Great Depression of 1929?

What was happening to Aboriginal peoples during this period?

.....

Try to keep this discussion to about 20 minutes or less.

It is now time to go on to the next historical period.

COORDINATOR

WORLD WAR II AND AFTER

EXPLAIN:

Financial speculation by the American banks led to world-wide depression. In Germany the Nazis took over, capitalizing on the population's discontent with the resulting inflation, unemployment, poverty and instability. They promised to return Germany to its former glory through something they called "national socialism." They suppressed the labour movement, the Socialists and the Communists.

The Nazis seized on common European racist ideas and claimed Germans were the master race and that Jews and other countries were the cause of all Germany's troubles. Jewish property was confiscated and Jews sent to concentration camps.

In 1939 the Germans invaded Poland and the world was thrown into a global war for the second time in 20 years. In the east, Japan invaded China and the East Indies. Let's see how the outcome of the war changes the world.

.....

Hand out the information sheets (1945-1975) and give groups time to prepare a scenario. (Note: Europe and North America also receive *Loan Agreement* sheets.)

Before calling for presentations explain:

It is now 1945 and the Second World War is over. Much of Europe and parts of Asia are in ruins after years of fighting.

.....

Take back 10 pieces of fruit/veg from Europe and 2 from East Asia.

.....

The United States has once again escaped the destruction. It is now by far the world's biggest and strongest economy. New York has become the world's financial capital.

The victorious allies create the United Nations to try and avoid future wars. They also establish better control on their economies to avoid future economic depressions.

The experience of depression and war has undermined the old liberal faith in the Free Market and Free Trade. Governments shelter their national industries with tariff protection. They regulate the activities of corporations.

When the economy slows down, governments spend more money to stimulate activity. When the economy heats up, causing inflation, they raise interest rates to make borrowing more expensive and cool things down. These new interventionist policies are inspired by an economist named John Maynard Keynes.

Under pressure from the labour movement, governments establish social welfare systems to protect people from the results of economic downturns. Progressive taxation systems are created to pay for such services. This social safety net makes workers more confident to fight for their rights.

Many corporate leaders and bankers are far from happy with such “interference” with the market. But their fear of social unrest and the threat of Communism convince them to accept this new arrangement, at least in the developed countries.

The defeat of the Nazis has completely discredited the ideas of racial superiority used by the Europeans to justify their control of Africa, Asia and the Caribbean. Most of the former European colonies win the fight to regain their independence. But most of these countries are poor and underdeveloped after years of colonialism.

The war has also resulted in the emergence of the “Socialist Bloc” countries in Eastern Europe. They claim their centrally planned economies are an alternative to capitalism. They feel they can avoid the problems of boom and bust, inflation and depression, unemployment and poverty that led to the war.

The Cold War begins as “the West” dominated by the United States pushes “free enterprise.” “The East” dominated by the USSR proposes that socialism and a planned economy is the road to development.

These two blocs compete for influence in the newly independent developing world. Sometimes this competition leads to open fighting as in Korea and Vietnam.

.....

Ask groups to present their scenarios in the following order:

1. North America
2. IMF/World Bank (*give this group 10 pieces of fruit/veg for their basket*)
3. East Asia
4. Middle East (*give this group 5 pieces of fruit/veg for their basket*)

5. Europe
6. South Asia
7. Africa
8. Central and South America

COORDINATOR 1975

EXPLAIN:

By the mid 70s huge US military spending in the Vietnam War causes spiraling inflation in the US. In 1973 there is another war between Israel and its Arab neighbours, and the Arab oil-producing countries cut off oil to industrial countries supporting Israel. This causes a jump in the price of oil and more inflation.

US industry is also facing stiff competition from Asian and European manufacturers and can't sell as much. So the American economy begins to experience both inflation and stagnation at the same time.

The traditional Keynesian economists who have managed the US economy since the Second World War don't know what to do. If they slow down the economy to control inflation they make the stagnation worse. If they speed up the economy to end the stagnation they make the inflation worse. In the meantime, profits are falling and savings are being eaten up by inflation.

The big corporations feel the only way they can increase their profits is by cutting their taxes, getting rid of regulations and controls and cutting back on the social safety net so people are forced to work for less. This will shift wealth away from working people and toward corporate profits. Without social security, working people will be less likely to risk fighting back.

Corporations begin to look at the "economic miracle" in Chile as a solution. The Chicago School's version of radical free market economics now seems very attractive.

.....

Hand out the information sheets and give groups time to prepare a scenario.

Ask groups to present their scenarios in the following order (*the IMF/World Bank group will participate in the Central and South America and Africa group presentations*):

1. North America
2. Central and South America (*give 5 more pieces of fruit/veg*)
3. Africa
4. Middle East
5. East Asia (*give 5 more pieces of fruit/veg*)
6. South Asia
7. Europe

COORDINATOR 1990-PRESENT

EXPLAIN:

The collapse of the socialist bloc has left the United States as the world's superpower.

Corporations around the world are now producing so much stuff that it is harder to find markets to sell it all. It is also harder to obtain enough raw materials and energy to sustain all this production. But in order to stay profitable, corporations have to keep growing. Multinationals push governments for Free Trade and an end to regulations to open world markets to their products and investments.

.....

Ask for two reps from North America, Europe, East Asia, and South Asia to come to the centre of the room and hold hands. Introduce them as the Transnational Corporations.

Lead them in a chant: "Growth, Growth, Growth! Buy, Buy, Buy! Sell, Sell, Sell! More, More, More! Freeee Trade!"

.....

The largest multinational and transnational corporations are now richer and more powerful than many countries. They can demand lower taxes and other concessions. If they don't get what they want in one country, they can close down and move operations somewhere else. With Free Trade, their products will still be available everywhere.

The new mobility and power of the corporations are made easier by deregulation and improvements in technology, transportation and communications. Billions of dollars can be transferred from one part of the world to another at the click of a mouse. \$1.9 trillion a day can change hands in currency speculation. Banks make profits by buying currencies which they hope will rise in value, and selling others they expect will decline. None of this profit is made by producing real goods and services for real people. Financial speculation has once again become more profitable than productive investment.

In order to keep growing, corporations also set their sights on taking over large publicly-owned institutions like education, municipal services, and in Canada, health care. They demand privatization to turn public services into services they can deliver for profit.

The waste from all this frantic production, consumption and transportation of goods is destroying the world's environment. Climate change becomes more and more severe.

How is this going to affect the lives of working people?

.....

Hand out the info sheets. Ask groups to present their scenarios in the following order (*the IMF/WB will participate with Europe and East Asia*):

1. Europe
2. North America
3. East Asia
4. South Asia
5. Africa
6. Middle East (give 5 more pieces of fruit/veg)
7. Central and South America

This is the end of HOG. It is time for the final debrief. Ask participants to move their chairs to form a large circle.

COORDINATOR Final debriefing questions

In what ways are the forces of colonialism and imperialism continuing today? What's different and what's the same?

In what ways have corporations/capital changed the way they operate? In what ways is it the same?

How has the role of the state changed or not changed? (in terms of its role in the economy, social programs, war/military)

How did this lead to the economic crisis of 2008?

How has the response of labour and popular movements changed or not changed, in light of these developments? In the Global North, the Global South? How can we use the tools of globalization to better fight back?

Thinking about what we've discovered today, do people have some final thoughts to share about our ongoing efforts to shape a better future – in Canada and globally?

Thank folks for their participation. Refer to any available handouts.

Instructions for Facilitators

Rationale

This exercise was developed through the Labour Education Centre for use with union members and community activists. Its aim is to acquaint participants with some of the key developments in the history of economic globalization, the development of global inequality and its impact on working people. It also deals with some of the ideas that this globalization process has generated, such as racism, and the economic theories that have shaped its development.

How HOG is Played

Participants are divided into seven groups representing different geographical areas. Each group works on the corresponding area of a large map of the world drawn on the floor with masking tape.

As the game progresses they are given information sheets that describe events in their region at different historical periods. Each group plans and makes a short two minute presentation that demonstrates those developments to the full group. Presentations can be skits or tableaux, telling a story from a particular point of view or whatever creative form participants devise.

Each group has two baskets and fruit/vegetables that represent its regional wealth. This wealth will be shifted from group to group and accumulated in different areas as the game goes on. The second basket is used within the group to show the distribution of wealth between classes within the region. One basket is for elites and the other for ordinary people.

The exercise is led by a coordinator who moves participants chronologically through the different historical periods. The coordinator gives instructions and overview explanations of each historical period. The coordinator may question groups as they make their presentations to draw out important information.

Playing HOG is an introduction to economic history. Because it is necessarily very schematic, lots of events that may be of importance to participants are missing from the information sheets. Participants should be encouraged to enrich their scenarios by drawing on their own knowledge and experiences.

They should be creative and have fun. People learn more when they are enjoying themselves. On the other hand, scenarios need to be short and emphasize main points. You don't need to portray everything on the information sheet.

Role of Facilitators

You will be assigned to a particular geographic area and given a set of the information sheets your group will work from during the game. Please read the information sheets before the game begins to orient yourself to what will be expected of your group. Other participants will not see the information sheets until they are distributed by the coordinator during the game. The short glossary at the end of these instructions may be helpful during the group discussions.

Your role will be to help your group quickly prepare a presentation – a tableau or scenario – to illustrate the main points of events in your part of the world as described by the information sheet. You will have a maximum of 5 minutes to do this so you have to work fast.

Don't worry if the final product is not polished. It doesn't have to be perfect. Please encourage your group to act out its scenario in an interesting and creative way. **You may want to have someone explain the action but try to avoid having people read out the information sheets.** That quickly becomes boring.

When your group first gets together:

- Ask each group member to introduce him or herself.
- What do they already know about the region they are portraying?
- Ensure you have enough chairs for everyone to sit while planning presentations and watching the presentations of other groups.

When your group receives its information sheet:

- Read or have one of the participants read it out to the group.
- Make sure everyone understands the information and what is required of them.
- Brainstorm ideas on how to present the information.
- Help people choose roles and prepare their presentation. You may want to encourage participants to keep a role over time, for example the ruler/king role.
- Facilitate the presentation when called upon by the coordinator.
- Remember: don't just read out the info sheets when explaining your presentation.

The coordinator will call for groups to present their scenarios in a predetermined order. When other groups are presenting, please keep your group members quiet and attentive. This is their only opportunity to understand what is happening in parts of the world other than their own. If people can see from a sitting position, encourage them to sit so that those farther back can see.

Have fun.

Glossary

Chicago School

The economic policy of neo-liberalism. The name refers to a group of economists from the University of Chicago. They advocate radical Free Market economic policy that demands the end of any interference in the market.

Neo-colonialism

Neo means new. Although former colonies won independence, most of the countries were forced into economic dependence through the power of international banks and multinational corporations.

Neo-liberalism

Neo means new. *Liberalism* means the approach that allows private markets and corporations to do what they want, with little or no limiting interference from government. Neo-liberalism is a set of ideas to justify corporate globalization.

Petro-dollars

US dollars earned by Middle Eastern countries from the sale of oil.

Structural Adjustment Programs (SAPs)

Part of Chicago School, neo-liberal economics. A required condition for loans from the International Monetary Fund. The IMF demands that countries must agree to Structural Adjustment Programs that:

- Cut food subsidies and social services
- Lower or eliminate tariffs that protect local industries (which lets the multinationals buy them out)
- Sell off and privatize national industries like water and phone services
- Devalue their currency (which allows the multinationals to buy local industries more cheaply)

INFORMATION SHEET

CENTRAL AND SOUTH AMERICA 1490

There are two great empires in this area: the **Inca in Peru** and the **Aztecs in Mexico**.

The **Inca Empire** is based on farmers who produce a variety of crops including potatoes, corn and wool. Women work the land and are also expert weavers and healers but men dominate the imperial court.

The emperor, the Inca, is considered a god. With his army he ensures that farmers pay a portion of their crops as tribute to local rulers. These rulers take their cut and then pass on wealth to the capital in Cuzco.

The empire is united by a system of highways that facilitate trade, and a national language, Quechua. Artisans are expert at producing gold and silver articles.

The **Aztec Empire** in Mexico also has a god/king who demands tribute from farmers who grow corn, beans, and a variety of fruits and vegetables. Here women specialize in weaving, healing and commerce. Men are warriors and farmers.

The Aztecs have built huge pyramids for their religious rituals. Traders venture north into the Mississippi valley and south to Central America.

In both of these empires there are regular markets held in different towns where farmers can trade their produce for goods from other areas.

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Presentation

Prepare a scenario showing your two great empires, their class structure and the major trade routes.

Distribute your fruit/veg among your players to demonstrate distribution of wealth in your region.

INFORMATION SHEET

NORTH AMERICA 1490

Although there are no great empires in North America there are many different societies.

Beans, squash and corn are the main crops. In the south, huge mounds are constructed for religious rituals. Although weaker groups pay tribute to stronger ones, they have not developed a class structure as defined as their neighbours in Central America with whom they trade.

Farther north, groups mix agriculture with hunting and gathering. These groups are more egalitarian and women often play important leadership roles. There are also well-developed trade routes between these groups.

On the west coast, other more stratified nations live off the rich bounty of the sea. They use the abundant wood of the coast to build huge lodge houses and totem poles. Status in these societies often depends on how much someone has to give away at potlatch ceremonies, which tend to redistribute wealth.

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Presentation

Prepare a scenario showing societies in your area, their class structures and trading patterns.

Distribute your fruit/veg among your players to demonstrate distribution of wealth in your region.

INFORMATION SHEET

AFRICA 1490

Much of North Africa is now Muslim. Ethiopia remains a strong Christian kingdom in the East. To the South, traditional African religions predominate.

Kingdoms such as Mali, Songhay and the Hausa States south of the Sahara control the trade of West African gold north to Europe, making cities like Timbuktu fabulously rich.

Along the east coast there are a string of city states; Mogadishu, Malinde, and Zanzibar which trade gold and ivory for spices, cloth and porcelain from India and China.

The basis of the African economy is agriculture. Across the continent people grow crops appropriate to their region: bananas, rice, millet, or raise cattle. Farmers are taxed by local rulers and kings.

In the countryside women do as much of the same farm labour as men, but in the towns and the royal courts women are often considered male property.

Presentation

Prepare a scenario showing the class structure and the trade routes of Africa.

Distribute your fruit/veg among your participants to demonstrate distribution of wealth in your region.

INFORMATION SHEET

EUROPE 1490

Europe is divided into many small states and central power is weak, even in the larger states such as Spain, France, Poland and Russia.

The European economy is still mainly agricultural and feudal. The peasants work the land and pay a portion of what they produce as taxes to their local nobles who have their own armies. The nobles in turn pay tribute to the king. In the countryside women do as much of the same farm labour as men, but in the towns and the royal courts women are often considered male property.

Along the Mediterranean coast, rich trading cities such as Barcelona, Genoa and Venice have grown up. Many of these cities are independent, and are controlled by groups of prosperous merchants. They trade with Africa, the Middle East and northern Europe. They pay for goods from the east with silver mined in Europe and gold from Africa.

Presentation

Prepare a scenario showing the class structure and major trade routes in Europe.

Distribute your fruit/veg among your participants to demonstrate distribution of wealth in your region.

INFORMATION SHEET

MIDDLE EAST 1490

The Ottoman Empire stretches across Turkey and Eastern Europe, and is extending itself into what is today Palestine, Israel, Iraq, Saudi Arabia and North Africa.

The Ottoman ruler, the Sultan, is considered the defender of the Islamic faith and leader of the Muslim world. He controls a large army of slaves called Janissaries who, after they finish their service, can retire and become free Muslims. The Ottoman navy controls the eastern Mediterranean. The empire is officially Muslim but is tolerant of other religions and includes large populations of Christians and Jews.

Peasant farmers who work the land make up the majority of the population. They pay taxes to local governors who take a cut and pass the rest on to the Sultan. In the countryside women do as much of the same farm labour as men, but in the towns and the royal courts women are often considered male property.

The Empire controls Europe's access to the East. Arab and other Middle Eastern traders regularly travel to India and China and down the East African coast. The Ottoman Empire collects taxes from any traders who cross its territory.

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Presentation

Prepare a scenario showing the class structure of the Ottoman Empire.

Distribute your fruit/veg among your participants to demonstrate distribution of wealth in your region.

INFORMATION SHEET

SOUTH ASIA 1490

Many small states occupy what are today India, Pakistan, Bangladesh and Sri Lanka. Most of the states in the north have Muslim rulers while those farther south are Hindu. These states are often at war with each other.

Although Muslim rulers officially disapprove of the caste system, across the subcontinent most people – both Muslim and Hindu – are organized into caste groups. The dominant castes, the Brahmins or priests, and the Kshatriya or warriors control most of the land. The peasants who work the land pay taxes to local rulers who are in turn responsible for their well-being in hard times. The “untouchable” caste, who generally have no rights to land, work as labourers and in “unclean” professions. In the countryside women do as much of the same farm labour as men, but in the towns and the royal courts they are often considered male property.

Merchants carry Indian spices, cloth and precious stones to the Middle East, Africa, Europe and China.

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Presentation

Prepare a scenario showing the class and caste structure of India and the major trade routes.

Distribute your fruit/veg among your participants to demonstrate distribution of wealth in your region.

INFORMATION SHEET

EAST ASIA 1490

The Ming dynasty has finally repaired much of the damage caused during the Mongol invasions. The Great Wall has been strengthened, irrigation and drainage systems have been rebuilt, reforestation projects started and a new canal system dug.

There is a strong central government in Beijing headed by the emperor. Bureaucratic positions are won through a series of examinations but in practice only the sons of the large landowners or gentry are in a position to try the exams.

The landowners control the lives of peasant farmers who grow rice in the south and wheat in the north and pay a portion of their crops as taxes. In the countryside women do as much of the same farm labour as men, but in the towns and the royal courts women are often considered male property.

Chinese merchants trade ceramics and silk with Indian and Middle Eastern traders who carry Chinese goods along the coasts as far as India and Africa. Other traders arrive along the northern caravan routes, which lead to the Middle East and finally Europe.

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Presentation

Prepare a scenario showing the class structure of China and the major trade routes.

Distribute your fruit/veg among your participants to demonstrate distribution of wealth in your region.

INFORMATION SHEET

CENTRAL AND SOUTH AMERICA 1500-1800

European diseases and mistreatment of the Aboriginal population have wiped out 80% of the original population of America by 1600. As many as 30 million people have died.

In parts of the Caribbean, the entire original population has been eliminated. Thousands of tons of gold and silver have been seized and sent off to Europe. The new European rulers have taken over most of the best land but need cheap labour to work their new plantations and dig more silver and gold from their mines.

First the European rulers try enslaving the Aboriginal population but millions die and others resist.

Finally more and more of these people become Christian. European law says Christians cannot be enslaved.

By the early 1500s, the European rulers are desperate for cheap labour.

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Presentation

Prepare a scenario showing why labour was a problem for the new European rulers.

When you are presenting, a representative from Europe will come and demand some fruit/veg. Give whatever they demand.

INFORMATION SHEET

NORTH AMERICA 1500-1800

By the late 1600s Europeans have colonized much of the American east coast.

To the north, in 1759, the British defeat the French in order to seize control of the fur trade. As beavers are killed off in the east, two companies, the Hudson's Bay Company and its new rival, the North West Company, race to control the trade in the less hunted lands farther west.

The companies provide food, guns, ammunition, traps and alcohol to different Native nations to encourage them to give up their subsistence way of life and to work trapping furs for export. This produces conflicts between different Native peoples as they compete over the best trapping areas.

In 1776, the British colonies in America are tired of the Mercantile system which requires them to only trade with Britain and pay British taxes. Most white Americans are farmers. They want to be able to sell their products to whoever gives them the best price. They rebel and form the United States of America.

Although the constitution of the new republic declares that, "all men are created equal" the economy of the southern states is based on the labour of African slaves who produce crops for export. To justify this, theories are promoted that Africans are inferior to whites and only good for heavy labour. Racism is emerging as a commonly held belief among the white population.

The US continues to expand westward, driving out Native peoples and justifying this with the idea that "savages" must make way for the superior white race.

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Presentation

Prepare a scenario showing:

- the effects of the fur trade on Native peoples in the north
- the American revolution and the emergence of the USA
- the rise of racist ideas

A representative from Britain will come to ask for a piece of fruit/veg during your presentation. First give them what they want and then show how the American Revolution puts an end to that.

INFORMATION SHEET

AFRICA 1500-1800

English, French, Dutch and Portuguese traders have arrived on the West African coasts and established trading posts. At first they are interested in ivory and gold, but more and more they want human beings who they take away in boats to lands across the sea.

Hundreds of thousands of people are shipped to America every year. Many die from terrible conditions on the slave boats before arriving.

One of the main things Europeans trade for slaves is guns. This changes the balance of power in West Africa. New kingdoms like Asante, Dahomey and Benin grow up. They use the European weapons to conquer their neighbours and acquire slaves to trade with the Europeans.

Dom Alfonso, the King of the Congo, converts to Christianity and calls on the Portuguese to stop the slave trade in his country. The Portuguese refuse and the kingdom is eventually destroyed.

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Presentation

Prepare a scenario showing the effects of the slave trade on West Africa.

At the end of your presentation, someone from Europe will come and take two of your participants and their fruit/veg to North and South America for the rest of the game.

INFORMATION SHEET

EUROPE 1500-1800

The conquest of the Americas has changed Europe. Crops like potatoes from the new world become a new cheap food staple, allowing the European population to expand.

The merchants who control trade with America and the East have become rich and powerful in England, France, the Netherlands and Spain. They ally with the kings to take power from the old class of feudal nobles and create new and powerful centralized states. These new states establish the first corporations to handle international trade.

The Dutch East India Company is given a monopoly by the Dutch state to trade with the East Indies. The company has its own armies and soon takes over Indonesia.

The British East India Company is given a monopoly by Queen Elizabeth to control trade with India. The company also has its own armies and begins to take control of one Indian state at a time.

The Hudson's Bay Company is given control of most of northern Canada and becomes the world's biggest landowner. The Native population must sell their furs to the Bay.

The Atlantic becomes one of the most profitable areas of trade. European boats take cloth, manufactured goods and guns to Africa to trade for slaves. They take the slaves to their colonies in America to trade for tobacco, sugar and cotton which they then take back to sell in Europe in order to buy new cargos to send to Africa.

Each European country wants to control trade with its own colonies and keep out competitors so that profits remain in the "mother country." This is called the **Mercantile System**. Wealth pours into Europe from around the world.

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Presentation

Prepare a scenario showing the power of the merchants and their corporations, and the triangular trade. Show the new wealth (fruit/veg) you have taken from the Americas and how it is distributed.

- When South America presents, send an official to demand fruit/veg.

- When Africa presents, send some group members to take two of their players to the Americas as slaves.
- When South Asia presents, send a member of the British East India Company to demand fruit and veg.
- When East Asia presents send a trader. You must pay two pieces of fruit/veg for every one of theirs.
- When North America presents, send an official to demand fruit and veg. North America will soon refuse to pay.

INFORMATION SHEET

MIDDLE EAST 1500-1800

The Ottoman Empire begins to lose its European territories after the Sultan's armies fail to take Vienna in 1683. The Austrians take away territory in the Balkans. The Russians move down to the Black Sea. In 1798 the French even take over the Ottoman province of Egypt.

Although the Sultan's navy is still strong in the Eastern Mediterranean, the empire is becoming weaker because it no longer controls the trade between Europe and the East. European traders and their armies now go around Africa or across the Pacific to get to India and China. The Ottomans are also shut out of the developing trade with America.

For the peasants, life has changed little. They continue to farm and pay their taxes to the local tax collectors who take their cut and pass on the rest to the Sultan.



Presentation

Prepare a scenario showing the Ottomans facing pressure from Europe and the decline in their strategic location between the east and the west.

INFORMATION SHEET

SOUTH ASIA 1500-1800

The British East India Company has become the ruler of large parts of India: Bengal in the East, Bombay in the West and Madras in the South.

The Mughal Empire, which united much of the interior of the country in the 1500s, is facing unrest. The British learn to take advantage of this. They finance local rebellions or give them military support. When these new states break away from the Mughals they end up being controlled by the British East India Company. The Company collects taxes and runs their administrations and armies. A new class of Indian civil servant emerges to serve the Company.

The Company reorganizes agriculture away from producing subsistence food crops to growing commodities such as cotton, rice or opium for export.

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Presentation

Prepare a scenario showing Company rule in India.

The East India Company representative sent from Europe will take one piece of your fruit/veg to Europe.

INFORMATION SHEET

EAST ASIA 1500-1800

A new dynasty, the Manchu, overthrows the Ming, and re-establishes imperial control over trade. Foreigners are only allowed access to Chinese goods through Canton.

Most Chinese continue to live in the countryside and grow their own food. There is increasing tea production and manufacturing of silk, porcelain and medicines for export.

The problem for the Europeans is that China doesn't want or need European goods. It demands silver in payment for these exports. The emperor writes to England's King, George III in 1793: "There is nothing we lack... nor do we need any more of your country's manufactures."

This is a big drain on European treasuries who base their wealth on their supply of silver and gold. They must ship their silver to China to pay for Chinese goods and have nothing to trade to get it back.

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Presentation

Prepare a scenario showing China's attitude toward foreign trade. Read out the Emperor's statement.

When the European traders arrive, demand two pieces of their fruit/veg for every one of yours.

INFORMATION SHEET

CENTRAL AND SOUTH AMERICA 1800-1880

It is the slaves of America that produce cheap cotton, tobacco and sugar for the European market. In 1801 the slaves of Haiti will take no more humiliation and exploitation. Led by Toussant L'Ouverture, they revolt, burn the plantations, drive out the French plantation owners and abolish slavery. The French army invades Haiti but is defeated after four years. Haiti becomes an independent republic.

The revolution terrifies slave owners across America. The British government realizes it is no longer feasible to try to control their Caribbean colonies with huge populations of increasingly rebellious slaves. Britain gives in to the demands of the Abolitionist movement and abolishes the slave trade in 1807 and slavery itself in 1833. The ex-slaves now become wage labourers.

In the Spanish colonies, independence movements led by Simon Bolivar throw the Spanish out. By 1850 slavery is abolished everywhere except in Brazil.

But the newly independent Latin American countries do not change their social structure. A rich elite of European descent controls most of the land.

The majority of the population, whether of Aboriginal or African descent work the land and the mines. They produce goods for export to Europe and North America. Working and living conditions are not much better than slavery.

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Presentation

Prepare a scenario showing:

- the triumph of the Haitian revolution
- independence of the South American colonies
- continuing inequality

INFORMATION SHEET

NORTH AMERICA 1800-1880

The United States is no longer a country dominated by small farmers and small business. A new class of industrialists has grown up in the north, taking advantage of the abundant resources of the continent. They make huge profits with mega-projects like the construction of railroads and canals.

But unlike their British counterparts, these industrialists don't believe in Free Trade. They know they need high tariffs to protect their new industries from the competition of more developed British industries.

The Southern slave states however are not industrialized. They want lower tariffs so they can buy cheap manufactured goods from Europe.

The dispute between the US North and South finally leads to war. The South is defeated despite support from the British, and slavery is abolished in the US.

After the war however, the victorious North does little to protect the freed slaves. The former slave owners soon reassert their power by encouraging a wave of anti-Black terror led by the Ku Klux Klan. Laws are passed restricting the civil rights of Blacks. In the North, racism also becomes worse as freed slaves moving north to escape the terror in the South, compete with white workers for jobs.

Massive immigration is encouraged from Europe to provide cheap labour for the new factories. The United States emerges as an industrial power.

Attempts to organize unions to improve wages and working conditions are made more difficult by divisions between workers of different countries, cultures and colours. Union organizing is also often met with brutal police repression on behalf of the factory owners.

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Presentation

Prepare a scenario showing the causes of the American Civil War and its results.

One or more European players will move to your area for the rest of the game.

INFORMATION SHEET

AFRICA 1800-1880

The British abolition of the slave trade in 1807 does not stop the trade immediately but it slowly grinds to a halt. Since many of the West African states had become dependent on the export of slaves, their economies collapse. Other areas have been weakened through population loss.

The Europeans take advantage of this situation to establish a stronger presence along the African coast. The British take over the Gold Coast, today's Ghana, and replace the Dutch in South Africa.

The Portuguese move into Angola and Mozambique. The Belgians move into the Congo. In the north, the French invade Algeria.

The Europeans excuse their invasions by saying that Africans are backward, racially inferior and that they need European help to prevent barbaric customs and to become modern and civilized. In fact the Europeans want access to Africa's rich resources.

Only in the African interior do strong independent African states like Sokoto, Ethiopia and Buganda continue to thrive.

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Presentation

Prepare a scenario showing Africa at the end of the slave trade.

Give two pieces of your fruit/veg to the Europeans to take back to the European basket.

INFORMATION SHEET

EUROPE 1800-1880

The first country to industrialize is England. The English invest profits from the slave trade and American sugar and cotton plantations in new machines. They can make cloth much faster than by the old hand-loom methods. British cloth can therefore undersell its competition all over the world.

But workers are needed to work in the new factories.

Already much of the communal grazing land has been privatized and is now owned by large landowners. In 1834, laws that made village governments responsible for welfare are abolished. This forces poor underemployed agricultural labourers to leave the countryside and look for work in the cities. They become the new industrial working class.

In 1846, tariffs on grain imports are abolished, making imported grains cheaper. Cheaper bread in the cities means the wages of the new factory workers can stay low. It also puts more English farmers out of business since they can't compete with imported grain. They too migrate to the cities looking for work and swell the ranks of the new working class.

The new English industrialists feel they have found the solution for economic prosperity – “Free Trade” or “Liberalism.”

They call on governments to stop “interfering” in the economy with tariffs and rules and taxes. They trumpet the ideas of Adam Smith: that left alone, “the invisible hand of the market” will produce the best possible economy for everybody. It is a self-serving philosophy. The English industrialists’ new factories now produce things cheaper than anyone else. If all countries abolished tariffs, the English would be able to undersell their competition everywhere.

Workers organize to demand better wages and working conditions. The industrialists argue that this is interference in the labour market. They demand the government send in the army to protect “freedom.”

In 1848 Karl Marx publishes “The Communist Manifesto” arguing that workers must overthrow the capitalist class and run society themselves.



Presentation

Have group members play the roles and describe these developments from the point of view of:

- 1) an English industrialist
- 2) a young woman who works in his cotton mill.

Have your industrialist explain the glories of free trade while showing off the European basket of fruit/veg.

- When the Middle East presents, send an army to take over the Suez Canal. Take some fruit/veg back home to Europe.
- When South Asia presents, send someone to read a quote from the British finance minister and take some fruit/veg.
- When East Asia presents, send an army to open China to the opium trade.
- When Africa presents, send an army to take some fruit/veg.
- Send one or more of your members to North America to help with their presentations. They will stay there for the rest of the game.

INFORMATION SHEET

MIDDLE EAST 1800-1880

The Ottoman Empire – which once extended throughout the Middle East into Eastern Europe and across North Africa – is now in serious decline. The European powers encourage separatist movements in Greece and the Balkans. The British take over the port of Aden on the Arabian coast. The French occupy Algeria and Tunisia.

Egypt is independent in all but name. They begin to grow cotton for the European market when US cotton is cut off during the American civil war. This creates a new class of big landowners in Egypt.

The country's rulers join with French financiers to begin building the Suez Canal which is finished in 1869, almost bankrupting the country in the process. Britain then steps in to buy out the Egyptian shares. A few years later Britain occupies the whole country to protect its investments and gain complete control of the canal.

The canal is especially important to the British since it cuts travel time to India in half. India has become an important market for British steel and a source of cheap grain.

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Presentation

Prepare a scenario showing the forces pulling apart the Ottoman Empire.

The Europeans will send an army to take control of the Suez Canal.
Give them two pieces of your fruit/veg to take back to the European basket.

INFORMATION SHEET

SOUTH ASIA 1800-1880

There is a rebellion against the East India Company in 1857. The British government takes over direct control, making India a part of their empire.

With the opening of the Suez Canal it is faster and cheaper to transport the machine-made cloth from British textile factories to India. Huge amounts of British factory-made cloth are dumped on the Indian market, destroying the traditional Indian textile industry. Thousands of Indians are thrown out of work and have to try to return to the countryside to make a living as farmers.

The British colonizers also see India as an important market for British steel and use it to build a railroad system. Indian taxes pay for these massive construction projects. The new railroads are used to ship Indian grain out of the country to England where it can be sold for higher prices.

In 1876 the monsoon rains fail in Western India and crops wither in the fields. The price of grain skyrockets. Poorer Indians can't afford to buy food and begin to starve. The British Viceroy of India, Lord Lytton believes that it is wrong to interfere with the market. Britain refuses to control the price of grain or provide food relief.

The British Finance Minister tells the House of Commons:

“Every benevolent attempt made to mitigate the effects of famine and defective sanitation serves but to enhance the evils resulting from overpopulation.”

Grain merchants export a record amount of Indian wheat to Europe as 10 million Indians starve to death.

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Presentation

Prepare a scenario showing the effect of free trade on the Indian textile industry, the building of the railroads, and the famine.

A representative from Europe will come to read the quote from the British Finance Minister. Give him/her two pieces of your fruit/veg to take back to the European basket.

INFORMATION SHEET

EAST ASIA 1800-1880

The British have found a solution to their trade problem with China (which didn't want British manufactured goods, and demanded silver in exchange for its silks, porcelains and tea).

The British Parliament gives the East India Company a monopoly on the production and sale of opium. By 1820 the Company is selling 900 tons of opium to China every year. The Chinese must pay for the opium with silver. Silver starts to flow back into the British treasury.

Opium is illegal in China and the Emperor tries to stop the trade. In 1839 he closes the port of Canton to English ships bringing opium.

For the British, this is an attack on Free Trade. The British navy bombards and invades Canton. The Chinese army is no match for modern British battleships and the emperor is forced to sign a treaty giving Britain Hong Kong and access to China.

In 1856 Chinese officials once again stop a British boat smuggling opium. The British invade again and force another unequal treaty on China. They are given control over parts of the coast, the importation of opium is legalized, and the Chinese government must pay an "indemnity" to the British government.

Soon France, Germany and the US force the Chinese to sign similar treaties.

China is humiliated. One in every 10 Chinese becomes addicted to opium.

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Presentation

Prepare a scenario showing the opium wars and their results.

The Europeans will send an army to ensure there is no interference in the opium trade. Give them two pieces of your fruit/veg to take back to the European basket.

INFORMATION SHEET

CENTRAL AND SOUTH AMERICA 1880-1914

The large landowners of Latin America benefit from the huge demand for raw materials from the United States and the industrialized countries in Europe. Every corner of Latin America is being drawn into the global market.

By 1914 this part of the world is producing 18% of the world's grain, 38% of its sugar and 62% of its coffee, cocoa and tea.

The US and European powers invest heavily in plantation agriculture and mines. They build railroads and ports to ship products out of the region. Most of this development only benefits small local elites and much of the population is poorer than ever.

Native people lose their traditional lands to expanding agriculture for export. Labourers on the plantations or in the mines are often brutally suppressed by the police and army if they try to organize for better wages and working conditions. In the face of popular discontent, the elites often turn to military strong-men or "caudillos" to maintain the status quo.

The US has now taken over from Europe to dominate much of this region. If the investments of the big American companies appear to be threatened, the US army intervenes directly. Cuba, Panama, the Dominican Republic, Honduras, Nicaragua and Haiti are all invaded by the US during this period. When the Panama Canal opens in 1914, it belongs to the US, not to Panama.

Presentation

In your presentation, have group members take on the following roles and describe these events from their point of view:

- the owner of a large Colombian coffee plantation
- an agricultural labourer who works for him. The labourer's younger brother went to the coast last year to work on a US-owned banana plantation but there was a strike and the army moved in. You haven't heard from him since.

North America will send an army to protect US interests. Give them two pieces of your fruit/veg to take back to their basket.

INFORMATION SHEET

NORTH AMERICA 1880-1914

In Canada the first railway across the country is completed. It is financed by the big British banks, and grants, loans and land concessions from the new Canadian government.

The railway is built by labourers arriving in Canada from around the world. Many of them die due to unsafe working conditions. It is said that there is a body of a Chinese worker under every mile of the railroad in British Columbia.

In the United States periodic economic crises wipe out many small businesses, and big businesses get bigger. By 1890, most American railways are controlled by two banking companies: Morgan, and Kuhn & Loch.

J.P. Morgan sits on the boards of 48 major companies. John D. Rockefeller sits on 37 company boards and controls much of the oil industry through Standard Oil. AT&T has a monopoly on the national telephone system. International Harvester makes 85% of all American farm machinery.

These huge monopolies have enormous political power in the US. There is great popular resentment against the monopolies and the “Robber Barons” who own them. In order to improve their image, many of the “Robber Barons” become philanthropists founding universities, libraries and foundations.

Farmers protest high rail costs for shipping their produce. The American Federation of Labor begins a movement for an 8 hour day.

In May 1886, police try to break up a peaceful Chicago rally to support the 8 hour day, and someone throws a bomb killing a policeman. The police open fire on the crowd and then arrest the rally organizers and charge them with murder. Four are hung. These events are immortalized by the labour movement as May Day, the international day for workers’ solidarity.

Waves of new immigrants arrive from Europe. They work long hours for low pay in the new factories. These immigrants, and Black migrants from the south often face racist sentiment from established American workers. Because North America has become a society dominated by Europeans, more and more white Americans come to believe that America’s prosperity is due to their racial superiority.



Presentation

In your presentation, have group members take on the following roles and describe these events from their point of view:

- A Robber Baron
- A worker in his Chicago factory.

When South America presents, send an army to protect US interests there. Bring home some of their fruit/veg.

One or more European players will move to your area for the rest of the game.

INFORMATION SHEET

AFRICA 1880-1914

The European industrial nations are hungry for Africa's resources. They jockey among themselves to win control of different areas and almost go to war on a number of occasions. Eventually, through a series of conferences and treaties, they come to an agreement on how to divide up the continent. The African countries they take over are not invited to these conferences, nor do they sign the treaties. Only Ethiopia remains independent.

England takes over Egypt, the Sudan, Kenya, Uganda, Zimbabwe, Zambia, South Africa and parts of the West African coast. Belgium takes the Congo. France gets most of the Saharan countries. Portugal gets Angola and Mozambique. Germany takes over the Cameroons, Namibia and Tanzania. Italy gets Eritrea and most of Somalia.

The European rulers build railroads and ports, often using the forced labour of Africans. With these railroads they bring out coffee, peanuts, rubber, gold, diamonds, tin and other products which they can sell on the European markets.

The European rulers often demand Africans pay different kinds of taxes in money. This forces Africans to give up traditional subsistence agriculture and produce goods that can be sold for export, so that they have money to pay taxes. Other Africans work on the European farms or mines for low wages.

More and more, Africans are being pulled into the new globalized economy and are usually much worse off than they were before.

In many places they rebel: Namibia 1904-1906, Madagascar 1898-1904, Angola 1913, Tanzania 1888-1907, Kenya 1890-1898, Sudan and Egypt 1881, Libya 1912, French West Africa 1897-1900, Ghana 1900. The rebellions are brutally put down by European armies testing out their new modern weapons.

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Presentation

Prepare a scenario showing the colonization of Africa and resistance.

The Europeans will send an army during your presentation. Give them two pieces of your fruit/veg to take back to the European basket.

INFORMATION SHEET

EUROPE 1880 -1914

The huge profits from the industrialization of Europe continue to flow into banks. The Finance Capitalists who own them are stronger than ever. There is so much money that it becomes hard to find places to profitably invest all this surplus cash.

London is the world's finance capital and the Bank of England is the richest bank in the world. It sits on huge reserves of gold and guarantees that the British pound can be exchanged for gold at any time.

Gold is used to pay for international transactions. This "gold standard" is copied by national banks in most European countries. As a result, if a country is buying more than it is selling, its gold reserves go down.

European countries like England, France, Germany and Russia produce more and more. They compete for control of markets to sell their goods, and for sources of cheap raw materials to feed their factories. This competition leads to serious tension.

The bankers want stability and peace to promote the growth of business. They urge diplomacy to settle these differences. For a long time Europe avoids war.

On the other hand, banks find it very profitable to lend money to governments to expand their armies and navies, and to arms manufacturers to produce weapons for these growing armies. Europe becomes a powderkeg, with huge armies itching for a fight.

All of this wealth does not help working people. Unions battle for better wages and working conditions.

A new socialist movement argues that it is necessary to reorganize society. They say the great industries should be publicly owned and produce what people need. There should be democratic control of where money is invested and how wealth is distributed. The socialists are very worried about the military buildup and call for peace.

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Presentation

Prepare a scenario showing the power of finance capital, the slide towards war in Europe and the new ideas of the socialist parties.

Use your fruit/veg to show the distribution of wealth.

- When Africa presents, send an army to take over and bring back fruit/veg.
- When the Middle East presents, send an agent to encourage separatist movements.
- When South Asia presents, send a governor to help with the presentation.
- When East Asia presents, send an army to put down the Boxer rebellion.
- Send one or more of your members to North America to help with their presentations. They will stay there for the rest of the game.

INFORMATION SHEET

MIDDLE EAST 1880-1914

In Turkey, a group of young army officers deposes the old Ottoman Sultan. They force his brother to establish a constitutional monarchy. The “young Turks” (as these army officers are known) want to integrate Turkey into Europe and encourage European investment.

Special concessions are given to Europeans. Traditionally some European powers had rights to protect Christian churches in the Ottoman Empire. Now however, this has been extended to exempt European citizens from Turkish law, even if they have committed crimes against Turkish citizens.

The Arab parts of the Ottoman Empire – today’s Iraq, the Gulf States, Saudi Arabia, Syria, Jordan and Palestine – are becoming increasingly fed up with Turkish rule and paying taxes to support the Empire. The British encourage these independence movements.

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Presentation

Prepare a scenario showing developments in Turkey and its new relationship with Europe. The Europeans will send an agent to encourage separatist movements in the Arab countries still part of the Empire.

Give two pieces of your fruit/veg to the Europeans to take back to the European basket.

INFORMATION SHEET

SOUTH ASIA 1880-1914

Britain originally justified its takeover of India by claiming it was going to “civilize” and “modernize” the sub-continent. They encouraged wealthier Indians to go through Western-style education and become civil servants in the British administration.

But this period is also a high point of British racism. The new Indian professional groups find themselves expected to be subservient to lesser-qualified officials sent from Britain.

In 1885 the Indian National Congress forms to argue for better integration of Indian professionals. When the Congress finds its progress blocked by British racism, more and more members begin to talk about throwing the British out and regaining India’s independence.

Meanwhile much of India’s old textile and handicraft industry has been destroyed by the importation of cheap British-made manufactured products. Indian farmers continue producing tea, coffee, rubber, wheat, sugar and cotton for the British market. A change in world prices for such commodities can mean disaster for farmers.

Droughts in 1888 and 1896 raise food prices beyond what poor Indians can pay. Once again millions starve as grain and other food products are shipped out of the country on the British built railways.

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Presentation

Prepare a scenario showing political and economic developments during this period. The Europeans will send a governor during your presentation.

Give two pieces of your fruit/veg to the Europeans to take back to the European basket.

INFORMATION SHEET

EAST ASIA 1880-1914

By 1880, all the countries south of China except for Thailand have been occupied by European powers.

The Chinese government has been forced to pay huge sums of money to England and France after losing the opium wars. The continuing sale of opium is bankrupting the Chinese treasury. The British, French, German, Japanese and Russians divide China into spheres of influence. They flood the country with their cheap cloth and manufactured goods, which destroys Chinese industry.

When drought strikes in 1898, there is no money left in the treasury for famine relief. Millions starve.

Finally the Chinese will take no more. In 1899, the “Boxer” rebellion breaks out. Foreigners and missionaries are attacked. The European powers invade to put down the rebellion and prop up the Chinese government for a while, but the Manchu dynasty has been fatally weakened. In 1912 a second rebellion forces the Emperor to abdicate and China becomes a republic.

Presentation

Prepare a scenario showing foreign interference in China and the end of the Chinese empire.

The Europeans will send an army to help put down the Boxer rebellion. Give them two pieces of your fruit/veg to take back to the European basket.

INFORMATION SHEET

CENTRAL AND SOUTH AMERICA 1919-1939

In South America the big landowners who used to sell their crops on the world market have largely been ruined by the breakdown of the world trading system during the First World War and the depression.

More and more unemployed agricultural workers drift into the cities. Their cheap labour encourages local industrial development. This development is the basis for new classes of people: industrialists, small business owners, and middle class professionals.

In Mexico and in many South American countries there is a new awareness of national identity. This is often based on romantic notions of pre-conquest Native cultures. New populist leaders emerge claiming to represent working people and the nation. They seek to reduce ties to the US and Europe. They successfully push for national development based on local internal markets.

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Presentation

Prepare a scenario showing:

1. the decline of the big landowners because of the war and depression
2. the development of local industries and
3. the rise in national identity during the period.

The coordinator will give you three pieces of fruit. Give one to the North American group when they ask.

INFORMATION SHEET

NORTH AMERICA 1919-1939

Untouched by the fighting of World War I, the United States has become the largest economy in the world. During the “Roaring Twenties” unemployment is low and business is profitable. US banks have lots of money to lend to the struggling European countries.

In 1923 and 1924, laws are passed restricting immigration to the US. Immigrants are feared as possible “communist” agitators. In 1927 two Italian immigrant activists, Sacco and Vanzetti are executed on trumped-up charges. Immigration falls from 15 million between 1899 to 1914 to 5.5 million between 1914 and 1930.

In 1928, major US banks, flush with cash, begin speculating in the stock market. This causes a rapid rise in prices. Then, when stock prices begin to drop in 1929, there is panic selling. The stock market collapses.

Banks go out of business. Millions of Americans lose their savings. Businesses go under, throwing hundreds of thousands out of work. Since there is no social security system, people are homeless and hungry. The Great Depression begins.

Presentation

Prepare a scenario showing:

1. financial speculation, and
2. the beginnings of the Great Depression.

When the depression begins, give back ten pieces of your fruit/veg to the coordinator.

When Central and South America presents, send the United Fruit Company to take a piece of the group’s fruit/veg.

INFORMATION SHEET

AFRICA 1919-1939

The African economy is now almost completely dominated by the export of agricultural commodities such as cocoa, coffee, cotton, peanuts and rubber, or minerals like copper, diamonds, gold and phosphates.

When the depression of the 1930s hits, the prices of these commodities fall. This ruins the basis of the colonial economy. Most Africans work in agriculture and as farms go bankrupt thousands of agricultural workers find themselves unemployed.

Only the South African economy does well because it exports the one commodity whose value is actually rising – gold. But this wealth does not reach ordinary South Africans. Only the increasingly wealthy white minority benefits.

In order to lower the price of their exports, colonial governments reduce taxes on exports. To make up the difference, they increase the poll taxes that each African adult must pay, just for existing. In order to pay these taxes Africans are forced to produce more cheap goods for export.

In the Congo, Mozambique and Angola, European farmers and colonial administrators often resort to forced labour to bring down the costs of their exports.

Generally across the continent, poverty increases. The only Africans unaffected are those who remain in isolated villages unconnected to the global economy.

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Presentation

Prepare a scenario showing how the depression affects Africa.

Someone will come from Europe during your presentation. Give them one piece of your fruit/veg to take back to the European basket.

INFORMATION SHEET

EUROPE 1919-1939

The European economy is a wreck after the war.

The loser, Germany, is forced to pay huge “war reparations” to England and France, further weakening what is left of the German economy. This causes enormous inflation and the savings of middle class Germans are destroyed. Factories close, millions are unemployed. A growing German Communist Party calls for revolution on the Russian model to put people back to work. A growing Nazi movement blames everything on the Jews, socialists and foreigners.

Unemployment is high across the rest of Europe and there is a great deal of unrest. Governments are afraid that their working classes will follow the example of the Soviet Union and overthrow them.

Some governments make concessions to socialist and labour demands, like the eight-hour day. Women win the right to vote. Other European countries depend on repressive right-wing governments to keep a lid on unrest.

Britain, still deep in debt from the war, can no longer afford to lend money. European countries turn to the US for loans to keep their economies afloat.

When the US stock market crashes in 1929, the American banks recall these loans and the depression spreads to Europe. To try to protect their own industries, European countries put up high tariffs and currency controls. International commerce is cut off. The first great experiment at free trade comes to a crashing halt.

The only country in Europe not affected by the Great Depression is the USSR. Its economy is not connected to the capitalist nations. It has no stock market. Investment decisions are made by the state according to a national plan. Although there is less and less political freedom, there is almost no unemployment.

The Soviet economy continues to expand as the government invests in basic infrastructure like railroads and factories. In order to finance these projects the government squeezes the peasants forcing them to provide cheap agricultural products for the growing cities.



Presentation

Divide into two groups:

- One group prepares a scenario showing the economic crisis in Europe, unemployment, inflation and the breakdown in international trade.
- The other group shows the USSR and its attempts to build a planned, socialist economy.

Because of the depression you must give back 10 pieces of your fruit/veg to the coordinator. Give 3 pieces to the USSR group.

When Africa, the Middle East, South Asia and East Asia present, send someone to take a piece of fruit/veg from their baskets.

INFORMATION SHEET

MIDDLE EAST 1919-1939

The map of the Middle East has fundamentally changed.

The Ottoman Empire is gone. Turkey has become a secular republic. Some of the Arab parts of the Empire – Iraq, Jordan and Saudi Arabia – now have formal independence but are very dependent on Britain. France controls Syria and Lebanon.

The British have taken over Palestine. In the Balfour Declaration, Britain says that they believe Palestine should become a homeland for European Jews.

The big powers have become interested in this part of the world because they realize that it is rich in oil, a commodity essential to their industrial economies. The Iranian oil fields are controlled by a British company, Anglo-Iranian Oil (later BP). British naval power is used to make sure that the company gets a good deal from the weak Iranian government. Similar deals are signed by other big oil monopolies when crude is discovered in Iraq and Saudi Arabia.

Ordinary people in these countries become more and more dissatisfied that their main resource is controlled by foreign monopolies. They are angry that much of the oil wealth goes to support the extravagant lifestyles of corrupt monarchies.

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Presentation

Prepare a scenario showing the deals made by the foreign oil companies with the newly independent monarchies and how ordinary people feel about it.

Someone will come from Europe during your presentation. Give them one piece of your fruit/veg to take back to the European basket.

INFORMATION SHEET

SOUTH ASIA 1919-1939

Hundreds of thousands of Indian soldiers have returned to India after fighting for Britain in the war. They find their British rulers still treat them as second-class citizens in their own country. As discontent grows, the colonial government passes harsh laws. British soldiers open fire on groups demanding representative government. Gandhi begins his independence campaign and calls on Indians to boycott British goods.

When the depression of 1929 begins and international trade collapses, the Indian economy is hard hit. Once self-sufficient, British rule has transformed India into an export-based economy. As international trade withers, prices fall and agricultural labourers are laid off.

Poverty and hunger grow in the countryside where most Indians still live. The peasants are forced to sell their remaining gold jewellery to pay their taxes. That produces a flow of gold back into the British treasury, which helps Britain through the depression.

This generates even more resentment against British rule. In order to try and diffuse a potential revolt the British play off India's major religious groups – Hindus, Muslims and Sikhs – against each other.

Presentation

Have a group member play the role and describe these events from the point of view of an Indian soldier:

The soldier was wounded fighting for the British in Europe in the First World War. He gets a small pension and goes back to his village. But when the depression hits he finds himself trying to support his extended family. They are getting deeper and deeper in debt just trying to pay their taxes.

Someone will come from Europe during your presentation. Give them one piece of your fruit/veg to take back to the European basket.

INFORMATION SHEET

EAST ASIA 1919-1939

China has been in a constant state of civil war since the revolution of 1912. Its central government is too weak to defend itself. Warlords control much of the interior and Western powers dominate the coasts.

In the countryside the peasants are terribly poor. The Communists are encouraging them to take over the land from the big landlords.

Japan has become the most powerful state in the region. It has resisted foreign interference and developed a strong industrial economy. Most of this economy is controlled by huge conglomerates with connections to the government.

The Japanese state takes an active role in developing industries that provide arms and equipment for the country's expanding modern army. The conglomerates and the government suppress any attempt at unionization of the new working class and wages are kept very low, making Japanese exports competitive.

Japan sees itself as a model for a strong, modern Asia in the face of European domination of much of the region. But Japan is a resource-poor island and it needs raw materials to feed its new industries. It has already occupied Korea in 1910. It now takes advantage of the weakness of its huge neighbour China and invades, taking over Manchuria in 1931.

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Presentation

Prepare a scenario showing the rise of Japan as an industrial and military power and the situation in China.

Japan should take several pieces of fruit/veg from China. Someone will come from Europe during your presentation. China must give them one piece of fruit/veg to take back to the European basket.

INFORMATION SHEET

CENTRAL AND SOUTH AMERICA 1945-1975

With the independence of most of the Caribbean islands during the 1960s, most of this region is now free of direct European control.

In 1959 a revolution in Cuba vows to promote local development free of US influence and takes over foreign-owned land and companies.

In the south, elected nationalist governments in Brazil, Chile, Argentina and Uruguay protect the growth of local industry and have achieved some success in developing industrial economies. A strong labour movement has won the establishment of social services. In some cases, standards of living are approaching those of Europe.

But much of the economy of this area is still dependent on the export of raw materials and agricultural products. As prices for such goods fall during the 1960s, there is more unrest as most of the population becomes poorer.

In Chile, in 1970, a socialist government is elected. It attempts economic reforms, redistributing land to the peasants and nationalizing key industries. The American-based multinational corporations are not happy. In 1973 the US encourages a brutal military coup, murdering the president and thousands of union and community leaders.

The new military government is advised by the "Chicago School" and imposes their radical Free Market economic policy that demands the end of any interference in the market. Unions are repressed. Public services are cut. The country is opened to international investors and flooded with cheap imports. Small businesses go under. Hundreds of thousands are thrown out of work and into deep poverty. But the profits of the big multinationals go up and they and the international bankers start talking about an "economic miracle" that has saved Chile.

In a series of military coups supported by the US this economic model soon spreads to other countries. At the same time as these military governments are crushing resistance in concentration camps and torture centres, they are lent millions of new petro-dollars by western banks. Much of this money disappears into the generals' private bank accounts.



Presentation

Prepare a scenario showing:

- Caribbean independence and general improvements in the region
- the election of a socialist government in Chile, the coup, and the imposition of “Chicago school” economics by military dictatorship (North America will send a CIA agent to help with this part)

When the international bankers come offering fruit/veg, agree to sign their Loan Agreement.

INFORMATION SHEET

NORTH AMERICA 1945-1975

In the United States in the 1950s Cold War witch-hunts are launched to root out “Communists” and “subversives” from unions, government and the arts. Fear of communism is used to justify huge military expenditures by the US armed forces. A “military-industrial complex” begins to develop.

Workers take advantage of an expanding economy to organize a stronger labor movement and win better labour laws, wages and working conditions. The civil rights movement challenges racism and employment discrimination.

Business accepts this situation since it feels that if workers have a bigger share of the pie and people of colour are integrated, they will be less likely to look towards more radical socialist alternatives.

Although the US lags behind Canada, governments in both countries give in to popular pressure and strengthen the social safety net. There are subsidies for higher education, minimum wages, employment standards, and programs like retirement pensions, unemployment insurance and public medical insurance. Civil and human rights legislation is passed to prevent discrimination. All this shifts the distribution of wealth away from corporations and towards working people.

Some corporate leaders are dissatisfied with this turn toward government controls to protect the public good, and taxes to pay for the “welfare state.” They begin to finance “think tanks” that advocate a return to a pure free-market economy without government interference.

One is the “Chicago School,” a group of economists under Milton Friedman associated with the University of Chicago. Friedman’s ideas are called “neo-liberalism” because they are much like the original 19th century British liberal ideas of Free Trade and non-interference in the market. But since the economy shaped by government intervention seems to be working well, most people dismiss the Chicago School as crackpots.

Since the US is now the world’s strongest industrial economy, its corporations can successfully compete in markets around the world. US banks lend money to poor countries to encourage development, so that they can buy goods produced by US corporations. The US also encourages the establishment of the International Monetary Fund (IMF) and World Bank (WB).

Presentation

One or two of your members should split off to form an IMF/WB group. They should remain in this character for the rest of the game. They will get a basket of fruit/veg from the coordinator. They should prepare an explanation of their role using the IMF/WB info sheet.

Designate one member as a banker. During the presentations of the groups from Central/South America, South Asia, and Africa, he or she should take some fruit to lend for development. Make sure they sign the Loan Agreement.

Remaining members prepare a scenario showing:

1. the new social safety net won by the labour movement and its allies (show how this redistributes your fruit/veg a little more evenly among your participants) and
2. how fear of communism is used to promote the new military-industrial complex.

Introduce the new IMF/WB group.

When the Central and South America group presents, send a CIA agent to help with the coup in Chile.

INFORMATION SHEET

AFRICA 1945-1975

During this period almost all of Africa regains its independence from the colonial powers weakened by World War II. In some countries the Europeans leave without a fight, entrusting their interests to small, European-educated elites. In other places there are long guerrilla struggles to drive the Europeans out.

Most of the newly independent countries want to be non-aligned. Some like Nyerere in Tanzania and Nkrumah in Ghana try to establish an African version of socialism.

Most countries establish mixed economies with government control over key industries. This control is often corrupted by multinational corporations, who bribe those in power for special deals and access to raw materials.

Many of the newly independent countries have to assume the debts run up by their former colonial masters. European bankers, flush with petro-dollars encourage them to borrow more. Often these loans end up being used to finance bigger armies that buy military equipment from western arms dealers.

Most African economies remain dependent on the export of raw materials and agricultural products. In the late 60s, prices for such products begin to fall in the world market and national incomes fall in Africa.

By the 70s many governments are borrowing money from the European banks just to pay off the interest on earlier loans. Their new dependence on European banks is often called "neo-colonialism."

In southern Africa, European settlers cling to power. In 1948 South Africa sets up the Apartheid system to maintain control over the country's African majority. After the Sharpeville massacre in 1960 the African National Congress begins armed struggle to overthrow the racist regime.

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Presentation

Have a group member play the role and describe these events from the point of view of an African government official at the end of this period:

As a student you fought for the independence of your country and you had great dreams for a bright future. Your job allows you and your family to live pretty well.

But all around you, you see growing corruption and poverty as Western banks lend money that never seems to improve the lives of the people and as foreign corporations exploit your country's resources. But the struggle against South African apartheid continues to inspire you.

When the international bankers come offering fruit/veg, your president will agree to sign their Loan Agreement.

INFORMATION SHEET

EUROPE 1945-1975

Europe is divided into two armed camps.

Western Europe has benefited from billions of dollars invested by the US and the World Bank to rebuild their economies. Most countries there have established mixed economies where governments have nationalized key industries. Unions are strong and actively influence government policy.

Fearing that people might turn towards communism, Western European governments give in to popular pressure and strengthen the social safety net. There are subsidies for higher education, legislated minimum wages and employment standards, and programs like retirement pensions, unemployment insurance and public medical insurance. This shifts the distribution of wealth away from corporations and towards working people.

Most of the economy is still in private hands and large European corporations rival those of the US. These countries embark on a process of economic unification to overcome their old rivalries and to consolidate their markets.

European banks become the major depository for “petro-dollars,” dollars earned by Middle Eastern countries from the sale of oil. Looking for somewhere to invest all this money, the bankers encourage developing countries to borrow to finance expensive development projects, and often, stronger armies that buy arms from European arms dealers.

Eastern Europe is aligned with the USSR. Its countries have centrally planned economies and governments provide education, housing, health care, cultural facilities and jobs. There is less social inequality, but in general, these countries are poorer than those in the west and there is much less political freedom.



Presentation

Prepare a scenario showing the division of Europe and the different ways that societies are organized.

Designate one of your Western members as a banker. He or she will receive petro-dollars from the Middle East when they present. He or she will then take some of the new petro-dollars to Central/South America, Africa and South Asia to invest for development during their presentations. Make sure you get these areas to sign the Loan Agreement.

INFORMATION SHEET

MIDDLE EAST 1945-1975

After the war, the rest of the Middle Eastern countries regain their independence.

The state of Israel is formed in 1948 and begins to push the original inhabitants out of Palestine. Most of the surrounding Arab states see this as an attempt by Europeans to recolonize their land. The Arabs and the Israelis go to war.

More and more of the Arab countries are fed up with their dependence on the west. Egypt, Syria and Iraq establish nationalist regimes that try to establish modern economies and remain non-aligned in the Cold War between the US and USSR. Egypt nationalizes the Suez Canal.

The area controls a large part of the world's known supplies of oil, and oil is the principal fuel that drives the industrialized economies. When the elected government of Iran attempts to get a better deal from the international petroleum companies, the US government engineers a coup in 1953. The pro-American Shah becomes the leader of Iran.

Finally, in the 1960s, oil-producing countries in this region unite to establish OPEC, the Organization of Petroleum Exporting Countries, to bargain for a better price for oil. They sell their oil for US dollars. They deposit these "petro-dollars" in European and US banks. Although elites become rich, very little of this wealth trickles down to ordinary people.

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Presentation

Prepare a scenario showing the end of colonial rule and developments in the Middle East during this period.

You will receive new fruit/veg resources from the coordinator.

Give your new "petro-dollar" fruit/veg to European bankers for safe keeping.

INFORMATION SHEET

SOUTH ASIA 1945-1975

In 1947, after a long struggle, India finally regains its independence from Britain. But the distrust between religious groups encouraged during the British administration, immediately splits the huge country between India and Pakistan.

Like many developing countries, India tries to remain neutral or non-aligned in the Cold War between the US and the USSR and accepts assistance from both sides. The government wishes to promote home-grown industrial development. It restricts the activities of foreign corporations and protects local industry. India attempts to modernize agriculture and boost food production.

Unfortunately, the tool the government has to intervene in the economy is the huge and often inefficient bureaucracy developed during the British Raj. This bureaucracy continues to expand, absorbing middle class graduates from the subsidized higher education system.

Meanwhile basic education in the countryside is often neglected and millions of people remain illiterate. Attempts to promote the interest of the poorer “castes” are often resisted by Hindu fundamentalists.

India experiences slow but steady growth but its progress is hardly fast enough to keep ahead of its rapidly expanding population. The resulting frustration leads to the growth of militant separatist movements in many regions.

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Presentation

Prepare a scenario showing the end of colonial rule and developments in the Indian subcontinent during this period.

When international bankers come offering to loan you fruit/veg, agree and sign their Loan Agreement.

INFORMATION SHEET

EAST ASIA 1945-1975

In 1949 the Chinese Communists win the civil war in China and establish the People's Republic of China. Only on the island of Taiwan off the southern coast does the American-supported Nationalist government still rule.

The Chinese close their doors to foreign corporations and after 1960 even ask fellow-communist Russian advisors to leave. They redistribute land to the peasantry and encourage local industrial development.

There are serious setbacks with economic experiments gone wrong and sometimes violent debates about the best policies to develop agriculture and industry. However, the Chinese economy experiences steady growth.

South of China, in Vietnam the communist-led National Liberation Front succeeds in defeating the French colonialists in 1954. The US, fresh from the Korean War, is afraid that it is about to lose all of southeast Asia to the communist bloc, and intervenes. Vietnam is divided in half. American troops move into the South and the Vietnam War begins.

Presentation

Prepare a scenario showing the end of colonial rule and developments in East Asia during this period.

Show the Chinese redistributing their fruit/veg among the people.

INFORMATION SHEET

INTERNATIONAL MONETARY FUND / WORLD BANK 1945-1975

The role of the International Monetary Fund (IMF) is to stabilize exchange rates and facilitate international trade. It can also make emergency loans to countries that are in difficulty because they are spending more than they are producing. It is hoped that this can avoid unrest and prevent poor countries from “going communist.”

The rich countries, specifically the US, contribute most of the IMF’s money. They control the IMF and can set conditions for these loans. The Fund is based in Washington.

The World Bank (WB) is originally established to lend money to rebuild the European economy which had been destroyed by the war. The US is afraid that if Western Europe is not rebuilt quickly the communists might take over. The Bank is based in Washington and the US President nominates its President.

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Presentation

Present your basket of resources to the group and explain your purpose.

Give 10 pieces of fruit to Western Europe and 2 to Japan in East Asia.

Loan Agreement

I hereby lend you _____ pieces of fruit/veg to help you develop your economy.

You promise to return this fruit with interest in the next time period.

Signature
For The Bank

Signature
For The Borrower

INFORMATION SHEET

SOUTH AND CENTRAL AMERICA 1975-1990

Many Latin American countries have borrowed huge sums of petro-dollars for development projects on the urging of American and European banks. In the case of Brazil and Argentina, much of this money has gone into the pockets of military dictators.

When interest rates suddenly rise because of US monetary policy, Latin American countries can no longer make payments on their debts or must borrow more money just to pay the interest on previous loans. Their debt balloons.

In 1982 Mexico announces it is so deep in debt it can no longer make payments. Bankers fear other countries are in the same situation. They cut off further loans to the region and demand immediate repayment.

In order not to go bankrupt, countries apply to the IMF for emergency loans. But the IMF is now pushing Chicago School, neo-liberal economics. It demands that in order to receive loans, countries must agree to follow Structural Adjustment Programs. They must cut food subsidies and social services, lower tariffs that protect local industries, devalue their currencies, privatize national industries and even sell off public services like the water supply.

These policies allow major transnational corporations to move in and buy floundering businesses and resources at bargain basement prices. The policies also bankrupt many small businesses and throw millions of people out of work. In many cases more than half the population finds themselves below the poverty line, even in once well-off countries like Uruguay and Argentina. Governments institute more repressive measures in the face of mass discontent.

More and more people flee from the region, immigrating to North America to find work.

Some countries like Mexico set up "Special Economic Zones" or Maquiladoras. In these areas, multinational corporations can set up factories to take advantage of the cheap labour of unemployed workers, often young women. These businesses are exempt from local labour laws, environmental regulations and taxes.

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Presentation

At the beginning of your presentation, international bankers will come and demand that you pay three pieces of fruit/veg for every one they lent you. You will have to go to the IMF/WB to borrow more money to pay them.

Prepare a scenario showing the effect of high interest rates and Structural Adjustment Programs on life in this region.

INFORMATION SHEET

NORTH AMERICA 1975-1990

In 1979, the head of the US Federal Reserve Bank decides to apply Chicago School neo-liberal policies to the US economy to try to end stagflation. He increases interest rates to control the money supply. By 1981 interest rates are 20%. Only the biggest corporations can afford to borrow money. Thousands of small farmers and businesses go under or are bought out by big corporations.

The Reagan government continues the experiment by cutting taxes. This further benefits the richest citizens and corporations. The government also cuts spending for social services, which hurts the poor. When air traffic controllers go on strike, Reagan fires everyone in the union as a warning to the labour movement to keep quiet.

Inflation decreases but unemployment and poverty increase. The gap between rich and poor widens. US corporations begin an era of record profits.

In order to give American multinationals more access to other economies and places to invest, the US government begins to aggressively promote the idea of Free Trade. The Canada US Free Trade agreement is signed in 1988.

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Presentation

Prepare a scenario showing how the shock therapy of high interest rates and tax cuts to the rich and cuts to social services ends stagflation but shifts the burden onto the poor and working people in the US and Canada.

Redistribute your fruit/veg so that the corporations get a bigger share.

At the beginning of their presentations, send your banker to South/Central America, South Asia and Africa and demand repayment of your loans. Because of the new high interest rates you now receive three pieces of fruit for every one you lent. If they claim they can't pay, call in the IMF/World Bank.

INFORMATION SHEET

AFRICA 1975-1990

African countries have been hard hit by the debt crisis as interest rates rise on their loans. The price of their agricultural products has declined on the world markets so they have less income to pay off their debts.

The poorest continent in the world, Africa now pays billions of dollars in interest to western banks every year. In 1986, the Organization of African Unity reports to the UN that many African countries devote 30 to 40% of their budgets just paying interest on their debts.

In exchange for bailing out these countries with emergency loans, the IMF imposes Structural Adjustment Programs along the lines advocated by neo-liberal Chicago School economics. There must be cuts to food subsidies and social services. Tariffs protecting local industries must be abolished. Currencies must be devalued. Public property and industries must be privatized. The economy must be opened to transnational corporations.

African workers see their jobs disappear or their wages frozen. Their unions are silenced. Access to health care and education evaporates. Land once held in common is privatized and sold to foreigners.

There are huge protests, but these are suppressed by increasingly authoritarian governments. In many places frustration enflames regional and ethnic tensions and civil wars break out.

As public health systems collapse, communities are more vulnerable to contagious diseases like HIV. Thousands of Africans try to escape the deteriorating conditions by immigrating, legally or illegally, to Europe or other parts of the world. Many drown as their small boats sink before they arrive on shore. Between 1980 and 1990, Africa loses a third of its skilled people.

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Presentation

At the beginning of your presentation, international bankers will come and demand that you pay three pieces of fruit/veg for every one they lent you. You will have to go to the IMF/WB to borrow more money to pay them.

Prepare a scenario showing how rising interest rates, the debt crisis and structural adjustment programs affect life in Africa.

INFORMATION SHEET

EUROPE 1975-1990

Western Europe has united in the European Community to form a common economic zone and common market. The European Community also works at harmonizing labour standards and social assistance levels across the union. Its long-term goal is to establish a “United States of Europe” with its own currency, the Euro, to rival the USA and the American dollar.

But neo-liberal economic policies are also being adopted. In England, the Thatcher government begins a program of privatization, the dismantling of social services and attacks on the labour movement.

As Western Europe unites and strengthens its economy, in **Eastern Europe** the Comecon countries allied with the USSR begin to experience serious difficulties. The Cold War arms race has diverted a huge amount of resources from the economy, and consumer goods are often in short supply and of poor quality.

In the absence of democratic control, the state bureaucracies that were supposed to manage the economy on behalf of the working class, have become increasingly self-serving. Many economic mega-projects, developed without public consultation, have caused serious environmental problems.

Working people are clamoring for more access to consumer goods, more cultural freedom and real democratic control of their governments. In the late 1980s the governments of Eastern Europe collapse under these pressures and the USSR breaks up in 1991.

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Presentation

Prepare a scenario showing the unification of Western Europe and the collapse of the socialist countries in the east.

At the beginning of their presentations, send your banker to South/Central America, South Asia and Africa and demand repayment of your loans. Because of the new high interest rates you now receive three pieces of fruit for every one you lent.

INFORMATION SHEET

MIDDLE EAST 1975-1990

With its huge reserves of valuable oil, the Middle East is a powder-keg of rivalries between the great powers in the Cold War. The continued Israeli occupation of Palestinian lands is a constant source of friction.

In Iran, the US-backed Shah's "economic reforms" have led to greater disparity between rich and poor. His secret police have terrorized the population. In 1979 he is overthrown in a popular revolution.

The new Iranian government adopts an authoritarian version of Shia Islam as the model for its new republic. They are fed up with the interference of the United States and other powers in their country.

The US encourages its ally Iraq to attack Iran and there is a bloody eight-year war that kills over a million people.

The other oil-producing states in the Gulf – Saudi Arabia, the United Arab Emirates, Kuwait, continue to earn billions of US dollars from the sale of oil, and deposit their money in western banks. Since their populations are small, hundreds of thousands of labourers are imported from India and Pakistan to work on construction and service jobs. These workers have few rights and often live and work in terrible conditions.

Wealth from oil exports is not evenly distributed around the region. Elites become fabulously rich and much of the rest of the population remains desperately poor. Angry at their corrupt governments which are allied with the Western petroleum firms, many people turn to conservative versions of Islam as a solution.

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Presentation

Have group members play the roles and describe developments in your region during this period from three points of view:

1. An Iranian bus driver: as a student, you helped overthrow the Shah. Today you work long hours for low pay, but the government considers unions anti-Islamic.
2. A Saudi Prince who receives a steady income from oil royalties.
3. A Pakistani labourer working in the Emirates: you live in a barracks with hundreds of others. You work in construction with no union or benefits.

You will receive five more pieces of fruit from the coordinator.

Distribute your fruit/veg to show the concentration of wealth to your elites. Give part of your growing wealth to the international banks for safe keeping.

INFORMATION SHEET

SOUTH ASIA 1975-1990

India experiences steady if unspectacular growth compared to the “Asian Tigers” farther east. Its growing population in the countryside is still very poor. More and more people leave the countryside to look for work in the cities. They often end up living in huge slums without basic services.

The country’s attempts to promote local industries and redistribute wealth are often mired in red tape as the growing government bureaucracy continues to absorb millions of middle class graduates.

When interest rates rise in the early 1980s, like many other developing countries India has difficulty keeping up with its payments. Under pressure from the IMF to open up its economy, the government begins to loosen bureaucratic controls.

There is a burst of business activity, and economic development in the cities begins to take off based on an abundance of cheap labour. But conditions in the countryside fail to improve and people continue moving to the cities.

The lack of jobs for the growing population increases tension between different communities and there are sporadic outbreaks of violence between Hindus, Muslims and Sikhs.

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Presentation

Prepare a scenario showing developments in your area during this period.

At the beginning of your presentation, international bankers will come and demand that you pay three pieces of fruit/veg for every one they lent you. You will have to go to the IMF/WB to borrow more money to pay them.

INFORMATION SHEET

EAST ASIA 1975-1990

In 1975 the US is finally driven out of Vietnam.

Japan has become the third largest industrial power in the world. Its economic model is based on government management of the economy and protection of local industries and agriculture, an approach that is the opposite of the Free Trade ideas of the Chicago School.

South Korea, Taiwan, Hong Kong and Singapore also follow this model. Their economies grow so fast they become known as the “Asian Tigers.” They protect their local agriculture through tariffs, invest heavily in education and concentrate on high technology production.

When rising oil prices begin to cause inflation in the 1970s they concentrate on conservation. But workers are expected to be loyal to the companies they work for, and authoritarian governments suppress independent labour activity.

China begins a process of economic liberalization and privatization which increases economic disparity in the country. It crushes calls for more democracy to control this process in Tienanmen Square in 1989. But the central government is still cautious about opening its economy to foreign corporations and allows access only under strict conditions.

In countries like Malaysia and the Philippines, “Special Economic Zones” are created. These are sites where multinational corporations can set up factories to take advantage of the cheap labour of unemployed workers, often young women. In these areas the companies are exempt from local labour laws, environmental regulations and taxes.

Presentation

Prepare a scenario showing developments in your area during this period including:

1. The emergence of the Asian Tigers and their economic model.
2. “Liberalization” in China and Tienanmen Square.
3. Special economic zones.

INFORMATION SHEET

INTERNATIONAL MONETARY FUND / WORLD BANK 1975-1990

You are firmly under the control of the US and England. Both now have right-wing governments following the neo-liberal economic ideas of the Chicago School.

Because of high interest rates, Mexico and a number of African and South Asian countries are so deep in debt to international bankers that they can no longer afford to pay even the interest on their loans. They need emergency loans.

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Presentation

You will be involved in the presentations of the Central/South American, African and South Asian groups. When they can't pay their loans to the bankers, and turn to you for help tell them they must accept a "Structural Adjustment Program" before you lend them anything.

They must:

- Cut food subsidies and social services to the poor.
- Stop protecting local industries and let the multinationals buy them out.
- Sell off and privatize national industries like water and phone services.
- Devalue their currency to allow the multinationals to buy local industries more cheaply.

Make a poster outlining your demands so that everyone can see them.

INFORMATION SHEET

CENTRAL AND SOUTH AMERICA 1990-PRESENT

Working people thrown out of their jobs and off their land because of IMF/World Bank policies in the region flock to the US in search of jobs. The US government strengthens its borders to try to keep them out. Millions of undocumented workers do the lowest paying jobs in the US and Canadian economies.

Others try to find work in the new “Special Economic Zones” set up in countries like El Salvador, Mexico and Jamaica where they must put up with low wages, lack of employment rights, and poor and unsafe working conditions. In Mexico over two million people now work in such zones.

There is increasing opposition to neo-liberal economic strategies, which have been employed in this region since the 1973 coup in Chile with disastrous results for working people.

In 1994, when Mexico signs the NAFTA agreement, the Zapatista rebellion breaks out in the south of the country. The Zapatistas seek to protect indigenous peasants who can't compete with the cheap, corporate-produced, subsidized agricultural products imported from the US.

The fall in commodity prices after the Asian crisis in 1998 means that Argentina can no longer pay its foreign debt which has been inflated during the years of dictatorship and high interest rates. The IMF bailout demands even more brutal neo-liberal measures. The poverty rate among Argentinians reaches almost 60% and sparks a period of political turmoil.

In 2003, Nestor Kirchner is elected president and refuses to pay any more of the debt until it is renegotiated. He reduces the money owed by 2/3. In 2005, both Argentina and Brazil make lump sum payments to the IMF and say they consider their debts paid, saving hundreds of millions of dollars in interest.

In Venezuela, president Chavez begins using his country's oil wealth to set up a regional economic alliance to promote development, and block further American and IMF interference. Leaders opposed to neo-liberal strategies are also elected in Chile, Ecuador, Nicaragua and Bolivia.

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Presentation

Prepare a scenario showing the growing resistance to neo-liberal economics in Latin America.

When the international bankers come, refuse to give them any more fruit/veg.

INFORMATION SHEET

NORTH AMERICA 1990-PRESENT

The 1988 Canada US Free Trade Agreement is closely followed by the North America Free Trade Agreement (NAFTA) in 1994. Trade increases, but Canada faces a steady hemorrhaging of well-paying manufacturing jobs.

Real income of working people declines. In order to lower corporate taxes and make Canada more competitive, there are huge cuts to public education, healthcare and social assistance programs. American companies successfully sue the Canadian government for enforcing environmental laws.

In 1994 the US supports the creation of the World Trade Organization (WTO) that pushes for more neo-liberal free trade agreements around the world. The US also pushes for the creation of a Free Trade Area of the Americas (FTAA). These efforts are aimed at giving US corporations even more freedom to move their money and production wherever they want, whatever the consequences for workers, local economies or the environment.

The WTO is faced with opposition from unions, farmers, environmentalists and communities around the world. There are massive protests against WTO negotiations in Seattle in 1999 and the Free Trade Area of the Americas discussions in Quebec City in 2001.

In 2003, using the terrorist attacks of 9-11 (2001) as an excuse, the US invades Iraq to try to secure its supply of oil. The expense of the war, and the fact that the US is buying more from developing countries like China and India than it sells, means that the country is running a deficit.

Since the US industrial economy is based on growth and the use of oil, the American government ignores scientific evidence of global warming and climate change. It refuses to endorse the Kyoto accords which attempt to set limits on the burning of fossil fuels.

When environmental disasters begin to strike the US, such as the 2005 hurricane in New Orleans, private corporations make millions off the clean-up. The disruption is used to privatize city services and clear poor people out of areas targeted for private development.



Presentation

Have three group members take on the roles of the following characters and describe these events from three points of view:

- A Canadian manufacturing worker who has just lost her job.
- The president of an American company making military equipment.
- An undocumented Mexican working in a New Orleans restaurant when the hurricane hits in 2005.

Give five pieces of fruit/veg to East Asia to reflect the US balance of payments deficit.

- When the Middle East presents, send an army to occupy Iraq.
- When South/Central America, and Africa present, send a banker to collect on your loans at the beginning of their presentation.
- When East Asia presents, send a banker to devalue their currency and collect 10 pieces of fruit/veg.

INFORMATION SHEET

AFRICA 1990-PRESENT

All of Africa is now formally independent and apartheid has been defeated in South Africa. However, most of the African economy is still geared to the export of raw materials to the industrialized world.

Global warming and climate change caused by pollution from the industrial countries also hit Africa hard. The increase in temperature and change in rainfall patterns cause severe droughts in countries like Ethiopia and floods in other areas. The Sahara desert begins to expand ever more rapidly. This forces more and more farmers and herders to abandon the land and look for work in the overcrowded cities.

The Asian economic crisis lowers demand for agricultural commodities. Prices fall and African countries become even poorer. In sub-Saharan Africa between 1990 and 2001, the number of people living on less than \$1 a day grows by 100 million.

Under Structural Adjustment Programs imposed by the IMF and World Bank, governments can no longer protect local industries or provide food subsidies. Education and health care systems collapse in many countries. Civil wars break out and natural resources are looted by pillaging armies.

In the midst of all this disruption Africa becomes a dumping ground for corporations getting rid of toxic waste from the developed world.

Increasing poverty and lack of basic health care and education contribute to the spread of AIDS. Unable to afford expensive new medicines available in the developed world, millions die. The flow of "illegal" immigration toward Europe increases.

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Presentation

When international bankers come, you must give them fruit/veg on demand.

Prepare a scenario showing how the international economy and climate change affect Africa.

INFORMATION SHEET

EUROPE 1990-PRESENT

American economic experts from the IMF and World Bank, trained in Chicago School Free Market ideas flood into **Eastern Europe**. They offer loans and advise these countries how to reorganize their economies on capitalist lines. They preach that if these countries dismantle all government controls and allow the free market to function without interference then everyone will be free and rich.

Publicly-owned companies are sold off at ridiculously low prices. Overnight, corrupt former communist officials become business-owning entrepreneurs.

Welfare and public health care systems are dismantled. Higher education is no longer free. American and European multinationals flood the countries with cheap consumer goods.

The results are catastrophic. Millions of people are thrown out of work, wages fall or aren't paid at all. Prices rise. Inflation makes pensions worthless. Average life expectancy drops from 70 years to 59. The streets are filled with beggars. Alcoholism and drug addiction are out of control.

Western Europe is flooded with immigrants from the East as well as people trying to escape intensifying poverty in Asia and Africa. There is an increase in racism and anti-foreigner sentiment as Europeans blame immigrants for the drop in living standards.

Free Trade forces European industry to compete with cheap imports from Asia. Business leaders call for lower taxes and less generous social programs to make European industry more competitive.

More and more countries try to introduce neo-liberal reforms to reduce job security, pensions and social benefits. Unions organize massive strikes to try to stop this erosion of the rights and standard of living of working people.

Presentation

Prepare a scenario showing the privatization of the economy in the former socialist countries and its effects. Redistribute your fruit/veg to show the concentration of wealth to the new oligarchies. The IMF/WB group will participate in the presentation.

Show the new international free market economy undermining the social safety net and increasing racism in Western Europe.

When Africa and South/Central America start their presentations, send your banker to demand more fruit/veg for past loans. If they have nothing to give, tell them to go to the IMF/WB.

At the beginning of the East Asia presentation send a banker to devalue their currency and collect 10 pieces of fruit/veg.

INFORMATION SHEET

MIDDLE EAST 1990-PRESENT

The United States uses the panic resulting from the 2001 terrorist attack on New York as an excuse to invade Iraq and take over its oil fields. This is justified as part of the war on terror and false claims that Iraq has weapons of mass destruction.

In accordance with neo-liberal economic theory, much of this war is privatized. Large corporations make billions of dollars providing supplies, managing oil fields, rebuilding infrastructure destroyed by American bombs and providing private security services which run prisons and protect corporate and government personnel.

Iraqis begin a guerilla war to try to drive out the Americans but also turn on each other in a bloody civil war.

The rest of the Middle East is a powder-keg with the US, Europe and China all maneuvering to control their supply of oil in a world market where oil seems to be running out.

US support of Israel, still occupying large parts of Palestine, and the American invasion of Iraq increase anti-US feelings in the region.

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Presentation

Prepare a scenario showing the US invasion of Iraq and its results. North America will send an army to help with your presentation.

INFORMATION SHEET

SOUTH ASIA 1990-PRESENT

Under ongoing pressure from the WTO, India continues dismantling its economic controls. The area is flooded with multinational corporations wishing to take advantage of abundant cheap labour and lack of employment standards.

Because of improvements in communications technology, workers in Indian call centres can now serve customers around the world. Their wages are a fraction of what workers doing the same job would be paid in the developed countries but still more than those of ordinary Indians.

The Indian economy booms but wealth is more and more concentrated. Luxury condos rise up beside squalid slums with no services. The drop in agricultural commodity prices caused by the Asian currency crisis lowers farm incomes even more. Malnutrition affects half the country's children.

When the tsunami of 2004 strikes the coasts of southern India and Sri Lanka, multinational corporations take advantage of the situation. They encourage governments to relocate local populations inland and buy up the coasts for luxury tourist developments.

Presentation

Have two group members take on the roles of the following characters and describe these events from their point of view:

- the manager of a new call centre
- a fisherman displaced from the coast by the tsunami. Your former village has been taken over for an international luxury tourist development and you cannot go back. You lived in a camp for two years waiting to be resettled before giving up and moving to a slum in a nearby city to look for work.

INFORMATION SHEET

EAST ASIA 1990-PRESENT

Neo-liberal belief that markets should not be interfered with has led to the dismantling of financial controls around the world.

Exchange rates between currencies now rise and fall depending on demand. The huge banks are therefore free to speculate on currency, buying currencies that they hope will rise in value, and selling others. They can move billions of dollars from one country to another almost instantaneously.

In 1997, fears that the Thai economy is inflated cause the banks to suddenly start selling their supplies of Thai currency (baht). The value of the baht collapses. Investors lose confidence in the whole region and begin pulling their money out.

Soon the Indonesian and Korean economies are also in crisis with their currencies falling relative to the US dollar. They can no longer afford to pay interest on their international debts.

The US-controlled IMF agrees to provide emergency loans of US dollars to prevent complete collapse, but only on the condition that these countries submit to Structural Adjustment Programs, cutting government spending on social services, raising interest rates and opening their economies further to multinational corporations.

As a result, small businesses close, unemployment skyrockets, wages fall, social services disappear and the US multinationals buy up bankrupt firms at bargain basement prices.

In Indonesia, 20 million people are laid off between September 1997 and September 1998. Six million children drop out of school. In Korea the suicide rate jumps by 50%.

The area is thrown into deep recession. Because these economies can no longer afford to buy them, world prices for commodities like oil and wheat fall. Only China, which hasn't fully opened its economy to the Free Market, is unaffected by the currency speculation and its economy continues to grow.

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Presentation

The international bankers will come to devalue your currency. You must give them what they ask for. Only when you agree to IMF/World Bank conditions will the demands stop.

Have a group member play the role of a construction worker in a big Indonesian city and describe these events from his point of view:

- Your parents had no land and were poor agricultural labourers.
- Your wife and three kids still live in the village because you couldn't afford to support them in the city.
- Now most construction has stopped and you can't find work.
- Your sister has also lost her job producing Nike shoes. She wants to go abroad to work as a maid, but can't afford a broker to find her a job. She may try to go without papers.

INFORMATION SHEET

INTERNATIONAL MONETARY FUND / WORLD BANK 1990-PRESENT

This is your opportunity to implement your neo-liberal ideas in the former socialist countries. When Europe presents, offer these countries loans if they agree to:

- Cut food subsidies and social services to the poor.
- Stop protecting local industries and let the multinationals buy them out.
- Sell off and privatize national and publicly owned industries.
- Devalue their currencies to allow the multinationals to buy up local industries more cheaply.

The East Asian currency crisis will be your opportunity to open these national economies to the US corporations.

At the beginning of the East Asian presentation, deliver the same message as your conditions for emergency loans to stabilize their currencies.