

All

SEMINAR 8 – Answer Key International Relations

Task 1

Civil Liberties – a, Amnesty – b, Comity – c, Keynote – d, Internationalism – e, Equal Opportunities – f, Red Herring – g, International Law – h, Welfare – i, Liberty – j

Task 2

The purpose of the International Relations major is to provide students with both the foundational skills and specific **knowledge** necessary to analyze the behavior of **contemporary** countries.

The focus is on the study of the changing **relations** among nation-states – political, economic, and **cultural**.

Majors pursue a course of study in world politics that includes classes in political science, economics, history and languages, focusing on a **range** of issues including international security, international political economy, political and economic **development** and the politics of the **transition** to democracy.

International Relations majors are also **required** to complete at least one quarter of study abroad, and at least two years in a foreign **language**. The major prepares students for a variety of **careers** in government, non-governmental organizations (NGO), and business, both **domestic** and international, as well as for **graduate** school in law, business, economics or political science.

Task 4 – Pre-Listening Tasks

1.

1d, 2f, 3c, 4a, 5b, 6e

2.

Pro-globalization: The United Nations, International Monetary Fund, World Trade Organization

Anti-globalization: (some) Trade Unions, Friends of the Earth, International Aid Organizations

Task 5 – Listening

1 – c

2 – d

3 – global/world trade

4 – motor technology

5 – 100 years ago

6 – C

7 – environmental

8 – tropical rainforests

9 – (cheap) imports

10 – 1995

11 – 182

12 – business community

Task 6 – Signposting Language

Introduction – 4 and 5

Sequencing – 7, 10, 12, (note that these phrases also appear in the introduction), 11, 3

Changing topic – 1, 2, 6, 9

Concluding / Summarizing – 8

1. In the first part of today's lecture

2. I would like to ...

3. I will start by considering ...

4. Secondly, I will explain ...

5. Finally, I intend to ...

6. So, let's begin with ...

7. Now let us look a little at ...

8. Turning now to ...

9. Lastly, ...

10. Having looked at ... let's now consider ...

11. So, we've seen that ...

12. I'd now like to move on to ...

Globalization

In the first part of today's lecture I would like to introduce you to the topic of globalization. I will start by considering what globalization is. Secondly, I will explain something of its history. Finally, I intend to look at who the main players in globalization are, both for and against it, and briefly summarize their arguments.

So, let us begin with what may seem an obvious point. What exactly is globalization? A lot of people think it is mainly about economics, or increased global trade. However, it can also be seen as increased cultural and technological exchange between countries. Examples might be McDonald's in Culcutta and Japanese motor technology in Britain. Now let us look a little at the history of globalization. There is no agreed starting point, but it could have been about 100 years ago. Certainly, there was a big expansion in world trade and investment then. This was put back considerably as the capitalist world came up against the First World War and then the Great Depression in 1930.

However, the end of the Second World War set off another great expansion of capitalism in 1948 with the development of multinational companies. These were companies interested in producing and selling in the markets of countries all around the world. Finally, globalization really took off when the Soviet Union collapsed.

It's important not to forget the importance of air travel and the development of international communications. The telephone, the fax and now computers and email have all encouraged the progress of international business.

Turning now to the main players involved in globalization, we find that there is a clear division between those who are pro-globalization and those who are anti-

The main organizations against globalization are the environmental organizations, such as Friends of the Earth and Greenpeace, who put forward the belief that globalization harms the environment.

In general, they blame global corporations for global warming and the depletion of natural resources. The most obvious is oil and gas, but there are others such as tropical rainforests, which are cut down for timber, and the resources of the sea, which may be affected by pollution.

Organizations which represent developing countries, including international aid agencies such as Oxfam, are also against globalization. They are concerned that the global organizations, such as the International Monetary Fund and the World Bank, are not doing enough to help the poor and, indeed, may be adding to their problems. Some are critical of the World Trade Organization. They argue that the WTO is making it difficult for poor countries to protect and build their own industries.

Many companies in rich countries also oppose globalization because they are worried that competition from imports will cost them money. A good example is companies that make clothing and shoes. These are among the few industries in which poor countries can provide effective competition with imports of cheap goods, because wages are so much lower than in America and Europe.

Lastly, some trade unions oppose globalization too. They say it leads to a lowering of wages and conditions of work in the developed and the developing world.

Having looked at some of the anti-globalization arguments, let's now consider those in favour. There are, of course, many organizations in favour of globalization. Perhaps the most important one is the World Trade Organization, or WTO. This was set up in 1995 and has 123 member countries. It administers the rules of international trade agreed to by its member countries. The WTO's rules make it difficult for a country to favour their own industry over imports from other countries.

The WTO argues that the growth of trade between countries increases the wealth of everyone. Trade allows those who can produce goods most cheaply to do so, thus giving everyone the best possible price.

Another pro-globalization organization is the International Monetary Fund or IMF. This was established after World War II in 1946. It aims to promote international cooperation on finance and provide temporary help for countries suffering financial problems. The IMF has 182 member countries.

Finally, the United Nations, which was established after the Second World War, has become a promoter of globalization. It aims to promote a shared set of values in the areas of labour standards, human rights and environmental practices between the UN and the business community.

So, we've seen that there are powerful arguments and important players both for and against globalization. I'd now like to move on to look at some of the key issues for debate. Let us begin by considering the question of global inequality.

Task 6 – Grammar – Practice with Conjunctions and Linking Words

- 1) We are planning a series of conferences; *however/therefore* there will be a weekend devoted to International Relations in the 21st Century.
- 2) I failed my exam precisely *although/because* I didn't have time to study.
- 3) There is no record of the transaction in our files, *but/so* there is no proof that it ever took place.
- 4) The speaker is ill and will *therefore/because* be unable to lecture today.
- 5) John, *as/although* you speak French, I wonder if I could ask you about some words?
- 6) Some people believe that the politician died *because/since* he was poisoned.
- 7) Jerome Smith has ambitions in politics; *or/consequently* he is interested in the media.
- 8) *Since/Because* we have not heard from you, we assume that you have no objections to the proposal.
- 9) Everyone had arrived, *because/consequently* the meeting could begin.
- 10) *Since/However* everyone agreed, we went ahead with the proposal.
- 11) The talks broke down *in spite of/despite* the effort.
- 12) The parties did not reach an agreement *because/because of* their mutual suspicion.
- 13) *Because/Though* diplomatic relations were restored six months ago, ambassadors have not been exchanged yet.
- 14) *Due to/Since* widening differences the two countries broke off relations.
- 15) We did not agree on certain issues. In the end we made concessions, *though/however*.

Grammar Notes

Because brings out the importance of the reason.

We could also use *as* or *since*, but they give less emphasis.

e.g. *Because* I lived further from school than any other student, I was often the last to arrive.

Because shows that the reason is the **main point** of the sentence; *since* or *as* would be impossible.

e.g. He is only helping me *because* he knows my father.

Since/As are used when the reason is **obvious** to the listener and *because* would give the reason too much emphasis.

e.g. *Since/As* you've already met each other, I don't need to introduce you.

Since can sound a little more formal than *as*, but the difference between *as* and *since* is more of a personal style.

Do not use *since/as* if there is any confusion with their other meanings of *from* or *while*.