



CHAPTER NINE
Resources

Resources

Songs with a Global Conscience: Using Songs to Build International Understanding and Solidarity

BY BOB PETERSON

Songs, like poetry, are powerful tools to build consciousness and solidarity on global issues. We begin everyday in my classroom with our “song of the week.” Students receive the song lyrics and keep them in their three-ring binders. The songs generally relate to topics of study. I allow students to bring in songs as well, although they must know the lyrics and have a reason for sharing the song with classmates. By the end of the week, students may not have memorized the words to the “song of the week,” but they are familiar enough with the lyrics and music so that the song becomes “theirs.” Even with some of the songs that I would imagine the children think poorly of — say, some of the slower folk songs — by the end of the week the children demand to hear them a second or third time each morning.

When I introduce a song, I go over the geographical connections using a classroom map. I also explain any vocabulary words that might be difficult. Finally, and most importantly, I give the social context. Depending on whether I use the song at the beginning of a unit of study, or in the middle, the amount of “context setting” varies greatly. For example, I use Nancy Schimmel’s “1492” as a way to introduce the Columbus controversy. We ultimately locate the geographical origin and learn something about the Native nations she mentions. The following is a listing of songs that teachers and activists might find useful as they teach for justice in an unjust world. This list is in no way comprehensive, and I would appreciate receiving any additional suggestions. (Visit www.rethinkingschools.org/rg for an updated list.)

Page 351 image: Skjold Photographs

THE COLONIAL PAST

Ballad of the Soldier's Wife

lyrics by Bertolt Brecht, music by Kurt Weill, sung P.J. Harvey. (September Songs: The Music of Kurt Weill CD, Sony Music, 1997.)

A telling tale of the human toll of foreign wars.

Bury My Heart at Wounded Knee

written by Buffy Sainte-Marie, sung by the Indigo Girls. (1200 Curfews CD, Epic Records Group, 1995.)

A folk/rock song that critiques U.S. policy towards Native Americans.

Colonial Man

Hugh Masekela. (Colonial Man and Boy's Doin' It CDs, Verve, 1998.)

A lively anti-colonial song that includes the understatement “Vasco Da Gama, he was no friend of mine.”

Famine

Sinead O'Connor (Universal Mother CD, Chrysalis Records, 1994.)

An angry song that describes how the Irish potato famine was actually a result of British colonialism.

1492

Nancy Schimmel. (Rainbow Sign CD, Rounder, 1992.)

A lively, pro-Native American song that asks the question, “Could anyone discover the place when someone was already here?” (Classroom use is described in *Rethinking Columbus*, 1998.)

The Great Nations of Europe

Randy Newman.

(Badlove CD, Dream Works SKG, 1999.)

A satirical look at the devastating impact of colonialism on the rest of the world.

My Country, 'Tis of Thy People You're Dying

Buffy Sainte-Marie.

(The Best of Buffy Sainte-Marie CD, Vanguard, 1987.)

An angry, powerful song which describes the colonization of Native Americans and the hypocrisy of the U.S. commitment to freedom.

CURRENT NORTH/SOUTH GLOBAL REALITIES

Beds are Burning

Midnight Oil.

(Diesel and Dust CD, Columbia, 1988.)

A powerful rocker, from the savvy political Australian band led by Peter Garret, about the theft of land from the aborigines.

Biko

Peter Gabriel. (Shaking the Tree: Sixteen Golden Greats CD, Geffen Records, 1990.)

A stunning, mournful tribute to Steve Biko, leader of the Black Consciousness movement in South Africa, and to the power of struggle against police brutality. "You can blow out a candle/But you can't blow out a fire. Once the flames begin to catch/The wind will blow it higher."

Bombs Over Baghdad

John Trudell. (AKA Graffiti Man CD, Rykodisc, 1992.)

An angry anti-war poem/song, from a long-time Native American activist.

Bullet the Blue Sky

U2. (The Joshua Tree CD, Islands Records, Ltd., 1987.)

A poetic indictment of bombing "mud huts as the children sleep," written during the U.S.-supported war against the people of El Salvador.

Call it Democracy

Bruce Cockburn.

(World of Wonders CD, Columbia, 1986.)

A powerful song that targets the International Monetary Fund, which Cockburn accuses of fostering "insupportable debts." He sings of "hungry military profiteers" who turn "countries into labor camps." Teachers should be aware that there is one swear word in the song.

Equal Rights

Peter Tosh. (Equal Rights; and Scrolls of the Prophet:

The Best of Peter Tosh CD, Sterling Sound, 1999.)

A reggae song that says "everybody wants peace, but nobody wants justice."

If I Had a Rocket Launcher

Bruce Cockburn. (Stealing Fire CD, Columbia, 1984.)

A personalized critique of Central American secret wars of the 1980s in which U.S.-made helicopters were used to massacre villagers in Guatemala. Includes some strong language.

Johannesburg

Gil Scott-Heron.

(The Best of Gil Scott-Heron CD, Arista Records, 1991.)

A lively song that describes the struggle against apartheid in South Africa.

Masters of War

Bob Dylan. (Freewheelin' Bob Dylan CD, Columbia, 1963.)

This song was written at the beginning of U.S. involvement in Vietnam but speaks to the broad issue of investment in instruments of death and destruction versus human needs.

Mothers of the Disappeared

U2. (The Joshua Tree CD, Islands Records, Ltd., 1987.)

A sorrowful ballad about the sons and daughters "taken from us...." "In the wind we hear their laughter, in the rain we see their tears."

Redemption Song

Bob Marley. (Uprising CD, Tuff Gong, 1980.)

An upbeat reggae song that references trans-Atlantic slavery and calls on listeners to "emancipate yourselves from mental slavery."

Santo Domingo

Phil Ochs. (There But For Fortune CD,

Elektra Asylum Records, 1989.)

A song protesting the 1965 U.S. military intervention of 23,000 Marines against a popular revolt which sought to restore democratically elected Juan Bosch to power after a U.S.-supported military coup a year and half earlier.

They Dance Alone (Cueca Solo)

Sting. (Fields of Gold: Best of Sting CD,

Gateway Mastering Studios, 1994.)

A moving song about the Mothers of the Disappeared in Argentina. Available in Spanish (Sting and Ruben Blades) on *Nada Como el Sol* CD, Gateway, 1988.)

200 Years

G. Love and Special Sauce.

(Yeah, It's That Easy CD, Sony Music, 1997.)

A jazzy rap song that suggests "look how you're living First World, look what you did to Third World."

Universal Soldier

Buffy Sainte-Marie.

(The Best of Buffy Sainte-Marie CD, Vanguard, 1987.)

A classic anti-war song that raises the question of individual responsibility in times of war and social crisis.

War/No More Trouble

Bob Marley and the Wailers.

(Rebel Music CD, Tuff Gong, 1986.)

An anti-racist anthem that calls for a guarantee of human rights without regard to race.

We're the Cops of the World

Phil Ochs. (There But For Fortune CD,

Elektra Asylum Records, 1989.)

A Vietnam-war era song that criticizes how the U.S. military has secured the world for U.S. business — "the name for our profits is democracy."

GLOBAL SWEATSHOPS

Bread and Roses

written by James Oppenheim, sung by Judy Collins.
(Forever: *The Judy Collins Anthology CD*, Elektra Entertainment, 1997.)

Inspired by the 1912 strike of mostly women textile mill workers in Lawrence, Massachusetts. It links issues of economic security and quality of life, and addresses the role of women in the struggle for justice.

Ode to the International Debt

Sweet Honey in the Rock. (Live at Carnegie Hall with *Sweet Honey in the Rock CD*, Flying Fish, 1987.)

A short, pithy song that suggests much of the money going overseas from the United States was used to buy guns and death, and should not have to be repaid by the people of the world.

Why?

Tracy Chapman. (*Tracy Chapman CD*, Elektra Entertainment, 1988.)

I use this song to begin the school year. It helps set a problem-posing atmosphere in my classroom for the entire school year. It raises issues of poverty and military spending, and alludes to the doublespeak of powerful groups who use words like peace and justice when the opposite is true.

FOOD AND AGRICULTURE

Deportee (Plane Wreck at Los Gatos)

written by Woody Guthrie, sung by Judy Collins.
(Tribute to Woody Guthrie CD, Warner Brother Records, 1968.)

A moving song about the treatment of “illegal” workers in the fields of California.

Something in the Rain

Tish Hinojosa.
(*Culture Swing CD*, Rounder Records, 1992.)

A moving song about a boy’s little sister, poisoned by the pesticides that farm workers are exposed to in the United States.

GLOBALIZATION ON THE HOMEFRONT

Alien (Hold on to Your Dreams)

Gil Scott-Heron. (1980 CD, Arista, 1980.)

A plaintive song about crossing the border, facing danger, and retaining hope. “Midnight near the border trying to cross the Rio Grande/Running with coyotes where the streets are paved with

gold/You’re diving underwater when you hear the helicopter/Knowing it’s all been less than worthless if you run into patrols.”

Career Opportunities

The Clash. (*Sandinista CD*, Epic, 1980.)

A sharp, funny song about finding a job/career.

The Ghost of Tom Joad

Bruce Springsteen.

(*The Ghost of Tom Joad CD*, Columbia, 1995.)

A mournful ballad: “Welcome to the new world order/ Families sleepin’ in their cars in the Southwest/No home no job no peace no rest.”

Help Save the Youth of America

Billy Bragg. (*Talking to the Taxman about Poetry CD*, Elektra Entertainment, 1986.)

A catchy plea to open the eyes of American youth to the problems of the world: “You can fight for democracy at home/And not in some foreign land.”

Lives In The Balance

Jackson Browne. (*Lives in the Balance CD*, Asylum, 1986.)

A powerful ballad about poverty in a Los Angeles barrio and sending young men to Vietnam.

My Hometown

Bruce Springsteen.

(*Born in the USA CD*, Columbia, 1984.)

A working-class ballad about the effects of globalization on an American city.

Mr. Wendell

Arrested Development. (*Eyes As Hard as a Million Tombstones CD*, Chrysalis Records, 1993.)

A moving rap song that describes the life of a homeless person.

Wasteland of the Free

Iris DeMent. (*The Way I Should CD*, Warner Brothers Records, 1996.)

A country and western song that cuts to the heart of the economic troubles facing North Americans: “We’ve got CEOs makin’ 200 times the workers’ pay/ But they’ll fight like hell against raisin’ the minimum wage/ And if you don’t like it mister/ They’ll ship your job to some Third World country ‘cross the sea.”

CULTURE, POWER AND ENVIRONMENT

Garbage!

written by Bill Steele, sung by Pete Seeger.
(*Pete CD*, Living Music, 1996.)

A wonderfully spirited song that looks at all aspects of the environmental crisis from an anti-corporate perspective. He sings about how the sea, the air and our minds are being filled with garbage. Kids love it.

It is One

Jackson Browne. (*Looking East, Elektra Entertainment, 1996.*)

From space, the earth has no borders. It is one and should be protected by all.

Will the Wolf Survive?

Los Lobos.

(*Just Another Band from East LA CD, Slash, 1993.*)

An environmental statement about wolves and the earth.

The World Turned Upside Down

Leon Rosselson, sung by Billy Bragg.

(*Back to the Basics CD, Elektra, 1987.*)

The story of the 1649 revolt of the dispossessed in England who fought against the vested interest of the propertied. A vision of society that is cooperative and in harmony with the earth.

Lost in the Supermarket

The Clash. (The Story of the Clash CD, Epic, 1988.)

A bouncy punk song takes on the false promises of consumer culture (“I’m all lost in the supermarket/I can no longer shop happily/I came in here for that special offer/A guaranteed personality”).

Mountains o’ Things

Tracy Chapman.

(*Tracy Chapman CD, Elektra Entertainment, 1988.*)

The song questions our need to consume so many things, and to find meaning in consumption.

TEACHING AND ORGANIZING FOR JUSTICE

If I Had a Hammer

words by Lee Hays, music by Pete Seeger,

sung by Peter, Paul, and Mary. (*Peter, Paul, and Mary, Too CD, Warner Reprise Video, 1993.*)

Written in 1949 and recorded originally by the Weavers, this song responded to the Cold War and the McCarthyism that swept the United States during this time. It is hopeful and calls on people to spread justice throughout the world.

Imagine

John Lennon.

(*Shaved Fish CD, Parlophone, 1975.*)

A beautiful song that pushes the envelope: “Imagine there’s no countries.” “Imagine no possessions.” “Imagine no need for greed or hunger.”

The Internationale

Billy Bragg.

(*The Internationale CD, Elektra, no date.*)

A good update of the classic workers’ anthem. All Bragg lyrics are at

<http://www.billybragg.co.uk/songs.html>.

It Could Have Been Me

Holly Near. (Journey CD, Redwood, 1983.)

This inspirational song suggests that people must continue the struggle for social justice, referring to the student anti-war protesters who were killed at Kent State University by the Ohio National Guard in May of 1970, and also to the murder of Victor Jara during the 1973 CIA-supported coup in Chile.

Paz y Libertad

José-Luis Orozco. (Rainbow Sign CD, Rounder, 1992.)

An easy bilingual ballad that calls for peace and freedom in the world. Great for young children as well as upper elementary.

Unite Children

The Children of Selma.

(*Rainbow Sign CD, Rounder, 1992.*)

A spirited song that calls on children to unite against poverty, racism, sexism, and violence. Each year it is the favorite song of my fifth grade class.

United Minds

Arrested Development.

(*Zingalamaduni CD, Chrysalis, 1994.*)

An upbeat, hip-hop anthem about people coming together for justice. The playful, catchy lyrics touch on everything from drug dealing to foreign policy to diet.

Ella’s Story

Bernice Reagon. (Breaths CD, Flying Fish, 1983.)

Written by Reagon as a tribute to civil rights leader Ella Baker, this inspiring gospel song says that “We Who Believe in Freedom Cannot Rest.”

You’ve Got the Power

Third World

(*You’ve Got the Power CD, Columbia, 1982.*)

A pretty, hopeful song with the lyric “people everywhere just want to be free.”

Videos With a Global Conscience

BY BILL BIGELOW

Videos can help “story” the world visually for students. They can bring global realities into a classroom in a way that the printed word cannot. Through follow-up discussion, role play, improvisation, interior monologue, and poetry, students can drive deeper into the realities of a particular society, social issue, or into their relationships with distant — and sometimes not so distant — others. But like any “text,” video needs to be read critically. Educators need to encourage students not to be mere spectators, but to raise critical questions about how a video frames social reality: Whose story is featured, who speaks and who does not, what factors are highlighted to explain a given problem, what alternatives are explored or ignored?

The videos listed below are ones that can help students rethink globalization. There are many more that are not included here. One criterion for selection was that the resources be relatively easily accessed by U.S. teachers. However, teachers should be aware that this requirement biases these “Videos With a Global Conscience” in favor of filmmakers and videographers from so-called developed countries, who have more access to distribution channels here. I’m sure that I’ve missed countless other worthy videos, and I hope that readers bring these to my attention. All starred videos are available from the important catalog distributed by the Network of Educators on the Americas, Teaching for Change, www.teachingforchange.org; 800-763-9131.

LEGACY OF INEQUALITY: COLONIAL ROOTS

This Magnificent African Cake (Part 6 of “Africa”)

Basil Davidson. 1984. 57 min.

Available from multiple sources, including Blockbuster.com.

The title of Basil Davidson’s sixth episode from his “Africa” series comes from Belgium’s King Leopold, speaking at the 1884 Berlin conference to carve up Africa: “I am determined to get my share of this magnificent African Cake.” Tragically, as this video later reveals, Leopold did get a share, which he exploited with unimaginable brutality.

Davidson’s video is a good overview of the origins of European colonialism in Africa and some of its effects. He surveys various colonial modes from British settlers in Kenya, to “indirect rule” in Nigeria, to the French attempts at assimilation, to Leopold’s “reign of terror” in the Congo, to the forced labor in the mines of Southern Rhodesia — which, Davidson tells us, killed an astonishing 20 people a week for 30 years. But the video’s breadth is also its weakness, as we don’t really get to know one situation well enough to understand its nuances, or to truly appreciate the effects of colonialism on people’s lives.

The material here is presented conventionally as a kind of illustrated lecture that does not engage most students. Still, there are surprisingly few videos that deal with European colonialism, and the information that the eminent historian Davidson presents is solid and can be effectively shown and discussed with students in short segments.

Taxi to Timbuktu

Christopher Walker. First Run/Icarus. 1994.

50 min. Taxi to Timbuktu was produced by Christopher Walker, who also made the excellent Trinkets and Beads.

This is a somewhat slow-moving film about Alpha, who emigrates from Mali in Africa to New York, Paris, and Tokyo. It offers an intimate portrait of his life at home and abroad, and the communities he is a part of. Unlike many films professing sympathy for the wretched of the earth, *Taxi to Timbuktu* offers a glimpse of African poverty that emphasizes people’s enormous resourcefulness and creativity. Although some students may find the video hard to follow or even tedious, its slow pace is also its strength, as the complexity of people’s lives comes into focus.

There is no narration to the film, so little context is offered to explain the roots of poverty in Mali, but in his commentary, Alpha suggests some of the colonial roots to the desertification of his country. The video would be a valuable follow-up to *This Magnificent African Cake*, about the consequences of European colonialism. Or it could be an excellent addition to a unit on immigration.

Other films that teachers have used in examining the consequences of colonialism include *Gandhi* — which deals with anti-colonial struggles in South Africa and in India — and *Earth*, about the partition of India and Pakistan.

THE GLOBAL ECONOMY: COLONIALISM WITHOUT COLONIES

Life and Debt

Stephanie Black.

New Yorker Films. 2001. Approx. 90 min.

This may be the best video overview of the effects of globalization on one society — in this instance, Jamaica. *Life and Debt* focuses on the role of the International Monetary Fund (IMF) in Jamaica, but it's much more than that. It weaves together interviews with the IMF deputy director, farmers, workers, scholars, a former Prime Minister (Michael Manley); a narration based on Jamaica Kincaid's *A Small Place* (see p. 54); Jamaican music; life in a tourist hotel; and a kind of Greek chorus of Rastafarian men who comment on Jamaica's neo-colonial plight. The conclusion: Jamaican society has been devastated by high interest payments on its external debt (52% of the entire national budget), cheap imports (potatoes, peanuts, carrots, milk powder, chicken), the WTO ruling forcing Jamaica's bananas into direct competition with much cheaper bananas from Central and South America, and exploitative practices in Jamaica's World Bank-pushed "free zone." (Of course, there are some economic winners: Because of high crime, one security firm featured has gone from 120 guards employed to between 1800 and 1900 guards and over 300 dogs.) It's this relatively comprehensive video walk through Jamaica's economy that can help students see the relationship between farm conditions and sweatshops, and provides a partial answer to the sweatshop defense: "Well, no one is forcing people to go to work in these places."

The video returns periodically to the tourist delights of Montego Bay, with Kincaid's incisive and sardonic narrative:

Every native of every place is a potential tourist. And every tourist is a native of somewhere. Every native would like to find a way out. Every native would like a rest. Every native would like a tour. But some natives — most natives in the world — cannot go anywhere. They're too poor to escape the realities of their lives. And they're too poor to live properly in the place where they live. Which is the very place that you the tourist want to go. So when the natives see you, the tourist, they envy you. They envy your own ability to leave your own banality and boredom. They envy your ability to turn their banality and boredom into a source of pleasure for yourself.

Life and Debt is so issue-rich that it could be the centerpiece of a unit that looked at the transition from colonialism to "freedom," and the character of that freedom.

As with many examinations of globalization, *Life and Debt* is stronger on critique than it is on alternatives. Former Prime Minister Michael Manley describes Jamaica's helplessness in the face of the IMF/World Bank juggernaut, but was the Jamaican state entirely without recourse? The video explores no possibilities. And is Jamaica without recourse now? Toward the video's conclusion, one member of the Rastafarian chorus proclaims that "Our salvation rests in the hands of the Almighty." Unspecified is the nature of that salvation and what responsibilities rest in the hands of Jamaicans, other Third World people, and we in the "developed" countries. This speaks to an important weakness of the video: We don't hear from Jamaicans who are organizing for change. What strategies are being pursued, and who is pursuing them? Indeed, the many interviews with small producers who lament their decline lend the video a nostalgia that may be unwarranted.

Nonetheless, this is a clever, patient examination of what the global economy has visited on one corner of the world.

Two videos that look specifically at resistance to the World Trade Organization, highlighting the dramatic 1999 demonstrations in Seattle, are *Showdown in Seattle* (www.indymedia.org), and *This is What Democracy Looks Like* (www.thisisdemocracy.org.)

*Global Village or Global Pillage

Jeremy Brecher. 1999. 28 min.

Global Village or Global Pillage makes two arguments: People around the world are being pitted against each other in a "race to the bottom," where "all are being driven down to the level of the poorest and most desperate;" and this process can only be reversed through global solidarity.

The video opens with Westinghouse worker, Janet Pratt, who lost her job when the company decided to move production from the United States to Juarez, Mexico. To add insult to injury, Westinghouse invited Pratt to travel south to train the workers who would now be doing her job. Despite misgivings, she accepted and found Juarez workers living in miserable conditions and earning 85¢ an hour for what she had been making \$13.65 an hour to do. It's the video's initial illustration of a process that is going on throughout the world as capital rushes to find the cheapest labor it can, as well as the least restrictive environmental regulations.

Part two of *Global Village or Global Pillage* argues for what the producers call the "Lilliput Strategy" — named for the Lilliputians tying up of Gulliver with hundreds of pieces of thread. Students might be encouraged to think about the strengths and weaknesses of this metaphor in considering the potential nature of movements for global justice. Examples in the video of this strategy include a consumer campaign to support GAP workers in El Salvador, a

global campaign to aid Indian villagers combating a World Bank-supported dam, and worker solidarity struggles to force Bridgestone-Firestone to rehire U.S. workers it had fired and replaced with 2300 strike-breakers. In this campaign, Brazilian workers held one-hour stoppages and then “worked like turtles,” the Brazilian expression for a slowdown.

These are inspiring examples that point toward a world where people support each other not simply for moral or humane reasons, but also out of self-interest, to create decent living and working conditions in their own societies. In a 28-minute video, the producers can be forgiven for sidestepping more detailed questions of strategy. Does the Lilliput strategy imagine a world of regulated global capitalism, with a social and environmental “floor,” or are humane and environmental objectives fundamentally incompatible with a system based on private profit, and thus require a non-capitalist global order? They don’t say.

This is a worthwhile overview to many of the issues covered in *Rethinking Globalization*.

***Banking on Life and Debt**

Robert Richter. Maryknoll. 1995. 30 min.

“It’s easier to get a camel through the eye of a needle than for a banker to feel sorry for a child who is starving, dying of starvation,” claims the Brazilian radical politician “Lula” in *Banking on Life and Debt*. The video is an overview of World Bank and International Monetary Fund policies that promote poverty, starvation, and ecological ruin. Measured by its ability to engage most high school students, *Banking on Life and Debt* is spread too thin, covers too much history and too much political economy, and is narrated by too many talking heads. Nonetheless, through examining World Bank and IMF policies in Ghana, Brazil, and the Philippines, the video offers a convincing portrait of an international economic order that drains resources from poor countries in the name of development. And if used with other readings and activities that explore the global debt crisis, this can be an important resource.

The snapshot of Brazil helps clarify the relationship between debt crisis and environmental crisis. Brazil has been ordered to turn more of its land to production for export. Increasing amounts of land are planted in soybeans. As Brazil’s Cardinal Arns points out, “The food that we were supposed to eat [is] being sent to cows and pigs in other countries.” Other poor countries receive the same prescription, and flooded commodity markets pull down prices of Third World raw materials. Meanwhile, poor Brazilian farmers lose their land to huge corporations and become squatters, every year hacking down more and more Amazon rainforest.

The video doesn’t bubble over with hope, but we do meet activists in every country visited who describe efforts to organize for alternatives to debt slavery.

The Debt Crisis: An Unnatural Disaster

Social Action Centre, Jamaica/Friendship Press, (includes a short teaching guide). 1990. 28 min.

Using delightful skits, songs, and expert testimony, this video is a primer on the history and social consequences of the Third World debt crisis and structural adjustment programs, especially focusing on the Caribbean. It has something of a homemade feel to it and lacks the polish that students are used to, but it is a clear and hard-hitting overview of the severe difficulties the debt crisis creates in poor countries. One of the video’s strengths is that it is entirely narrated, and the skits acted, by Caribbean people themselves. *The Debt Crisis* covers much the same ground as *Banking on Life and Debt*, although its Caribbean focus is narrower. However, the playfulness (some might argue, silliness) of its skits and its concentration on a smaller geographic area probably make this more accessible for many students.

Deadly Embrace: Nicaragua, the World Bank, and the International Monetary Fund

Elizabeth Conner and Ashley Eames. Global Exchange. 1996. 30 min.

A poor Nicaraguan woman points out that, “Before, during the Sandinista times, there was war but there was never hunger. Now there is no war but there is hunger.” The “deadly embrace” of the video’s title refers to the post-Sandinista government’s acceptance of the structural adjustment policies of the World Bank and IMF, which have devastated Nicaragua’s economy — at least from the standpoint of the vast majority of the people. According to the video, unemployment has rocketed to 60%, credit to small farmers has been slashed, public school teachers work in deteriorating conditions for \$60 to \$70 a month, and public programs of all kinds have been eliminated. Meanwhile, free trade zones welcome transnational corporations who pay pennies an hour to desperate workers.

In its ability to hold most students’ attention, the video is somewhat less effective than *Banking on Life and Debt* or *The Debt Crisis*, but its strength is its focus on one country. This could be a helpful resource in an area study of Central America or in a broader look at the forces that compel people to seek work in global sweatshops.

Cancel the Debt, Now!

The Jubilee 2000 Campaign. 2000. Approx. 20 min.

Cancel the Debt, Now! outlines the immorality of the global debt crisis. Activists from numerous countries

tell about the impact of debt on the poorest people in their societies, as well as the effects on the environment. The video emphasizes the global Jubilee 2000 Campaign to cancel the debt for the poorest countries and explains why this is not “charity.” Although the campaign is Biblically-grounded (in the Book of Leviticus) — and thus the video has religious overtones — this should not prevent its use in public schools. Its strength is in its advocacy for activism in solidarity with the world’s poor, and in its scope. However, other than their dire poverty, we learn little about the lives of people affected by the debt crisis.

***Where Are the Beans?**

Mennonite Central Committee. 1994. 13 min.

Where Are the Beans? is a kind of detective story — and an excellent classroom resource. Linda Shelly, of the Mennonite Central Committee, lived in La Esperanza, Honduras for several years. While there, she loved to eat red beans, a staple of the Honduran diet. But when she returned in 1993, she found that no one ate beans any longer. Where are the beans? is the question that Shelly pursues as she visits old friends to learn about how their lives have changed.

Shelly discovers the answer in the structural adjustment policies that the International Monetary Fund pressed the Honduran government to adopt: fewer subsidies to the poor, currency devaluation, no more government loans to small farmers, and increased exports of ... you guessed it: red beans. “The small Honduran farmers have been pulled into the global economy — pulled in at the bottom,” says Shelly. “Their new position in this system demands more and more from them and offers them less and less.” The video closes with Shelly’s thoughts on how people in this country can respond to the increased inequities between rich and poor countries, although she overstates the extent to which all Americans benefit from this system.

Where Are the Beans? makes a nice complement to *Sweating for a T-Shirt*, reviewed below, because it helps explain the forces pushing people off the land and into sweatshops. A 19-page study guide supplements the video and includes a classroom-friendly bean bag simulation.

Universal Declaration of Human Rights

Stephen R. Johnson/Reebok Foundation. 1988. 22 min.

One could say that this is the music video for the U.N. Declaration of Human Rights. Short psychedelic cartoons illustrate each of the Declaration’s 30 articles. They are mostly clever and amusing. For example, the segment for Article 12, which includes guarantees against arbitrary interference with correspondence, features a letter ripped out of an envelope and attacked by an army of needles poking and shredding. The entire series of short cartoons — almost all

of which are 30 seconds or less — would make an excellent prompt for students to complete their own illustrations of these and any other rights they believe should be universal. Students could also be divided into small groups to perform improvisations based on the Universal Declaration or to create pantomimes and perform them as in a game of charades, with other students guessing which article is being acted out.

Roger and Me

Michael Moore.

Widely available at video stores. 1989. 91 min. (Awarded an absurd ‘R’ rating, apparently for a bit of foul language and the on-camera butchering of a rabbit.)

“First, close eleven plants in the U.S., then open eleven in Mexico where you pay the workers 70¢ an hour. Then use the money you’ve saved building cars in Mexico to take over other companies — preferably high tech firms and weapons manufacturers. Next, tell the union you’re broke and they happily agree to give back a couple billion dollars in wage cuts. You then take that money from the workers and eliminate their jobs by building more foreign factories. Roger Smith was a true genius.” This is filmmaker Michael Moore describing the business strategy of General Motors’ then-chairman, Roger Smith.

Roger and Me chronicles Michael Moore’s long quest to confront Smith with the human consequences of his business decisions on Moore’s hometown of Flint, Michigan, where GM eliminated 30,000 jobs. You can find the film in the comedy section at your local video store. And it is a comedy, with a Detective Columbo-like Moore relentlessly pursuing Smith and encountering one ludicrous GM evasion after another. But the film’s laughs are squeezed from the sorrow and outrage we also experience as Moore juxtaposes the deterioration of workers’ lives with the empty-headed patter of Flint’s elite, and the Pat Boones, Anita Bryants, and assorted hucksters who troop through town. Moore interviews a GM spokesman who is indignant that Moore would dare suggest that GM owes anything to the workers who built the company. General Motors is in business solely to make a profit, he insists, plain and simple. Capitalism 101. (In the credits we learn that the PR man also loses his job.)

The film ends with Moore cutting back and forth between Roger Smith offering pious-sounding platitudes at a GM Christmas party and the wrenching eviction of a Flint family on Christmas eve.

To the extent that a key goal of teaching about globalization is to lay bare its human dimensions, this is a valuable classroom resource. However, an equally important goal is to encourage students to reflect on alternatives. The film’s nostalgia for an American society based on the mass production of automobiles reveals a key limitation of *Roger and Me*.

A British film that complements *Roger and Me* is *Brassed Off*, starring the brilliant Pete Postlethwaite. It may be a bit too slow or simply odd for most high school students, but at least rent it sometime for yourself. Like *Roger and Me* it's a humorous, if heart-breaking, look at the consequences of "downsizing" — in this case, Margaret Thatcher's Tory government closing profitable, and heavily unionized, coal pits in Yorkshire. The film explores the miners' travails through the fortunes of the town's brass band.

The Ties That Bind

Maryknoll, 1996. 56 min.

Divided into three sections, the first of these is too narrator- and interview-dense for most students. But part two, "Just Between Us," and part three, "The Common Bond" are more accessible. Through the story of two women who emigrated from Mexico to the United States, "Just Between Us" humanizes the issue of "illegal" immigration. It points out the contradiction between the rhetoric of openness and "free" trade on the one hand and the militarization of the border on the other. But it does this concretely, through story.

The final part, "The Common Bond," is largely the inspiring story of Carmen Anaya, a feisty former teacher from Monterrey, Mexico who immigrated to the United States and worked in the fields. Anaya became a community organizer and leader of Valley Interfaith, a multi-ethnic, church/community alliance that boasts membership of 60,000 families in the Rio Grande Valley. Through a translator, Anaya narrates a story that recalls the "conductors" on the Underground Railroad of an earlier era:

It was 2 in the morning. How can I forget it? The doorbell rang and I saw all these men. "What's the matter?" I asked. They were with Immigration. "Open the door," they said. "Are you Carmen Anaya?" "Sure. How can I help you?" I said. "We want you to go open the church." I asked them "Why? Do you want to pray?" They said, "We're not joking around. We've been told that you're hiding many undocumented persons in there." I said to them, "I will never open that door if you're going there with any other intention than to pray. So you do whatever you want with me. But I'm not opening that door." And I didn't. — We suffered a lot. Because not everyone agreed with us, but we knew that God agreed with us.

Although it includes the use of Mexican story-songs to effectively illustrate points, the video also features an unfortunate soundtrack with soap opera-like music that will annoy some viewers, matched by a narration that occasionally dips into the well of God-family-country boilerplate. *The Ties That Bind* is big-hearted but lacks a sustained analysis about why

people are emigrating from Mexico and what economic and political changes would address the Mexican economic crisis — a crisis that the video largely takes for granted.

Fear and Learning at Hoover Elementary

Laura Angelica Simón. Transit Media, 1996. 53 min.

On the day that California voters approved Proposition 187 — denying "illegal" immigrants public education and access to health care — one of Laura Angelica Simón's students asked her if she was now a "cop" and was going to kick them out of school. *Fear and Learning at Hoover Elementary* is Simón's intimate look at the emotional pain caused by Prop. 187 in one California school: hers. Hoover is the largest elementary school in Los Angeles, enrolling 2,700 kids, 90% of them from Mexico, Guatemala, and El Salvador. The video "stars" Mayra, a precocious Salvadoran fifth grader who takes us on a tour of the school and invites us into her home — a one-room apartment across from crime-plagued McArthur Park that she shares with her mother, uncle and sister. Mayra and other students we meet represent living criticisms of the dehumanizing term "illegal alien," and their humor and intelligence offer viewers an opportunity to rethink lingering stereotypes. But the video is not content to confront anti-immigrant attitudes simply by introducing us to sweet kids. We also meet Dianne Lee, a seven-year teaching veteran whose grandparents immigrated from Russia; Carmen Arcote, a conservative Mexican-American parent who voted for 187; and Mr. Peakmeyer, the Anglo librarian who engages Hoover students in an impromptu debate about the causes of the neighborhood's decline, and with help from these astute youngsters trips over his own contradictions.

My students enjoyed this personal video essay about immigration issues, and found lots to talk and write about. However, the video can't stand on its own. Although early on, Simón, the narrator, labels the students "economic and political refugees," that's the only hint of the forces that propel so many Latin Americans to move north. It was beyond the video's scope, but unless students explore the broader economic factors hurting poor countries — in large measure Made in the USA and other industrialized nations — they won't be able to think deeply about the wrongheadedness of anti-immigrant crusades. Without this broader context, students may be left sympathetic to immigrants' plights but unaware of how economic and political choices made here create social dislocations throughout Latin America. Limitations notwithstanding, the video is provocative and useful.

To engage students in the ordeal of immigrating to the United States from Central America or Mexico, many teachers use *El Norte* (available at many video

rental outlets). Although it focuses on immigrants fleeing military repression in 1980s Guatemala, aspects of this film are timely, and it's been a favorite with students.

***Bus Riders Union**

Haskell Wexler/*The Strategy Center*. 2000. 86 min.

In this extraordinary video, Academy Award-winning cinematographer Haskell Wexler records the several-year-long struggle of the Los Angeles Bus Riders Union (BRU) to win better service and to challenge the race and class bias in city spending priorities. Sure, at 86 minutes, it's long for classroom use and drags in a few places for many high school students, but what a rich documentary this is. At the outset, Kikanza Ramsey, a young BRU organizer, explains that the union is "a political, social experiment to see if we can build a multiracial, bilingual, gender-balanced mass movement of working class people that is willing to fight for a set of demands that challenges corporate capital." And this is not mere rhetoric. The remainder of the video brings her words to life, revealing the twists and turns, highs and lows of this struggle, as seen through the eyes of participants. We desperately need more classroom resources like this one. First, because in many respects the union is victorious; in the end they win lots more buses — and less polluting ones, at that — to ease overcrowding for their mostly immigrant, poor, people of color, working class constituency. And students need to learn that struggle matters. But it's how the BRU organizes — especially across lines of race, nationality, and language; with humor; with song; with determination; with an eye on the bigger systemic picture — that will leave a lasting impression. Hope is scarce in many of these "videos with a global conscience;" in *Bus Riders Union* it plays a starring role.

***Arms for the Poor**

Maryknoll. 1998. 25 min.

Arms for the Poor almost suffocates students with statistics, but it offers a convincing portrait of the U.S. government in cahoots with arms exporters spreading destruction and wasting the precious resources of poor countries: Since the end of the Cold War, the U.S. has doubled its arms sales; the U.S. sells more weaponry abroad than all other 52 arms exporters combined; 80% of U.S. arms sales go to repressive, non-democratic governments; land mines — 95% of which are U.S. made — kill or injure 500 people per week. Activists and experts interviewed consistently link U.S. arms sales to the maintenance of global inequality; although this is asserted more than demonstrated in the video.

Well, at least "we" benefit from this arrangement, right? Not according to a *Boston Globe* investigation described in the video that found that over a four-year period, six of the largest U.S. arms exporters

laid off 178,000 workers but at the same time tripled executives' salaries. This was a point that stuck with my predominantly white, working class students, some of whom occasionally express a tolerance for global inequities because this arrangement benefits "us."

As with other Maryknoll videos like *The Business of Hunger* and *Banking on Life and Debt, Arms for the Poor* hops around the globe, featuring example after example, offering one eloquent testimony after another. It's a technique that is information-rich, and effectively presents broad global patterns, but also holds students at a distance from the victims of U.S. economic and military policies; we never linger in a place long enough to really get to know anyone. Nonetheless, it's an important resource, one that generated a good discussion when I used it with my students.

GLOBAL SWEATSHOPS

***Sweating for a T-Shirt**

Medea Benjamin, *Global Exchange*. 1999. 24 min.

Narrated by first year college student Arlen Benjamin-Gomez, *Sweating for a T-Shirt* is a fine video introduction to the issue of global sweatshops. It opens with Benjamin-Gomez buying her sister a UCLA T-shirt made in Honduras, and then wandering the campus asking students where their clothes were made. It's an engaging lead-in to her visit to Honduras with mother, Medea Benjamin, a long-time social justice activist and co-founder of Global Exchange.

In Honduras, the video contrasts comments by industry PR representatives with interviews of sweatshop workers and union organizers, and visits to workers' homes. No problems here, say the industry folks. "I hate that word, 'sweatshops,'" complains an Apparel Manufacturers spokesman.

But the video demonstrates convincingly that there are problems here, and that the word "sweatshop" is well-deserved when applied to Honduran *maquiladoras* — labor-intensive factories owned or contracted with by transnational corporations — producing for global giants like Fruit of the Loom, Dockers, and Nike: Workers make around \$3 a day, but the cost of living is \$8; hours are long; air in the factories is poor, and health problems like severe bronchitis and skin allergies are common; no talking is allowed and bathroom breaks are few; workers are fired for illness and especially for organizing unions; pregnant workers are fired and denied maternity benefits; youngsters regularly begin factory work around the age of 12, and are unable to pursue further schooling.

Meanwhile, the Honduras-U.S. Chamber of

Commerce representative tells Benjamin: “I don’t think they even have the need to have a union, because they are considered to be privileged workers. They work in a very nice environment.”

Significantly, the video doesn’t encourage us to pity the workers as powerless victims. It emphasizes people’s own efforts to organize to fight for better conditions. As the narration and Hondurans themselves stress, they need our solidarity, not charity.

At the beginning of Benjamin’s time in Honduras, the Apparel Manufacturers spokesman promises to get them in to see first-hand the excellent working conditions. He smiles and tells them, “I’ll arrange that you leave impressed.” But in the end, despite repeated telephone calls, the factories refuse to allow Benjamin and her daughter in the door. As Benjamin says, putting down the phone for the last time, “Well, I guess they’ve got something to hide.”

Maquila: A Tale of Two Mexicos

*Saul Landau and Sonia Angulo.
Cinema Guild. 2000. 55 min.*

The “two Mexicos” referred to in the title of this video are the countryside and the industrial border zones, home to numerous *maquiladoras*. Although the video’s portrait of *maquiladora*-centered urban life is much fuller than its depiction of rural life, this is an important resource.

As one observer points out, the *maquila* boom may represent economic growth, but it is certainly not genuine development. Using Ciudad Juarez — just across the Rio Grande from El Paso, Texas — as a case study, the video demonstrates how *maquilas* cheat workers out of wages, undermine unions, pollute surrounding neighborhoods, offer miserable health and safety conditions, and abuse the largely female labor force. Interviews with workers offer glimpses into the intimate humiliations they confront. One woman *maquila* worker says that factory managers will fire any worker who becomes pregnant; they require women to take pregnancy tests and go so far as to demand to see their sanitary napkins to make sure they are menstruating.

Another startling feature of the video is its investigation into the huge number of disappearances and murders of poor women in Juarez. A crime wave that might be portrayed as horrifying but inexplicable by the mainstream media is here given economic and social context. Be aware that there is an especially gruesome scene of a murdered young woman that could upset some students. But this segment is not unrelievedly grim. The video features a large and inspiring demonstration of hundreds of women waving white handkerchiefs, chanting “*Ni una mas!*” (Not one more!)

Although we don’t learn about conditions in the countryside in as much depth as we learn about

urban life, there are effective scenes of peasants in Chiapas resisting the militarization of their lands, and interview segments with the Zapatista leader Subcomandante Marcos.

Maquiladoras depend on a ready supply of desperate people willing to trade their freedom and sometimes their health for a regular, if inadequate, wage. This video begins to ask, “Why?” and to locate sweatshops in a broader process of globalization.

Something to Hide

The National Labor Committee. 1999. 25 min.

“If you think of the worst nightmare of the major corporations, it’s that young people will start to ask serious questions about where their stuff is produced,” says the National Labor Committee’s Charles Kernaghan at the close of *Something to Hide*. This video demonstrates that some students are most definitely posing those questions and seeking answers. *Something to Hide* follows Kernaghan and a delegation of U.S. college students to El Salvador to learn about *maquiladora* conditions. As Medea Benjamin and her daughter Arlen discover in *Sweating for a T-Shirt*, about their similar quest in Honduras, factories are closed to observers. Not only are they closed, they are often barricaded behind enormous concrete walls or fences topped by razor wire. In interviews with workers outside the factories we hear a litany of abuses, which include the harassment of women who “get pregnant too often,” low pay, long hours, attacks on union organizers, and humiliation by the Korean managers — whose motives and positions are, regrettably, not scrutinized, as is true in the NLC’s earlier video, *Zoned for Slavery* (see below). The U.S. students also meet a worker who was fired for daring to speak with a solidarity delegation from the United States.

Something to Hide serves as a worthwhile introduction to the issue of global sweatshops, and also as an invitation to join with other students to “put a human face on the global economy.”

“Free Trade in Mexico”

*segment from TV Nation, Vol. One, Michael Moore.
(Available in some video stores and from amazon.com.)
1994. Approx. 15 min.*

Michael Moore spoofs the era of free trade in this amusing segment of his now-defunct NBC show *TV Nation*. He travels to Reynoso, Mexico to pretend to explore the economic benefits of relocating TV production there. In Reynoso, he visits a Whirlpool factory that produces washing machine parts formerly made in Indiana, Arkansas, and Tennessee. The workers there make 75 ¢ an hour, and don’t have Whirlpool machines of their own, because, as the manager tells Moore, “One of the problems is that a lot of the folks don’t have plumbed-in water.” Moore’s Reynoso tour guide shows off life across the

border in McAllen, Texas — home to mansions and 20 golf courses — where U.S. managers of Mexican factories can enjoy the quality of life they are accustomed to. The episode is a lighthearted vehicle for Moore to drive home his point that in practice, free trade means freedom for corporations to export jobs to low-wage havens with lax enforcement of environmental protections.

*Zoned for Slavery:

The Child Behind the Label

National Labor Committee. 1995. 23 min.

United States corporations operating in Central American free trade zones “pay no corporate taxes, no income taxes, no social security or health benefits, and they treat their workers like slaves. There are no inspections, no regulations, and when workers try to organize, they are fired.” As *Zoned for Slavery* emphasizes, these miserable conditions are subsidized by U.S. taxpayers, with over \$1 billion funneled to free trade zones by the U.S. Agency for International Development. Most of the workers are young women — teenagers — who work for wages that are 5 to 10% of the wages earned by U.S. apparel workers. Children are the losers, forced to choose between work and school, as employers insist on mandatory overtime. In his commentary in the video, the National Labor Committee’s Charles Kernaghan insists that with their forced overtime policies, companies “are telling these young women: ‘It’s school or it’s work — you decide. If you’re going to go to school tonight, don’t bother coming back tomorrow, ‘cause you’re fired.’”

Kernaghan’s indignation at the youngsters’ exploitation courses through the video. A Gap shirt made in El Salvador sells in the United States for \$20, but the workers receive just 12 ¢. Who gets the other \$19.88? he demands. The video is relentlessly polemical, but why shouldn’t it be? Kernaghan’s outrage is an appropriate response to the degradation he witnesses.

With Kernaghan, we sneak into a Honduran *maquiladora* and hear from the teenage workers about their conditions. In open garbage pits outside the factories we see discarded packets of the birth control pills that factory managers force on young women workers. Not explained, unfortunately, is the role of the Korean subcontractors who appear as the video’s only on-camera bad guys.

As with the NLC video *Mickey Mouse Goes to Haiti* (reviewed here), *Zoned for Slavery* is marred by its failure to highlight the ongoing organizing efforts of Central Americans themselves. By almost entirely ignoring labor and human rights activities there, the producers implicitly suggest that people in the United States must shoulder sole responsibility to confront sweatshop abuse. Still, *Zoned for Slavery* is an excellent — some teachers think the best — intro-

duction to issues of child labor and global sweatshops. It’s an important resource, one I’ve found especially valuable as a follow-up to the Transnational Capital Auction (see p. 108).

Mickey Mouse Goes to Haiti: Walt Disney and the Science of Exploitation

Crowing Rooster Arts/National Labor Committee. 1996. 17 min.

This is an angry video that returns again and again to the wretched wages and living conditions of Disney’s Haitian workers. We travel to Haiti with Charles Kernaghan, the intense and indefatigable director of the National Labor Committee, as he interviews Haitians about their work lives and standards of living. The video is especially effective when Kernaghan holds up a Disney T-shirt and reveals to workers how much it sells for in the United States. Their collective gasps and shouts of disbelief offer indisputable testimony about Disney’s exploitative practices.

Now that sweatshops have been in the news for awhile, many of my students have heard from parents or teachers that yes, wages are low in Third World countries, but living expenses are so low that it all equals out. To test such claims, *Mickey Mouse Goes to Haiti* shows viewers exactly what a worker can buy for her family’s dinner with 20 gourdes — \$1.20 — if she were so lucky as to end her day with that much left over: a bit of spaghetti, an onion, a small amount of oil and tomato sauce, garlic, a bul-lion cube and two small pieces of salt fish. The harsh details of Disney workers’ lives, such as these, make this an effective video to use with students. What it lacks in the polish of a network news magazine segment, it more than makes up for with its sense of justice and outrage.

One drawback of the video, and it’s an important one, is its failure to portray Haitians — and by extension, people in poor countries in general — as agents of change. We never get any sense that Haitians themselves are resisting Disney’s “science of exploitation.” In an interview, one worker says, “We are like the living dead. The boss has benefits and we have nothing. The boss can say anything to us and we can say nothing.” Surely there is truth to this, but the video’s underlying message is that we in the United States need to act for Haitians, because they cannot act for themselves. It’s a plea for charity rather than for solidarity.

Guess Who Pockets the Difference?

UNITE! 1995. 8 min.

Think that sweatshops are only in other countries? Think again, argues this short video about Guess

workers' drive for a union contract. Brief interviews with Guess' mostly Latin American immigrant workers tell of forced overtime, low wages, and humiliating conditions of work. Through a translator, one woman explains the contract system: "We've tried to talk to our boss, but he tells us that Guess is pressuring them — that they lowered their prices. It isn't fair that they are the ones in competition for the prices and we are the ones who pay the consequences."

The video's brevity is an obvious limitation — we learn very little about workers' lives or their struggle to improve conditions — but it could be a useful resource, especially if students were researching the labor practices of particular corporations, or sweatshop practices in the United States.

***Salt of the Earth**

Herbert Biberman. 1954. 94 min.

Set in "Zinctown, New Mexico," *Salt of the Earth* uses a combination of actors and non-professional community people to tell its story. And a great story it is. Sparked by a mine accident, the workers, mostly Mexican Americans, go on strike. Safety is the issue, but is inextricably linked with racial discrimination as Anglo miners work in pairs, while Mexican-Americans are forced to work alone. The film consistently highlights the racial dimension to the class struggle. As one of the white managers says about the workers: "They're like children in many ways. Sometimes you have to humor them. Sometimes you have to spank them. And sometimes you have to take their food away." And the film also addresses racism within the union. The white organizer from the international union is committed to the workers' cause and to union democracy, but his paternalism still creeps in. He is criticized by one of the workers, Ramón Quintero: "When you figure everything the rank and file's to do down to the last detail, you don't give us anything to think about. Are you afraid we're too lazy to take initiative?"

But this is especially a feminist story, as women insist that their issues for indoor plumbing and hot water in the company-owned housing also be included as a demand of the all-male union. This is the women's story at least as much as the men's, and they continue to push for equality the more they participate in strike activities. This struggle comes to a head as Esperanza confronts her husband, Ramon, about his determination to keep her in her place: "Have you learned nothing from this strike? Why are you afraid to have me at your side? Do you still think you can have dignity only if I have none?... Do you feel better having someone lower than you? Whose neck shall I stand on to make me feel superior?... I want to rise and push everything up as I go."

Comforting Esperanza a bit later, one of the women says, "Anything worth learning is a hurt. These changes come with pain." As effectively as any other

film in my curriculum, *Salt of the Earth* celebrates the possibility of people being able to create a very different, very much better society through solidarity and collective action.

When I first showed *Salt of the Earth* a number of years ago, I worried that students would be put-off by a black and white film that had quite a bit of amateurish acting and melodramatic music. I was wrong. What the film lacks in polish it more than makes up for in substance. And most students recognize that.

Bread and Roses

Ken Loach. [Available at video stores.] Lions Gate Films. 2001. 106 min. [Rated 'R' for some sexual references, and lots of harsh language.]

This is the fictionalized account of episodes in the Justice for Janitors campaign in Los Angeles. The film opens with Maya's harrowing illegal entrance into the United States from Mexico and follows her travails as she secures a cleaning job in a large downtown office building. Perez, the on-site manager for the cleaning contractor, keeps workers in line through incessant badgering. Maya bristles at this treatment, and is receptive to overtures from the cocky white union organizer Sam, but her sister Rosa has learned hard lessons in self-preservation, and wants no part of a risky union struggle, especially one led by this guy. "'We, we,' when was the last time you got a cleaning job?" she demands of Sam early in the film.

The best scenes in *Bread and Roses* are the tense conversations between workers about whether or not organizing is worth the risk. Maya's would-be boyfriend, Ruben, has a law school scholarship waiting, if only he plays it safe and keeps his job. Why would Maya want to endanger her job, Ruben wants to know. She snaps back:

What was it that you said when they fired Teresa [an older woman who worked with them cleaning the office building]? "She looks like my mother." That's why I'm doing it. I'm doing it because my sister has been working 16 hours a day since she got here. Because her husband can't pay for the hospital bills. He doesn't have medical insurance.... I'm doing it because I have to give Perez two months of my salary and I have to beg him for a job. I'm doing it because we feed those bastards, we wipe their asses, we do everything for them. We raise their children, and they still look right through us.

Bread and Roses is engaging start to finish and can generate lots of excellent writing and discussion — about treatment of immigrant workers, tensions between immigrant and non-immigrant workers, risks and benefits of organizing, and many others. But it's not without its flaws. This is supposed to be

a struggle to reclaim workers' lost dignity, but every union tactic is decided upon by the organizer, not by the workers. They may be in meetings together, but Sam does virtually all the talking — deciding every move, making pronouncements about how he is going to “personally embarrass” the new part-owners of the office building. (Someone in *Bread and Roses* should have criticized him the way the Ramón criticized the organizer in *Salt of the Earth* — above.) And the romance between Sam and Maya was a needless and inappropriate — if predictable — insertion by writer/director Ken Loach. But these are not fatal flaws, and this is a valuable film.

By the way, Loach is a prolific filmmaker, underappreciated in the United States. Two of his films that would make excellent additions to a global studies curriculum are *Hidden Agenda*, about British repression in Northern Ireland; and *Land and Freedom*, about the Spanish Civil War.

CHILD LABOR

When Children Do the Work

The Working Group, 1996. 27 min.

When Children Do the Work borrows key segments from the National Labor Committee's video *Zoned for Slavery* (see review in this article) and an episode of the PBS series *Rights and Wrongs* to alert viewers to the use of child labor around the world. The narration opens with the claim that as a society “we” did away with child labor at the turn of the century, suggesting that child labor is a problem only in other countries, and closes glibly with a list of U.S. firms that have pledged not to use child labor — neglecting to mention that, to date, none of them has promised to pay a living wage to its workers. Nonetheless, the segments are short and hard-hitting, and offer a dramatic introduction to the global workplace exploitation of children.

The *Rights and Wrongs* segment features an interview with a Pakistani carpet factory manager who matter-of-factly reports that he has 40 looms worked by 100 children. “We chain them three or four hours a day to teach it (sic) not to run away,” and adds that the children also sleep chained to their looms. But scenes of abuse are also paired with stories of resistance, and the video highlights the story of Iqbal Masih, a former child worker who became an activist with the Bonded Labor Liberation Front.

A final segment features the work of the Women's Network of the United Food and Commercial Workers union which targets Wal-Mart's sale of products made by eight- to twelve-year-olds in Bangladesh.

Despite its overly rosy assessment of the progress that has been made in eliminating child labor, the

video's broader message is clear: There are serious problems in the world, and we can work to make things better.

**Tomorrow We'll Finish*

UNICEF (distributed by Maryknoll). 1994. 26 min.

Tomorrow We'll Finish dramatizes the lives of three Nepalese girls in a rug factory in Katmandu. Although it may feel a bit melodramatic or contrived to some students, the video is an effective introduction to child labor in the rug industry. Its attention to details — the rigors of the girls' working conditions, their sexual harassment by their “middleman” overseer, the pressure to produce in order to pay back loans to their families — lends the video a feeling of authenticity and invites students to look at life from the girls' points of view. Especially touching is the tenderness in the three girls' relationships and how they look out for one another. I've used the video only once, but my students — mostly high school sophomores at the time — enjoyed it and found it more affecting than reporter-narrated TV news-magazine segments.

Viewers get only a glimpse of how the girls' labor relates to the global economy when a European-looking rug buyer enters the factory to bargain for the finished product. The failure to examine the broader global context of child labor could be considered a weakness of the video. On the other hand, it demonstrates effectively how both consumers and producers are often invisible to each other.

See also *Zoned for Slavery*.

FOOD AND AGRICULTURE

**¡Aumento Ya! (A Raise Now!)*

[In English, some subtitles.]

Tom Chamberlin/PCUN (Pineros y Campesinos Unidos del Noroeste). 1996. 50 min.

“They look at us as if we're their tractor,” says one farm worker organizer, describing the white growers' attitudes about their largely Mexican workforce. *¡Aumento Ya!* is the dramatic story of Oregon farm workers' confrontation with those discriminatory attitudes, and the miserable working and living conditions that accompany them.

The video, presented as the personal narrative of a woman who came to volunteer with the farm workers union, can be roughly divided into two parts: the first, a short overview of farm worker conditions in Oregon and the farm workers' union, Pineros y Campesinos Unidos del Noroeste (PCUN); the second, the story of the strikes held over the summer of 1995 by workers in the strawberry fields. This is not a highly polished video, but its story is compelling, and my students have found *¡Aumento Ya!* engaging and moving. It's one of those “small” videos, that

allow students to encounter social forces as they manifest themselves in real people's lives.

Workers begin with the simple demand to be paid 17¢ a pound for strawberries rather than the 10 to 12¢ the growers are paying. Beginning with the first walkout from the fields, the video takes us day by day through the strike. A few days into the strike, as workers gain confidence, they add demands about their housing — shacks of blue plastic walls that sleep six or more. Workers call for separate showers for men and women, heat in the cabins, leaking roofs to be fixed, cleaning equipment made available, locks on doors, one telephone for the camp. For my students, the modesty of these demands underscored the wretchedness of farm workers' living conditions.

It's not easy to find teaching materials that show ordinary people taking action to better their lives. *¡Aumento Ya!* is inspiring without being romantic or overstating workers' accomplishments.

Bring some strawberries to class, ask students to write whatever comes to mind about the berries, and then show *¡Aumento Ya!* for a different point of view [see p. 128.]

The Fight in the Fields: César Chávez and the Farm Worker Struggle

Ray Telles and Rick Tejada-Flores/Paradigm Productions. 1997. 116 min.

This is an excellent film about the life of César Chávez and the history of Mexican-American farm workers — the best I've seen. *The Fight in the Fields* begins in the California fields in the 1860s and closes with the death of Chávez in 1993. In between is a solid history of the heroic farm worker movement, with a keen eye for the multiracial solidarity that weaves through the long struggle: Mexicans and Okies join forces in the 1930s, Filipinos and Mexicans later; an Arab-American striker was the first person killed in the grape strikes of the late 1960s.

Yes, it's largely a talking head documentary — at times, narrator-heavy. Yes, it's long. And, yes, some students may find it boring. But it's a wonderful film, rich in details, told mostly from the point of view of the organizers and farm workers who made the history.

Although later sections on the grape and lettuce boycotts could be excerpted for use in class, the film draws its power from the panoramic view it offers of the farm worker struggle.

***The Global Banquet Two parts: "Who's Invited?" and "What's On the Menu?"**

Maryknoll. 2001. 50 min.

The Global Banquet is a good introduction to the themes explored in our chapter "Just Food?" The video asks who benefits from the global market in agriculture and concludes: only large corporations. In the United States and Canada, small farmers can't compete with the corporate food behemoths, and often receive less for their food commodities than these take to produce. In the Third World, small farmers are crushed in the marketplace by subsidized food from the "developed" countries. Defeated by the global market, small farmers in poor countries migrate to the cities, to other countries, or become migrant workers: "The fresh fruit and vegetables that most of us eat are picked by the hands of farmers who have been displaced on their own land, and are now very low wage farm workers." As one Central American farmer, Jorge Mejia says in the video: "You feel very sad, like you've been abandoned."

The video argues that free trade in agricultural goods means that countries are "free" to have their food self-sufficiency destroyed. And for those who don't have the cash to participate in the global food market? They're free to starve. As critic David Korten points out in the video, the market responds only to those who have the cash to make it respond.

The video briefly covers other aspects of food-for-profit, including one section on genetically modified produce. And alternatives are also touched on, but without the kind of rich detail that would have been valuable. Still, mentions of CSAs (Community-Supported Agriculture), farmers' markets, and small diversified farms hint at viable alternatives to the corporate globalization of food.

See also *Where Are the Beans?* in "The Global Economy: Colonialism without Colonies". Another video that teachers might find useful is *The Greening of Cuba* (Jamie Kibben. Food First. 38 min. 1996) about the revolution in small-scale organic agriculture in Cuba.

CULTURE, CONSUMPTION, AND THE ENVIRONMENT

***Earth and the American Dream**

Bill Couterie. Direct Cinema Ltd. 1993. 77 min.

See "Capitalism and the Environment: The Thingamabob Game," p. 287, for a description of this fine and useful video.

***Ancient Futures: Learning from Ladakh**

John Page/International Society for Ecology and Culture. 1993. 60 min.

See the article "Rethinking 'Primitive' Cultures: Ancient Futures and Learning from Ladakh," p. 308, on ways to work with this video. It's a must-use resource.

Local Futures

International Society for Ecology and Culture. 1998.

See the article “Rethinking ‘Primitive’ Cultures: *Ancient Futures* and Learning from Ladakh,” p. 308. Although not as strong as *Ancient Futures*, *Local Futures* concentrates on local alternatives to globalization, and features activities from a Ladakhi women’s organization not included in *Ancient Futures*.

*Trinkets and Beads

Christopher Walker. 1996. 52 min.

Trinkets and Beads is a haunting video about international oil companies versus the indigenous people of the rainforests of eastern Ecuador (see “Oil, Rainforests, and Indigenous Cultures,” p. 268). There’s a billion and a half dollars worth of oil in Ecuador’s Oriente, enough to power U.S. cars for 13 days, and in order to get it oil companies are willing to destroy indigenous cultures and the land they live on. One oil company consultant in the video expresses contempt for the very idea of a rainforest: “The jungle is the jungle is the jungle kind of thing.” It’s a small film about big issues, and my students were fascinated and outraged.

A major theme of *Trinkets and Beads* is the role of evangelical missionaries who, in the words of one of them, view the Bible as a tool to “cut through a culture where they never had it.” In the video we see missionaries attempt to groom the indigenous Huaorani people for “civilization” and the arrival of oil companies.

But we also meet Moi, a Huaorani leader whose eloquence will stay with students long after the VCR is turned off: “We must all be concerned because this is the heart of the world and here we can breathe.” *Trinkets and Beads* features Moi’s stories of Huaorani resistance and includes scenes of indigenous people’s raucous demonstrations in Quito. Its images of environmental violence are indelible, and will infuriate students, but images of defiance should also inspire them. My students watch the video early in the school year, but by the end of the year it is still vivid for them, and they use it as a conceptual touchstone in ongoing conversations about “development” and “progress.”

Amazonia: Voices from the Rainforest.

Rosainés Aguirre and Glenn Switkes.

The Video Project. 1991. 69 min.

This is an ambitious and somewhat meandering video about the wonders of the Brazilian Amazon rainforests and the struggle over their future. It lacks the focused storytelling approach of *Trinkets and Beads*, but its more comprehensive emphasis is also a strength. By the conclusion, we’ve met indigenous people, rubber tappers, and poor farmers who,

according to the video’s narration, have begun to see the need to build alliances against the forces of “development,” which include cattle ranchers, loggers, gold miners, power companies, and the Brazilian military. As the rubber workers union leader, Chico Mendes (since murdered) says: “Today we have become aware. It’s been so important that Indians and rubber tappers have discovered they are not enemies. Our biggest enemies were those who caused this conflict between us. And our true enemies are those who are devouring us and devastating our forests and who want to do away with Amazonia.” Despite the environmental and human ravages described in some detail, this is a hopeful video that emphasizes the enormous resourcefulness of Amazonia’s people and their growing resistance.

Stepan Chemical:

The Poisoning of a Mexican Community

Mark R. Day. Coalition for Justice in the Maquiladoras. 1992. 18 min.

The same economic priorities that produce global sweatshops also produce global cesspools. *Stepan Chemical* begins as the story of a U.S. chemical corporation taking advantage of lax environmental regulations and enforcement in Mexico to pollute the air, soil, and groundwater of a Matamoros, Mexico neighborhood — just across the border from Brownsville, Texas. We learn, for example, that xylene levels in water around the plant are 53,000 times greater than allowable levels in the United States and that babies in Matamoros have been born with severe birth defects, a possible result of xylene poisoning. Every time it rains, the water runs out of the factory into the yards of neighborhood homes where kids play.

Instead of being just another muckraking tale of corporate abuse, the video highlights the growing resistance in Matamoros in alliance with the Texas-based Coalition for Justice in the Maquiladoras. The short video ends with the defiant words of neighborhood resident, Ema Mendez: “We’d die first before leaving. They’re not going to force us out. We were born here, we grew up here, and we’re not leaving.” But as she speaks these words, it appears that the struggle is heating up, so students will want to learn more about the current situation.

*The Ad and the Ego

Harold Boihem. California Newsreel, 1996. 60 min.

See the article “Masks of Global Exploitation” (p. 300) for ways of working with this essential resource — the best video I’ve seen on the nature of advertising. Also included on our website (www.rethinkingschools.org/rg) are quotes from the video that can be used with students.

6 TV Uncommercials and the Culture Jammer's Video

Kalle Lasn. Adbusters Media Foundation. 15 min.

This valuable resource is a collection of alternative “uncommercials” that prompt us to reflect on fundamental aspects of North American life. They are pointed, playful, and profound. One uncommercial for “American Excess” features an oinking pig protruding from a map of North America: “A tiny 5% of the people in the world consume one-third of its resources, and produce almost one-half the non-organic waste. Those people are us. Nothing is destroying this planet faster than the way we North Americans live.”

Another uncommercial features a bull marauding through a china shop. The voice-over: “For years, people have defined the economic health of a country by its gross national product. The trouble is that every time a forest falls, the GNP goes up. With every oil spill the GNP goes up. Every time a new cancer patient is diagnosed, the GNP goes up. If we’re to save ourselves, economists must learn to subtract.” This segment carries the unfortunate title, “Voodoo Economics,” borrowing George Bush’s racist put-down of Ronald Reagan’s economic policies in the 1980 Republican primary campaign. (Why is Voodoo the only belief system considered a synonym for “loony”?)

Thirty- and sixty-second uncommercials are bound to be limited, but these will encourage students to think critically about the typical TV fare and will suggest possible uncommercials they themselves might want to produce.

*Advertising and the End of the World

Sut Jhally. The Media Education Foundation. 1998. 47 min.

Sut Jhally is a brilliant analyst of advertising’s deep cultural messages, and the dire ecological effects of a society whose *raison d’être* is the production of commodities for profit. *Advertising & the End of the World* has the feel of an illustrated lecture; it is rich in ideas. But it is dense and academic, and would be difficult to follow for most high school students — and impossible to absorb in one sitting. Nonetheless, it could be used effectively in short segments. Indeed, Jhally’s analysis of advertising is so careful and systematic that the video could serve as a unit outline for the cultural impact of advertising. His discussion of the environmental consequences of advertising, toward the end of the video, is especially enlightening — and frightening.

*Making a Killing: Philip Morris, Kraft, and Global Tobacco Addiction

Kelly Anderson and Tami Gold. INFACT. 2000. 29 min.

Making a Killing highlights the tobacco industry’s despicable practice of marketing to young people — concentrating on Philip Morris as one of the most egregious offenders. What sets this video apart from other network media fare covering similar ground is that it focuses especially on tobacco marketing around the world. Despite attempts by impoverished countries like Vietnam to ban cigarette advertising, Philip Morris dances around restrictions by paying attractive young women to dress in short skirts and distribute cigarettes to young men: The first one is free — no joke. With the arrival of capitalism and “free trade,” countries like the Czech Republic have experienced a 40% rise in the number of 15- and 16-year-old smokers.

As a number of people in the video point out, tobacco addiction around the world is not only a health problem, it’s also an economic issue: The profits of tobacco sales are private but the costs of caring for the afflicted are socialized. In poor countries, this gives anti-tobacco organizing special urgency.

Making a Killing is one of those videos that should be seen by every student.

VIDEO DISTRIBUTORS

Note: All starred videos above are available from the Teaching for Change catalog:
www.teachingforchange.org or 800-763-9131.

Cinema Guild

130 Madison Ave., 2nd Floor
New York, NY 10016-7038
Tel: 800-723-5522; Fax: 212-685-4717
www.cinemaguild.com

Coalition for Justice in the Maquiladoras

530 Bandera
San Antonio, TX 78228
Tel: 210-732-8957
e-mail: cjm@ipc.apc.org.

First Run/Icarus Films

32 Court Street, 21st Floor
Brooklyn, NY 11201
Tel: 718-488-8900; Fax: 718-488-8642
e-mail: info@frif.com
www.frif.com

Friendship Press Videos

Tel: 800-889-5733;
www.nccusa.org (click on Friendship Press)

Global Exchange

Global Exchange Online Fair Trade Store

2017 Mission St. #303
San Francisco CA 94110
Tel: 800-497-1994 x237
storemaster@globalexchange.org
<http://store.globalexchange.org>

The International Society for Ecology and Culture

e-mail: isecuk@gn.apc.org
www.isec.org.uk

Maryknoll Sisters

P. O. Box 311
Maryknoll, NY 10545-0311
Tel: 914-941-7575; Fax: 914-923-0733
www.maryknoll.org

Media Education Foundation

26 Center St.
Northampton, Massachusetts 01060
Tel: 800-897-0089 or 413-584-8500
Fax: 800-659-6882 or 413-586-8398
e-mail: mediaed@mediaed.org
www.mediaed.org

National Labor Committee

275 Seventh Ave., 15th Floor
New York, NY 10001
Tel: 212-242-3002; fax: 212-242-3821;
e-mail: nlc@nlcnet.org
www.nlcnet.org.

New Yorker Films

Tel: 212-247-6110; Fax: (212) 307-7855
e-mail: info@newyorkerfilms.com
www.newyorkerfilms.com

Paradigm Productions

www.paradigmproductions.org

PCUN

300 Young St.
Woodburn, OR 97071
Tel: 503-982-0243; fax: 503-982-1031
www.pcun.org

Strategy Center Publications

Tel: 213-387-2800;
www.busridersunion.org;
www.thestrategycenter.org.

Transit Media

22D Hollywood Ave.
Hohokus, NJ 07423
Tel: 800-343-5540

UNITE!

1710 Broadway
New York, NY 10019
Tel: 212-265-7000
www.uniteunion.org

The Video Project

Tel: 800-475-2638
www.videoproject.org

The Working Group

1611 Telegraph Ave. # 1550
Oakland, CA 94612
Tel: 510-268-9675
www.theworkinggroup.org

Books and Curricula for Global Justice

Note: All books and curricula that are starred are available from the Teaching for Change catalog, www.teachingforchange.org, or 800-763-9131.

THE GLOBAL ECONOMY: FRAMING THE ISSUES

Against Empire

Michael Parenti.
San Francisco: City Lights Books, 1995.
Critical essays on U.S. foreign policy.

The Case Against The Global Economy

edited by Jerry Mander and Edward Goldsmith.
San Francisco: Sierra Club Books, 1996.
An impressive collection of essays on all aspects of globalization from some of the most distinguished activists and scholars around.

A Citizen's Guide to the World Trade Organization

Steven Shrybman.
Toronto: James Lorimer and Co. and Canadian Centre for Policy Alternatives (www.policyalternatives.ca), 1999.
A valuable overview of the effects of the World Trade Organization and the regime of free trade.

Corporations Are Gonna Get Your Mama: Globalization and the Downsizing of the American Dream

Kevin Danaher, ed.
Monroe, ME: Common Courage Press, 1996.
A collection of short critical essays on globalization and resistance.

Democratizing the Global Economy

Kevin Danaher, ed.
Monroe, ME: Common Courage Press, 2001.
Short articles describe popular challenges to the policies of the International Monetary Fund and the World Bank. Many of these could be used with students.

*Eyes of the Heart: Seeking a Path for the Poor in the Age of Globalization

Jean-Bertrand Aristide.
Monroe, ME: Common Courage Press, 2000.
A short but moving book about the plight of the poor in a time of market domination. Clear and brief chapters could be used with students.

*The Field Guide to the Global Economy

Sarah Anderson and John Cavanagh, with Thea Lee.
New York: The New Press, 1999.
Illustrated with charts, graphs, and political cartoons, this accessible and engaging guide reveals the harmful effects of corporate-driven globalization. It explains current trends in the global economy, the driving forces behind globalization, and the organizations and individuals working to reverse these

destructive forces.

50 Years is Enough: The Case Against the World Bank and the International Monetary Fund

edited by Kevin Danaher.
Cambridge, MA: South End Press, 1994.
A short but important book that offers a devastating overview of the negative impact of the debt crisis and "structural adjustment programs." Lots of case studies that could be drawn on for classroom activities.

Global Ethnography: Forces, Connections, and Imaginations in a Postmodern World

Michael Burawoy, et al.,
Berkeley: University of California Press, 2000.
A collection of provocative ethnographies which look at the interaction between local struggles and global forces.

Global Village or Global Pillage: Economic Reconstruction from the Bottom Up

Jeremy Brecher and Tim Costello.
Cambridge, MA: South End Press, 1994.
Provides a helpful wider framework to consider the "race to the bottom," but also focuses on grassroots responses worldwide. Good source of examples and quotes to share with students. [See also the video of the same title.]

Globalization from Below

Jeremy Brecher, Tim Costello, and Brendan Smith.
Cambridge, MA: South End Press, 2000.
A useful book to reflect on organizing choices to confront globalization from above.

Globalize This!

The Battle Against the World Trade Organization and Corporate Rule

edited by Kevin Danaher and Roger Burbach,
Common Courage Press, 2000.
A valuable collection of short readings that capture the breadth of the anti-globalization movement that coalesced in Seattle in late 1999.

*Invisible Government: The World Trade Organization — Global Government for the New Millennium?

Debi Barker and Jerry Mander. San Francisco:
International Forum on Globalization, 1999.
The best short introduction to the rationale behind and the workings of the World Trade Organization. The authors provide several case studies to highlight their points.

***No Logo: Taking Aim at the Brand Bullies**

Naomi Klein.

New York: Picador, 1999.

A lively and wide-ranging book that takes a critical look at corporate marketing and production strategies. Klein also documents the contradictions of many of these corporate policies and how they contribute to the growth of opposition movements.

***A People's History of the United States**

Howard Zinn.

New York: HarperCollins, 1995.

The best single-volume U.S. history. Lays the groundwork for understanding the role of the United States in world affairs.

Shifting Fortunes: The Perils of the Growing American Wealth Gap

Chuck Collins, Betsy Leondar-Wright, and Holly Sklar.

Boston: United For a Fair Economy, 1999.

Very readable handbook with many charts and graphs showing the increasing wealth divide in the United States.

***Upside Down:**

A Primer for the Looking-Glass World

Eduardo Galeano.

New York: Henry Holt, 2000.

A funny, brilliant, wide-ranging look at the latest incarnation of globalization. Much of this book could be excerpted for classroom use.

Views from the South:

The Effects of Globalization and the WTO on Third World Countries

edited by Sarah Anderson.

San Francisco: International Forum on Globalization, 1999.

Defenders of corporate globalization are fond of criticizing opponents as ex-hippies and "paid union activists," and claim that people in the Third World are hungry for more not less globalization. Here is a book that presents essays by such prominent Third World scholar-activists as Vandana Shiva, Walden Bello, Martin Khor and Oronto Douglas that reveal the concrete effects of capitalist globalization.

***The War on the Poor**

Randy Albelda, Nancy Folbre, and the Center for Popular Economics.

New York: New Press, 1996.

A readable description of how current U.S. welfare policy harms the poor and doesn't eliminate domestic poverty. Great graphics, classroom-friendly.

COLONIAL ROOTS OF GLOBAL INEQUALITY

Capitalism and Slavery

Eric Williams.

University of North Carolina Press, 1994.

A look at the relationship between the rise of capitalism and the transatlantic slave trade.

The Colonizer and the Colonized

Albert Memmi.

Boston: Beacon, 1967.

A classic critical treatise on colonialism.

Discourse on Colonialism

Aimé Césaire.

New York: Monthly Review, 1972.

A succinct, angry, poetic indictment of colonialism by the Martinique scholar-activist, Césaire. Parts could be used with students.

How Europe Underdeveloped Africa

Walter Rodney. Washington, DC:

Howard University Press, 1981.

A detailed and well-documented analysis of the impact of European colonialism on Africa.

King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa

Adam Hochschild.

New York: Mariner Books, 1998.

An in-depth look at the history of colonialism and resistance in central Africa. An excellent book to complement Barbara Kingsolver's *The Poisonwood Bible*.

No Trespassing: Squatting, Rent Strikes, and Land Struggles Worldwide

Anders Corr.

Cambridge, MA: South End Press, 1999.

A fine account of struggles throughout the world, from the homeless of New York City's Tompkin Square to the agricultural workers on Chiquita banana plantations in Honduras. Several uplifting stories worth sharing with students. Excellent bibliography.

***Open Veins of Latin America: Five Centuries of the Pillage of a Continent**

Eduardo Galeano.

New York: Monthly Review Press, 1998.

The classic indictment of imperialism in the Americas.

School of Assassins

Jack Nelson-Pallmeyer.

Maryknoll, NY: Orbis Books, 1997.

Presents the case for closing the School of the Americas, which trains military officers from countries of Latin America, some of whom have been implicated in torture and suppression of people's movements in their country.

Stolen Continents: The “New World” Through Indian Eyes Since 1492

Ronald Wright.

New York: Viking, 1992.

An examination of the “discovery,” resistance, and rebirth of five major Native nations: Aztec, Maya, Inca, Cherokee, and Iroquois.

What Do You Know About Racism?

Pete Sanders and Steve Meyers.

Copper Beach Books, 1995.

A children’s book from England that directly addresses racism with clear definitions and realistic comic strips. Gr. 4/up.

GLOBAL SWEATSHOPS

Behind the Swoosh: The Struggle of Indonesians Making Nike Shoes

edited by Jeff Ballinger and Claes Olsson.

Uppsala, Sweden: Global Publications Foundation, 1997.

A collection of articles and documents about Nike.

The Global Factory: Analysis and Action for a New Economic Era

Rachael Kamel.

Philadelphia: American Friends Service Committee, 1990.

A bit dated, but offers still-useful short examples about the effects of globe-trotting factories and the variety of ways people resist.

The Maquiladora Reader: Cross-Border Organizing Since NAFTA

Rachael Kamel and Anya Hoffman, eds.

Philadelphia: American Friends Service Committee, 1999.

A collection of articles and resources describing the heroic story of how *maquiladora* workers have organized.

No Sweat: Fashion, Free Trade and the Rights of Garment Workers

Andrew Ross, ed.

New York: Verso, 1997.

A creative collection of photos, writings, and statistics on the status of garment workers in the United States and abroad.

Reclaiming America: Nike, Clean Air, and the New National Activism

Randy Shaw.

Berkeley, CA: University of California Press, 1999.

Recounts how popular activism has played a crucial role in raising awareness about sweatshop abuses around the world.

Runaway America: U.S. Jobs and Factories on the Move

Harry Browne and Beth Sims.

Albuquerque, NM: Resource Center Press, 1993.

Provides an overview of the history and economics of the phenomenon of corporations moving operations outside of the U.S. Also provides case studies of

how activists, workers, and community leaders have fought against runaway shops.

The Sneaker Book: Anatomy of an Industry and an Icon

Tom Vanderbilt.

New York: New Press, 1998.

Loads of information on one of the most important clothing items for kids.

Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory

Miriam Ching Yoon Louie.

Cambridge, MA: South End Press, 2001.

A richly detailed book describing the strategies of sweatshop workers to challenge oppressive conditions. Many of these stories could be used with students or drawn upon to create engaging lessons.

With These Hands: The Hidden World of Migrant Farm Workers Today

Daniel Rothenberg.

New York: Harcourt Brace, 1998.

A readable documentation of the U.S. farm labor system through the voices of workers, growers, union organizers, farm worker families and others.

CHILD LABOR

Cheap Raw Materials: How the Youngest Workers are Exploited and Abused

Milton Meltzer.

New York: Viking, 1994.

A fine history of child labor in the United States and how the problem persists today. Gr. 5/up.

Child Labor: A Selection of Materials on Children in the Workplace

compiled by the American Federation of Teachers, International Affairs Dept., 555 New Jersey Ave. NW, Washington, DC 20001-2079

(iadaft@aol.com) (single copy, \$1).

Includes a number of articles that could be useful with students, e.g., “Child Labor in Pakistan,” by Jonathan Silvers; and “Six Cents an Hour,” by Sydney Schanberg.

Child Labor: A World History Companion

Sandy Hobbs, Jim McKechnie, and Michael Lavalette.

Santa Barbara, CA: ABC-CLIO, 1999.

A one-volume encyclopedia on child labor organized alphabetically. Good library resource.

Child Labor in America

Juliet Mofford, ed.

Carlisle, MA: Discovery Enterprises, Ltd. 1997.

A short collection of first person and primary source material on child labor. 4th grade and up.

A Children’s Chorus: Celebrating the 30th anniversary of the Universal Declaration of the Rights of the Child

by UNICEF. [See “Picture Books.”]

Exploitation of Children

Judith Ennew.

Austin, TX: Raintree Steck-Vaughn, 1997.

An internationalist perspective that describes both the conditions and types of child exploitation along with efforts by people organizing against it.

Iqbal Masih and the Crusaders Against Child Slavery

Susan Kuklin.

New York: Henry Holt and Company, 1998.

An excellent biography that sets the short life of Iqbal Masih in the context of the historic struggle against child labor. Gr. 5/up.

Kids at Work: Lewis Hine and the Crusade Against Child Labor

Russell Freedman.

New York: Clarion Books, 1994.

An impressive collection of Hine's photos and an accessible description of his life work. Students will be amazed by his photographs.

Listen to Us: The World's Working Children

Jane Springer.

Toronto: Groundwood Books, 1997.

A beautifully done book with impressive photos that clearly lays out the story of child labor in the world and how people are fighting against it.

Mother Jones and the March of the Mill Children

Penny Colman.

Brookfield, CN: Millbrook Press, 1994.

A story book with quality photos that tells of the historic march against child labor in 1903.

One Day We Had to Run

Sybella Wilkes.

Brookfield, CN: Millbrook Press, 1994.

Child refugees from Sudan, Somalia, and Ethiopia tell their stories in words and paintings.

Stolen Dreams: Portraits of Working Children

David Parker.

Minneapolis, MN: Learner Publications Co., 1998.

Striking black and white photos of children working throughout the world. Accompanying text includes many primary sources with children describing their working conditions, struggles and dreams.

Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories

S. Beth Atkin.

Boston: Little, Brown, and Co., 1993.

Interviews and photographs that describe the reality of child labor in American fields.

We Have Marched Together: The Working Children's Crusade

Stephen Currie.

Minneapolis, MN: Learner Publications, 1997.

A description of the 1903 march against child labor

led by Mother Jones in which children marched from Kensington, PA to Oyster Bay, New York.

Quality photos and inspirational quotes from Mother Jones. Gr. 5/up.

We the Children

UNICEF.

New York: W.W. Norton & Co., 1990.

Photographs by the world's leading photojournalists show diverse children at play, school, work, and rest.

JUST FOOD?/CULTURE, POWER AND THE ENVIRONMENT

Against the Grain: Biotechnology and the Corporate Takeover of Your Food

Marc Lappé and Britt Bailey.

Monroe, ME: Common Courage Press, 1998.

This book focuses especially on Monsanto to evaluate the corporate claims for the benefits of genetically engineered food.

Ancient Futures: Learning from Ladakh

Helena Norberg-Hodge.

San Francisco: Sierra Club Books, 1991.

Tells the story of Ladakh in northern India to highlight the way in which development is destroying ecologically viable indigenous cultures. See also the video *Ancient Futures*, an important classroom resource.

Biopiracy: The Plunder of Nature and Knowledge

Vandana Shiva.

Cambridge, MA: South End Press, 1997.

A passionate but scholarly denunciation of the West's plunder of Third World biodiversity.

The Fate of the Forest: Developers, Destroyers and Defenders of the Amazon

Susanna Hecht and Alexander Cockburn.

New York: Harper Perennial, 1994.

An important overview of the social and ecological dynamics of rainforest destruction and resistance. Helpful appendices — interviews, manifestos, truths and myths, etc. — that could be excerpted for students.

A Green History of the World: The Environment and the Collapse of Great Civilizations

Clive Ponting.

New York: Penguin, 1991.

A history book that pays especially close attention to the effects of colonialism and neo-colonialism on the earth and the indigenous people who depend on it.

**In the Absence of the Sacred:
The Failure of Technology and
the Survival of the Indian Nations**

Jerry Mander.

San Francisco: Sierra Club Books, 1991.

Mander is director of the International Forum on Globalization. In this book, he offers a powerful critique of cultures based on modern technologies, and argues that these technologies are not politically neutral. Mander explores the negative consequences when these imperialistic cultures collide with indigenous cultures.

**The No-Nonsense Guide
to Climate Change**

Dinyar Godrej, ed.

Toronto: New Internationalist, 2001.

A short, readable summary of the causes and consequences of global warming, focusing on human health, farming, and wildlife.

Power Politics

Arundhati Roy.

Cambridge, MA: South End Press, 2001.

Arundhati Roy writes passionately about a range of issues in this book of essays, but especially about the politics of dams in India — which Roy sees as metaphor for the consequences of “development” worldwide.

**Redesigning Life? The Worldwide
Challenge to Genetic Engineering**

Brian Tokar, ed.

New York: Zed, 2001.

Perhaps the best critical overview to the genetic engineering debates, featuring the most prominent scholar-activists.

**Resource Rebels: Native Challenges
to Mining and Oil Corporations**

Al Gedicks.

Cambridge, MA: South End Press, 2001.

Gedicks chronicles transnational indigenous movements that oppose mining and oil company exploitation. These are some of the most important struggles on the planet.

***Savages**

Joe Kane.

New York: Vintage Books, 1996.

A fast-paced account of the invasion of the Oriente rainforest in eastern Ecuador by U.S.-based oil companies and the resistance of Huaorani Indians. Much of it is suitable for high school use.

Save My Rainforest

Monica Zak. Wonderful illustrations by

Bengt-Arne Runnerström.

(Available also in Spanish and Swedish). 1992.

True story of a young boy who leads a mass march to save the rainforest of his country.

***Stolen Harvest:**

The Hijacking of the Global Food Supply

Vandana Shiva.

Cambridge, MA: South End Press, 1999.

Details the impact of the increasing corporate control over the world's food supply. An important and devastating critique.

World Hunger: Twelve Myths

*Francis Moore Lappé, Joseph Collins
and Peter Rosset.*

New York: Food First/Grove, 1998.

This book marches through the most widely held myths about why people are hungry around the world, and punctures them one by one. The authors argue that overpopulation, lack of technology, or failure to apply modern farming techniques, are not to blame for hunger. The issue is how land is owned and controlled — too much marketplace, not enough democracy.

**The World is Not for Sale:
Farmers Against Junk Food**

José Bové and François Dufour.

New York: Verso, 2001.

Interviews with French farmer José Bové, a prominent activist against corporate-driven globalization of food, and François Dufour, General Secretary of the French Farmers' Confederation.

CURRICULA/REFERENCE BOOKS

***The A to Z of World Development**

edited by Andy Crump and Wayne Ellwood.

The New Internationalist, 1998.

A valuable reference book for student research. It includes over 600 entries on key terms and concepts for understanding global issues.

***Beyond Heroes and Holidays**

edited by Deborah Menkart, Enid Lee,

Margo Okazawa-Rey.

Washington DC: NECA, 1998.

A compilation of teaching and staff development activities that emphasize anti-racist, social justice approaches.

***Caribbean Connections**

edited by Catherine Sunshine.

Washington, D.C.: Network of Educators on the Americas/EPICA, 1991.

Stories, interviews, songs, drama, and oral histories, accompanied by lesson plans for secondary language arts and social studies. Separate volumes on Puerto Rico, Jamaica, Regional Overview, and Moving North.

***Child Labor is Not Cheap**

Amy Sanders and Meredith Sommers.

Minneapolis: Resource Center of the Americas, 1997.

A three-lesson unit for grades 8-12 on the 250 million children throughout the world who spend most of their day on the job.

***Colonialism in the Americas:
A Critical Look
and Colonialism in Asia: A Critical Look**

Susan Gage.

Victoria, British Columbia: VIDEO, 1991.

Accurate descriptions of colonialism in an easy to read, comic book format. Through dialogue and cartoons, each booklet traces the development of colonialism and its legacy. Teaching ideas are included in each volume.

***Finding Solutions to Hunger:
Kids Can Make a Difference**

Stephanie Kempf.

New York: World Hunger Year, 1997.

Engaging, interactive and challenging lessons for middle school, high school and adult education on the roots of, and solutions to domestic and global hunger. Examines colonialism, the media, famine vs. chronic hunger, the working poor and more.

Human Rights for Children

*The Human Rights for Children Committee
of Amnesty International USA.*

Alameda, CA: Hunter House, 1992.

A curriculum for teaching human rights to children ages 3 to 12.

**Human Rights Here and Now:
Celebrating the Universal Declaration
of Human Rights**

*a publication of The Human Rights Educators' Network of
Amnesty International USA, Human Rights USA, and the
Stanley Foundation, 1998.*

*(To order contact: Human Rights USA Resource Center,
888-HREDUC8 or hrusa@tc.umn.edu;
website: www.hrusa.org.)*

A collection of background articles and lesson activities for teaching kindergarten through high school students about human rights. Don't be discouraged by the labored rationale for human rights education; many of the activities and resources are excellent.

***Open Minds to Equality: A Sourcebook
of Learning Activities to Affirm Diversity
and Promote Equity (second edition)**

Nancy Schniedewind and Ellen Davidson.

Boston: Allyn and Bacon, 1998.

This resource inspires teachers to teach for justice and provides classroom-ready ideas that work. The lessons integrate various curricular areas and are presented in a sequential fashion. Includes an excellent resource bibliography.

***Peters Projection World Map**

New York: Friendship Press.

This is a map, not a curriculum, but it comes with a teaching guide. It presents all countries according to their true size. Traditional Mercator projection maps distort sizes, making Europe appear much larger than it actually is.

***The Power in Our Hands:
A Curriculum on the History of Work
and Workers in the United States**

Bill Bigelow and Norm Diamond.

New York: Monthly Review, 1988.

A widely used curriculum on labor history. Role plays, simulations, first-person readings, and writing activities help students explore issues of work and social change.

***Resistance in Paradise:
Rethinking 100 Years of U.S. Involvement
in the Caribbean and the Pacific**

edited by Deborah Wei and Rachael Kamel.

Philadelphia: American Friends Service Committee, 1998.

In 1898, the United States annexed the Pacific Islands of Guam, Hawai'i, and Samoa, as well as Cuba, Puerto Rico, and the Philippines. These major events in U.S. history are barely mentioned in school textbooks. *Resistance in Paradise* fills the gap with over 50 lesson plans, role plays and readings for grades 9-12.

***Rethinking Columbus:
The Next 500 Years**

edited by Bill Bigelow and Bob Peterson.

Milwaukee, WI: Rethinking Schools, 1998.

A collection of over 80 essays, poems, short stories, interviews and lesson plans that re-evaluate the legacy of Columbus.

***Rethinking Globalization:
Teaching for Justice in an Unjust World**

edited by Bill Bigelow and Bob Peterson,

Milwaukee, WI: Rethinking Schools, 2002.

The most comprehensive volume of background readings, from-the-classroom articles, role plays, lesson plans, poetry, interviews, and resources, on teaching about globalization.

***Rethinking Our Classrooms, Volume 1:
Teaching for Equity and Justice**

*edited by Bill Bigelow, Linda Christensen, Stan Karp,
Barbara Miner, and Bob Peterson.*

Milwaukee, WI: Rethinking Schools, 1994.

A collection of lessons, reflections, poems, and resources for social justice teaching.

***Rethinking Our Classrooms, Volume 2:
Teaching for Equity and Justice**

*edited by Bill Bigelow, Brenda Harvey, Stan Karp,
and Larry Miller.*

Milwaukee, WI: Rethinking Schools, 2001.

Extends and deepens many of the themes introduced in *Rethinking Our Classrooms*, Volume 1, which has sold more than 100,000 copies. Practical from-the-classroom stories from teachers about how they teach for social justice.

***Seeing Through Maps: The Power of Images to Shape Our World View**

Ward Kaiser and Denis Wood.
Amherst, MA: ODT, 2001.

A provocative book to get students thinking critically about the politics of how the world is represented in maps.

75/25: Development in an Increasingly Unequal World

edited by Colm Regan
Birmingham, England: The Development Education Centre. [Gillett Centre, 998 Bristol Road, Selly Oak, Birmingham, England B29 6LE.], 1996.

Contains many lessons that examine inequalities between the global North and the South.

Sweatshop Series

Susan Gage, Richard Morrow and Stacey Toews. Victoria, British Columbia: VIDEA, 2001.

This series includes three short booklets — *Sweatshops: Clothes*; *Barbie's Trip Around the World*; and *Behind the Swoosh: Facts about Nike* — along with a 44-page teaching guide for the entire series. This is a valuable resource, with lots of helpful teaching ideas.

***Teaching Economics As If People Mattered: A High School Curriculum Guide to the New Economy**

Tamara Sober Giecek.
United for a Fair Economy, 2000.

Field-tested by high school teachers, this innovative economics curriculum looks at the human implications of economic policies.

***That's Not Fair: A Teacher's Guide to Activism with Young Children**

Ann Pelo and Fran Davidson.
St. Paul, MN: Redleaf Press, 2000.

Children have a sense of what's fair and what's not. This book helps teachers learn to use this characteristic to develop children's belief that they can change the world for the better. Includes real-life stories of activist children, combined with teachers' experiences and reflections. Original songs for children and a resource list for both adults and children.

***A Very Popular Economic Education Sampler**

The Highlander Research and Education Center, 1997.
Skits, role plays, group-building activities and methods for identifying and analyzing issues.

The Universal Declaration of Human Rights: An Adaptation for Children

Ruth Rocha and Otavio Roth.
New York: United Nations, 1995.

A concise description of both the origins and content of the Declaration. Simple yet well-illustrated.

***The World Guide: An Alternative Reference to the Countries of Our Planet**

compiled by the Third World Institute.
The New Internationalist, 2000.

Profiles the countries of the world, but in addition to including standard information about history and politics, it also addresses the environment, women's roles, human rights, militarism, etc.

FICTION

All Souls Rising

Madison Smartt Bell.
New York: NY Penguin Books, 1995.

A powerful novel of the 1790s Haitian slave rebellion which explores issues of class, color, and freedom.

Buru Quartet

Pramoedya Ananta Toer.
New York: Penguin, 1996.

(A four book set: *This Earth of Mankind*, *Child of All Nations*, *Footsteps*, and *House of Glass*.) Sections of each could be used with high school students. The four books chronicle the effects — economic, cultural, psychological — of Dutch colonial rule in the then-Dutch East Indies (now Indonesia), and the growing anti-colonial movements that grew up in response.

Chain of Fire

Beverley Naidoo.
New York: HarperTrophy, 1993.

Fifteen-year-old Naledi fights against resettlement of her village under the apartheid South African government. (Sequel to *Journey to Jo'burg*.) Gr. 6/up.

Charlie Pippin

Candy Dawson Boyd.
New York: Puffin, 1988.

Charlie, an African-American 11-year-old girl, gets in trouble for setting up an illegal store in her school. But her real trouble revolves around understanding her Vietnam War veteran father. When she sets up a "war and peace" committee in school she begins to understand a lot. Gr. 5/up.

***Color of My Words**

Lynn Joseph.
New York: HarperCollins, 2000.

A beautifully written book from the perspective of Ana Rosa Hernandez, a poor 12-year old girl in the Dominican Republic, who loves to write but must steal paper to be able to do so. When the government threatens to bulldoze her village to expand the tourist trade, Ana's family and her community must come together for a life-threatening struggle. Gr. 5/up.

David Copperfield

Charles Dickens. (various imprints), 1850.

The classic novel on child labor in industrial England.

Eating Fire, Drinking Water

Arlene Chai.

New York: Ballantine, 1998.

Set in the Philippines at the time of the fall of the Marcos regime, a reporter investigates a student demonstration in which the army killed an unarmed man. She discovers much — not only about the unfolding revolution, but of her own personal past. A multi-layered, powerful work.

The Farming of Bones

Edwidge Danticat.

New York: Penguin, 1998.

Haitian writer describes the events in the Dominican Republic of 1937, when a nationalist uprising on the part of Haitian workers resulted in a little-known massacre.

Grab Hands and Run

Frances Temple.

New York: HarperTrophy, 1992.

Set during the civil war in El Salvador, a family flees north to escape the government soldiers. Gr. 4/up.

A Hand Full of Stars

Rafik Schami.

New York: Puffin, 1990.

A first-person account of a teenage boy who keeps a journal and becomes increasingly angry with the repressive Syrian government, which arrests and tortures his father. The boy embarks on a dangerous mission of publishing an underground newspaper. Gr. 6/up.

Journey to Jo'Burg

Beverly Naidoo.

New York: HarperTrophy, 1986.

When her sister becomes ill, Naledi and her younger brother travel to Johannesburg, looking for their mother. Through people they meet, they discover the painful reality of apartheid. Gr. 4/up.

Lyddie

Katherine Paterson.

New York: Puffin, 1994.

Set in an east coast mill town in the 1880s. A Vermont farm girl confronts family problems and horrible working conditions. Inspiring historical fiction. Gr. 5/up.

Memory of Fire

Eduardo Galeano.

New York: W.W. Norton & Co., 1998.

(A trilogy: *Genesis, Faces and Masks*, and *Century of the Wind*.)

A brilliant and poignant overview of European colonialism, neo-colonialism, and indigenous resistance.

Because Galeano uses short vignettes to illustrate different episodes, sections of the books are especially well-suited to classroom use.

My Name is Maria Isabel

Alma Flor Ada.

New York: Atheneum, 1993.

For Maria Isabel Salazar Lopez, the hardest thing about being the new girl in school is that the teacher doesn't call her by her real name. Named for her Papa's mother and for Chabela, her beloved Puerto Rican grandmother, Maria Isabel must find a way to make her teacher understand that if she loses her name, she's lost an important part of herself. Gr. 3/up.

My Name is Not Angelica

Scott O'Dell.

New York: Dell Publishing, 1989.

A fictionalized account of an enslaved 16-year-old who risks her life for others. Set in the context of the 1733 slave rebellion on St. John Island in the Caribbean. Gr. 5/up.

My Year of Meats

Ruth L. Ozeki.

New York: Penguin Books, 1998.

A humorous but biting tale about two women — one Japanese, one Japanese-American — and the production of a TV series about meat in the United States. In a cross-cultural way, the novel addresses issues of the role of media, the impact of a meat culture on health and environment, and gender bias. Mature high school students.

Naming the Spirits

Lawrence Thornton.

New York: Doubleday, 1995.

A lyrical story told through the eyes of a survivor of a massacre of the Argentina military junta. High school.

Nectar in a Sieve

Kamala Markandaya.

New York: New American Library, 1990.

The story of Rukmani, a peasant in an Indian village who is forced to marry at age 12. Her village suffers from hunger, pollution, and other ills of industrialization. Though hunger and despair dominate much of village life, Rukmani's struggle for survival generates hope. Gr. 9/up.

***The Other Side of Truth**

Beverly Naidoo.

New York: HarperCollins, 2001.

Set in Lagos, Nigeria, after the execution of environmental activist Ken Saro-Wiwa. Twelve-year-old Sade must flee with her younger brother. Her mother is murdered by the military dictatorship and her journalist father is being persecuted. Sade and her fifth grade brother arrive in London and face the double difficulties of being refugees and dealing with their father's imprisonment. Gr. 6/up.

Petals of Blood

Ngugi Wa Thiong'o.

New York: E.P. Dutton, 1978.

An anti neo-colonial novel about the erosion of traditional life in Kenya after "independence." Skilled high school readers.

The Poisonwood Bible

Barbara Kingsolver.

New York: Harper Perennial, 1998.

Set against the arrival of independence in the former Belgian Congo, this novel follows the story of missionary parents and their four daughters who try to "convert the natives" of an African village. An elegantly written critique of colonialism in its many incarnations. High school.

A Small Place

Jamaica Kincaid.

New York: New American Library, 1985.

An angry and beautifully written denunciation of colonialism and its corrupt aftermath in a Caribbean island nation. (See p. 54.) High school.

***Taste of Salt: A Story of Modern Haiti**

Frances Temple.

New York: Harper Trophy, 1992.

A gripping novel about politics in contemporary Haiti as told through the voices of an injured member of Jean-Bertrand Aristide's election team and a young man assigned to record his story. Gr. 6/up.

Things Fall Apart

Chinua Achebe.

New York: Prentice-Hall, 1994. The classic tale of Nigerian tribal life before and after European colonialism. A short, powerful tragedy that examines the impact of European economic and cultural domination on traditional life in Nigeria. High school.

Tonight, by Sea

Frances Temple.

New York: Harper Trophy, 1997.

Set in Haiti in 1993 after the military coup that ousted President Aristide. Young Paulie and her uncle and grandmother make preparations to leave their homeland by boat. They must deal with the *macoutes* — government thugs — who come with guns and knives and try to stop them. A stirring account of an escape to freedom. Gr. 4/up.

Widows

Ariel Dorfman.

New York: Penguin, 1983.

A moving tale of how widows, mothers, daughters and lovers mourn the loss of their "disappeared" loved ones. High school.

PICTURE BOOKS FOR ALL GRADES

America is Her Name

Luis Rodriguez.

San Francisco: Curbstone Press, 1998.

A young Latina immigrant in Chicago searches for a place of belonging. (Available in Spanish, *La Llamana America*.)

A Children's Chorus: Celebrating the 30th anniversary of the Universal Declaration of the Rights of the Child

UNICEF. New York: E.P. Dutton, 1989.

Beautifully illustrated picture book summarizes the 1959 Declaration of the Rights of the Child which speaks to issues of nutrition, housing, recreation, and medical services as well as freedom from discrimination, special attention for the handicapped, and the right to be treated equally regardless of income.

The Composition

Antonio Skarmeta. Groundwood Books, 2000.

This picture book views a Latin American dictatorship through the eyes of a nine-year old boy. He has to confront issues of living in a police state.

A Country Far Away

Nigel Gray and Philippe Dupasquier.

New York: Orchard Books, 1988.

A double set of stylized drawings contrasts the daily life of an agricultural African village and a white suburb in the United States.

For Every Child: The U.N. Convention on Rights of the Child in Words and Pictures

Caroline Castle (text adaptation),

forward by Archbishop Desmond M. Tutu.

New York: Phyllis Fogelman Books, 2001.

A beautifully illustrated description of the key components of the U.N. Convention.

From Slave Ship to Freedom Road,

Julius Lester, paintings by Rod Brown.

New York: Puffin Books, 1998.

A beautifully illustrated book that presents the slave experience — from auction block to emancipation.

***The Long March:**

A Famine Gift for Ireland,

Marie-Louise Fitzpatrick and Gary WhiteDeer. Hillsboro, OR: Beyond Words Publishing, 1998.

Based on a true story of solidarity, this picture book for all ages tells of the Choctaws in 1847 who collected \$170 from their meager savings for the people of Ireland during the Potato Famine. The story's protagonist, Choona, a young Choctaw, grapples with whether he is willing to extend help to a group of Europeans after the pain his own family has experienced.

The Middle Passage,

Tom Feelings.

New York: Dial Books for Young Readers, 1995.

A dramatic set of drawings depicting the horror of the Middle Passage and the resistance of enslaved Africans.

The People Shall Continue,

Simon Ortiz, illustrated by Sharol Graves.

Emeryville, CA: Children's Book Press, 1987.

An epic story of Native American peoples extending from the creation to modern times. A "teaching story" of destruction, fightback, and survival.

The People Who Hugged Trees,

adapted by Deborah Lee Rose, illustrated by Birgitta

Säflund. Niwott, CO: Roberts Rinehart, 1990.

An environmental folk tale based on the legend from India in which Amrita Devi and several hundred villagers gave up their lives while protecting the forest. This struggle continues today in the form of the Chipko "Hug the Tree" Movement whose members support nonviolent resistance to tree cutting.

***The Red Comb,**

Fernando Pic, illustrated by María Antonia Ordez.

Ri Piedras, Puerto Rico: Ediciones Huracán, 1991.

(Also available in Spanish.)

In a story set in Puerto Rico, two women conspire to save a young woman from a slave catcher. Based on historical documents, this beautifully illustrated book brings to children another aspect of the struggle against slavery in the Americas.

Rose Blanche,

Christopher and Roberto Innocenti. Translated from Italian by Martha Coventry and Richard Graglia.

Mankato, MN: Creative Education, 1985.

During World War II a young girl shows courage in the face of injustice when she takes food to the prisoners of a concentration camp.

The Sad Night: The Story of an Aztec Victory and a Spanish Loss,

Sally Schofer Mathews.

Boston: Clarion Books, 1994.

A vivid description of "La Noche Triste" — June 30, 1520 — when the Aztecs fought off the invading Spaniards in their great city of Tenochtitlán. An afterword explains how a year later Cortés laid siege to the city and finally defeated the Aztecs.

Save My Rainforest,

Monica Zak. Illustrations by Bengt-Arne Runnerström.

(Also available in Spanish and Swedish.) Volcano, CA:

Volcano Press, 1992.

True story of a young boy who leads a mass march to save the rainforest in Chiapas, Mexico. Wonderful illustrations.

Stolen Spirit,

Peter Hays and Beti Rozen, illustrated by Graça Lima.

Fort Lee, NJ: Sem Fronteiras Press, 2001.

One interpretation of how a Native boy might have reacted to the first encounter in 1500 with Portuguese explorers who chop down trees that the boys' people think are sacred. Beautifully illustrated.

***The Streets Are Free (*La calle es libre*),**

Kurusa.

Scarsborough, Ontario: Firefly Books, 1981.

A delightful story about how a group of children in a Caracas, Venezuela slum struggle to get a park.

***Talking Walls: The Stories Continue,**

Margy B. Knight and Anne S. O'Brien.

Gardiner, ME: Tilbury House, 1996.

Illustrations and text tell the stories of walls, and the people they divide, throughout the world. Includes the stories of Chinese detainees who wrote poetry on the walls of Angel Island, children who wrote poetry on the fence around the home of Pablo Neruda in Chile, children who created a garden in Philadelphia from an abandoned lot and painted a mural on the surrounding wall, children in Belfast who are divided by a wall constructed by the army in the 1970s, and more.

The Universal Declaration of Human Rights: An Adaptation for Children

Ruth Rocha and Otavio Roth.

New York: United Nations, 1995.

A concise description of both the origins and content of the Declaration. Simple yet well-illustrated.

Journals for Global Justice

Many of the organizations listed earlier have their own newsletters or journals that may not be listed in this section. Unless otherwise indicated, the addresses below are editorial offices.

We have not included subscription prices because these change frequently.

Visit a particular journal's website to learn subscription information and address.

ColorLines Magazine

www.arc.org

1322 Webster St., Suite 402, Oakland, CA 94612;
tel.: 510-465-9577; fax: 510-465-4824. Published quarterly by the Applied Research Center. An award-winning magazine that covers race, culture, and community organizing, with a particular focus on issues that affect communities of color. ARC's website is excellent — well worth a visit.

Dollars and Sense

www.dollarsandsense.org

740 Cambridge St., Cambridge, MA 02141-1401; tel.: 617-876-2434; fax: 617-876-0008;
e-mail: dollars@dollarsandsense.org.

A vital resource for teachers, *Dollars and Sense* is a clearly written bi-monthly magazine that explains the workings of the U.S. and global economies to non-economists. Short articles are useful for classroom use. The website includes current articles and an archive of past issues. *Dollars and Sense* also publishes anthologies that repackage some of the most useful articles from back issues.

The Ecologist

www.theecologist.org

Subscriptions and back issues:

P.O. Box 326, Sittingbourne, Kent ME9 8FA, U.K.;
tel.: +44 -0-1795 414963; theecologist@galleon.co.uk.

Published monthly, this is an outstanding journal that challenges basic assumptions about "development," "progress," and "growth." *The Ecologist* features important articles that can help students and teachers consider the environmental consequences of globalization. Many past articles are archived on their website.

Extra!

www.fair.org

Fairness and Accuracy in Reporting, Fair/Extra!
Subscription Service, P.O. Box 170,
Congers, NY 10920; 800-847-3993.

Editorial office: 130 West 25th Street, New York, NY 10001; tel.: 212-633-6700; fax 212-727-7668;

e-mail: fair@fair.org.

An excellent magazine that "unmasks the lies, distortions, and omissions of the establishment media." Great for teaching ideas. Their website offers additional articles, reports, archives of back issues as well as FAIR's weekly radio show, CounterSpin.

In These Times

www.inthesetimes.com

2040 N. Milwaukee Ave., Chicago, IL 60647;
tel.: 773-772-0100; fax: 773-772-4180;
e-mail: itt@inthesetimes.com.

A bi-weekly news magazine that promotes an anti-corporate perspective on national and international issues and "opposes the tyranny of marketplace values over human values." An important source for alternative news and analysis on global issues. Its website is searchable.

Labor Notes

www.labornotes.org

7435 Michigan Ave., Detroit, MI 48210;
tel.: 313-842-6262; fax: 313-842-0227.

A monthly magazine of news and analysis dealing with on-going labor union and rank-and-file activities. It describes itself as "a place to learn about the struggles, strategies, and solutions within the labor movement today." *Labor Notes* also publishes books and sponsors forums. Its website is searchable.

Middle East Report

www.merip.org

1500 Massachusetts Ave. NW, Suite 119, Washington, DC 20005;
tel: 202-223-3677; fax: 202-223-3604.

MERIP is a venerable organization that has been offering astute analyses of events in the Middle East since 1971. Its value was proved once again in the wake of September 11, 2001, when its journal and website were essential sources for making sense out of the global crisis.

Monthly Review

www.monthlyreview.org

122 W. 27th St., New York, NY 10001;
tel: 212-691-2555;

e-mail: mrmag@monthlyreview.org.

Thoughtful socialist monthly journal that looks at international issues from a Marxist point of view. *Monthly Review* regularly publishes important analyses of global issues. MR is also one of the most important U.S. publishers of progressive books.

Multinational Monitor

www.essential.org/monitor

1530 P St. NW, Washington, DC 20005;
tel.: 202-387-8030; fax: 202-234-5176;

e-mail: monitor@essential.org.

Multinational Monitor tracks corporate activity, especially in the Third World, focusing on the export of hazardous substances, worker health and safety,

labor union issues and the environment. The website announces that it is the internet's "most comprehensive database on the activities of multinational corporations."

NACLA Report on the Americas

www.nacla.org.

NACLA (North American Congress on Latin America), 475 Riverside Dr., Suite 454,

New York, NY 10115; tel: 212-870-3146;

fax: 212-870-3305; e-mail: nacla@nacla.org.

NACLA publishes a bimonthly magazine *Report on the Americas*, which is the most widely read English language publication on Latin America. Excellent, hard-to-find analyses.

The Nation

www.thenation.com.

33 Irving Place, New York, NY 10003;

tel.: 212-209-5400; e-mail: info@thenation.com.

An important progressive weekly that covers a host of domestic and international issues. Excellent columnists include Alexander Cockburn, Katha Pollit and Patricia Williams. The website is comprehensive.

The New Internationalist

www.newint.org.

U.S. subscriptions: P.O. Box 1143, Lewiston, NY 14092;

tel.: 800-661-8700.

A fine monthly magazine that deals with international issues from the perspective of the poor and oppressed. An essential journal for a classroom or school library. Their website includes a section on teaching global issues, and also includes lessons specifically written for learners of English as a second language.

Our Schools/Our Selves

www.policyalternatives.ca.

Subscription info: Canadian Centre for Policy Alternatives;

410-75 Albert St., Ottawa, ON, Canada, K1P 5E7;

tel.: 613-563-1341; fax: 613-233-1458.

Our Schools/Our Selves publishes valuable articles on an array of education issues, including: environmental activism; feminism; commercialism in schools; labor, education and the arts; stratification of schools; schools and social justice; and teaching for democratic citizenship. *OS/OS* is especially alert to the intersection of schools and global economic trends.

The Progressive

www.theprogressive.org;

409 East Main Street, Madison, WI 53703;

tel.: 608-257-4626; fax: 608-257-3373.

The Progressive opposes "militarism, the concentration of power in corporate hands, the disenfranchisement of the citizenry, poverty, and prejudice in all its guises. We champion peace, social and economic justice, civil rights, civil liberties, human rights, a preserved environment, and a reinvigorated democracy." It's a monthly magazine that seems to have gotten better and better over the years — with columns

by Howard Zinn, Barbara Ehrenreich, et al., analytical articles, interviews, reviews, and reports on activism.

Race & Class

www.irr.org.uk.

Subscription info: Sage Publications

(www.sagepub.co.uk), 6 Bonhill St., London,

EC2A 4PU, UK; tel.: 44-0-20-7374-0645.

Race & Class describes itself as a "journal for black and Third World liberation," and is published quarterly by the Institute of Race Relations in Great Britain. This is a hard-to-find but extraordinary journal that uses race and class as lenses to analyze global issues of all kinds, from immigration to the Third World debt crisis to popular culture. The Institute of Race Relations website (www.irr.org.uk) is searchable and features a number of articles from back issues.

Rethinking Schools

www.rethinkingschools.org.

1001 E. Keefe Ave., Milwaukee, WI 53212;

tel.: 414-964-9646; fax: 414-964-7220;

e-mail: rethink@execpc.com.

Rethinking Schools is a quarterly journal produced largely by classroom teachers with a focus on social justice and equity. The journal regularly publishes articles on teaching global issues from a social justice perspective. The website contains this entire resource list with all addresses hot-linked, so all you need to do is click on them and you are taken to each site. The website also features a number of additional articles on teaching about globalization, including further resou

rces and lesson plans that are mentioned in this book.

Third World Resurgence

www.twinside.org.sg.

Third World Network, 228 Macalister Rd.,

10400 Penang, Malaysia;

tel.: 60-4-226-6728; e-mail: twn@igc.apc.org.

Third World Resurgence is a monthly magazine that features valuable articles on global economic issues from Third World perspectives. Its website is an online center for reports, books, and other resources on North/South issues.

Z Magazine

www.znet.org.

Subscription info: 18 Millfield St.,

Woods Hole, MA 02543; tel: 508-548-9063;

fax: 508-457-0626; e-mail: eric.sargent@zmag.org.

Published monthly, *Z Magazine* is an activist journal that features provocative in-depth articles on global and domestic issues. *Z* has been especially alert to the kinds of issues that we tackle in *Rethinking Globalization*. As indicated in the Organizations section, the Z-Net website is one of the best around.

Organizations and Websites for Global Justice

Note that in addition to those found below, other valuable websites may be listed with their journals in the category "Journals for Global Justice." It is impossible to list all the organizations working for a more just world. Websites of the organizations listed below include hundreds of links to other worthy groups. See "Defeating Despair," p. 329, for lesson ideas to accompany this listing of organizations and websites.

Adbusters Media Foundation

www.adbusters.org.

1243 West 7th Ave.,
Vancouver, BC, V6H 1B7, Canada;
tel.: 604-736-9401; fax: 604-737-6021;
e-mail: adbusters@adbusters.org.

Adbusters describes itself as "a global network of artists, activists, writers, pranksters, students, educators and entrepreneurs who want to advance the new social activist movement of the information age." Adbusters publishes a glossy, provocative magazine of the same name, sponsors Buy Nothing Day and TV Turnoff Week, produces clever "uncommercials" and seeks to agitate so that folks "get mad about corporate disinformation, injustices in the global economy, and any industry that pollutes our physical or mental commons."

AFL-CIO

www.aflcio.org.

815 16th Street, NW, Washington, DC 20006;
tel: 202-637-5000; fax: 202-637-5058.

The AFL-CIO is the largest labor organization in the United States. Its website includes abundant information on organizing campaigns, links to member unions, news articles on union drives, updates on student activism, and sections on union culture and history.

Amazon Watch

www.amazonwatch.org.

2350 Chumash Road, Malibu, CA 90265;
tel: 310-456-9158; fax: 310-456-9138;
e-mail: amazon@amazonwatch.org.

Amazon Watch works with indigenous and environmental organizations in the Amazon Basin to defend the environment and advance indigenous peoples' rights in the face of large-scale industrial development, oil and gas pipelines, power lines, roads, and other mega-projects. Its website is a good source for up-to-date information and resources, and includes extensive links.

American Friends Service Committee

www.afsc.org.

1501 Cherry St., Philadelphia, PA 19102;
tel: 215-241-7132; fax: 215-241-7275;
e-mail: afscinfo@afsc.org.

This venerable social justice organization has a Mexico-U.S. Border Program and publishes an assortment of resources. AFSC also has a Youth and Militarism project that organizes against JROTC and military presence in public schools. The Cambridge, Massachusetts AFSC publishes *Peacework*, a monthly journal serving movements for nonviolent social change. AFSC also maintains a film and video library.

Amnesty International USA

www.amnesty.org.

322 8th Ave., New York, NY 10001;
tel: 212-807-8400.

AI seeks to promote the human rights included in the Universal Declaration of Human Rights, focusing especially on prisoners of conscience, ending the death penalty, and combating torture. Amnesty's website includes the complete text of the Universal Declaration of Human Rights as well as numerous links to human rights groups around the world, articles, video clips, reports, and action opportunities.

Campaign for Labor Rights

www.summersault.com/~agj/clr.

1247 E Street SE, Washington, DC 20003.

Although not the simplest web address to remember, CLR offers an invaluable e-mail listserv of alerts on sweatshop and solidarity issues. Their website includes past updates, links, resources, leaflets, and the like. The site also features a document library on the Nike campaign, Disney in Haiti, Guess jeans, child labor issues, Mexico, Central America, farm worker issues, as well as youth and campus activism. CLR publishes a useful newsletter (\$35 a year) filled with audio-visual resources, fact sheets and updates on campaigns to support worker organizing around the world.

Catholic Worker Movement

www.catholicworker.org.

36 E. 1st St., New York, NY 10003;
tel: 212-777-9617.

The Catholic Worker Movement is "grounded in a firm belief in the God-given dignity of every human person." Since its founding in 1933 they have protested war, violence and injustice in all forms. Its journal is *The Catholic Worker*.

Clean Clothes Campaign

www.cleanclothes.org.

P.O. Box 11584, 1001 GN Amsterdam,
The Netherlands; tel.: 31-20-4122785;
fax: 31-20-4122786;
e-mail: info@cleanclothes.org.

A coalition of European groups aiming to improve working conditions in the global garment industry. Conducts campaigns and provides information on companies such as Adidas, Benetton, C & A, Disney, Phillips-Van Heusen, Gap, H & M, Levi-Strauss, Nike, and Otto.

Coalition for Justice in the Maquiladoras

530 Bandera, San Antonio, TX 78228;
tel.: 210-732-8957; e-mail: cjm@ipc.apc.org.

A tri-national coalition of religious, environmental, labor, Latino and women's organizations working to pressure U.S.-based transnational corporations to adopt socially responsible practices. Publishes a newsletter and various reports.

Co-op America

www.coopamerica.org

1612 K Street NW, Suite 600,
Washington, DC 20006; tel.: 800-58-GREEN;
202-872-5307; fax: 202-331-8166.

Valuable information on sweatshops, consumer boycotts, and strategies to use "consumer and investor power for social change." Co-op America is a national nonprofit organization that helps individuals find businesses that are environmentally responsible and engage in fair trade, and offers technical assistance to companies aiming for social and environmental responsibility.

The Council of Canadians

www.canadians.org.

502-151 Slater St., Ottawa, Ontario, K1P 5H3, Canada;
tel.: 613-233-2773 or 800-387-7177;
fax: 613-233-6776.

This independent organization provides analyses on key issues from a critical and progressive standpoint. Its director, Maude Barlow, is perhaps the leading critic of schemes to privatize the world's freshwater supplies.

CorpWatch

www.corpwatch.org.

P.O. Box 29344; San Francisco, CA 94129.
tel: 415-561-6568; fax: 415-561-6493;
e-mail: corpwatch@corpwatch.org.

Indispensable resources and news about globalization and justice struggles around the world. An online issue library includes topics such as biotechnology, Globalization 101, grassroots globalization, sweatshops, the WTO and the IMF/World Bank. Very extensive links. A similarly valuable but unrelated site is Corporate Watch, in Great Britain, (www.corporatewatch.org.uk; 16b Cherwell St. Oxford OX4 1BG, United Kingdom.

Cultural Survival

www.cs.org.

215 Prospect Street, Cambridge, MA 02139;
tel.: 617-441-5400; fax: 617-441-5417;
e-mail: csinc@cs.org.

Cultural Survival sponsors basic research on indigenous peoples, particularly examining the effects of "development." The results of this research are published in its *Cultural Survival Quarterly*. The website includes an education archive with curriculum resources offered, including Rainforest Peoples and Places (grades 6-9), The Chiapas Maya (grades 6-12) and the Rights of Indigenous Nations.

The David Suzuki Foundation

www.davidsuzuki.org.

Suite 219, 2211 West 4th Avenue, Vancouver, BC V6K 4S2 Canada; tel: 604-732-4228; fax: 604-732-0752;
e-mail: solutions@davidsuzuki.org.

David Suzuki is one of the world's leading geneticists and environmentalists. The foundation is especially active in the area of climate change, focusing on the "urgent need for practical strategies to reduce global warming caused by human activities."

The Edmonds Institute

www.edmonds-institute.org.

20319 92nd Avenue West, Edmonds,
Washington 98020; tel: 425-775-5383;
fax: 425-670-8410; e-mail: beb@igc.org.

The Edmonds Institute focuses on biosafety and enacting legally-binding international regulation of modern biotechnologies, as well as on intellectual property rights and just policies for the maintenance and protection of biodiversity, including policies that foster recognition and sustenance of agricultural biodiversity.

Fairness & Accuracy In Reporting

www.fair.org.

130 W. 25th Street, New York, NY 10001.
tel.: 212-633-6700; fax: 212-727-7668;
e-mail: fair@fair.org.

FAIR is a national media watch group that has offered well-documented criticism of media bias and censorship since 1986. FAIR publishes the excellent, classroom-friendly *Extra!*, an award-winning magazine of media criticism; and distributes regular updates, available via their listserv. FAIR also produces a weekly radio program, *CounterSpin*. A vital source to get students thinking critically about media coverage of world events.

50 Years Is Enough

www.50years.org.

1247 E Street SE, Washington, DC 20003.

A coalition of over 200 grassroots, faith-based, policy, women's, social- and economic-justice, youth, solidarity, labor, and development organizations dedicated to the profound transformation of the World Bank and the International Monetary Fund. Its website features excellent, classroom-ready factsheets

about globalization issues, especially about the consequences of the Third World debt crisis.

Focus on the Global South
www.focusweb.org.

Too often discussions of globalization are dominated by those of us in the North, however well-intended or well-informed we may be. Focus on the Global South's website features wonderful, hard-to-find, in-depth articles from the perspective of activists and scholars in the global South — the so-called Third World. See their "publications" section.

Food First/Institute for Food and Development Policy
www.foodfirst.org.

398 60th Street, Oakland, CA 94618.
tel: 510-654-4400; fax: 510-654-4551;
e-mail: foodfirst@foodfirst.org.

Food First describes itself as "a 'peoples' think tank and education-for-action center." Over the 25-plus years that this pioneering organization has been around, it has published some of the most useful books on food and hunger issues. Through its publications and activism, it continues to offer leadership to the struggle for reforming the global food system from the bottom up. The catalog is online at their website.

Free The Children
www.freethechildren.org.

1750 Steeles Avenue West, Suite 218, Concord, Ontario, Canada, L4K 2L7;
tel: 905-760-9382; fax: 905-760-9157;
e-mail: info@freethechildren.com.

Free The Children was started by Canadian young people after hearing the heroic story of Iqbal Masih, the Pakistani child who was sold into slavery and then escaped to fight against it. Its goals are to free children from poverty, exploitation and abuse; and to give children a voice, leadership training, and opportunities to take action on issues which affect them from a local to an international level.

Friends of the Earth
www.foe.org.

1025 Vermont Ave. NW, Washington, DC 20005;
tel: 877-843-8687 or 202-783-7400;
fax: 202-783-0444; e-mail: foe@foe.org.

Friends of the Earth is a national environmental organization dedicated to preserving the health and diversity of the planet. FOE distributes valuable publications ranging from books on global warming to the IMF's effects on the environment.

Global Exchange
www.globalexchange.org.

2017 Mission Street #303, San Francisco, California 94110;
tel.: 415- 255-7296; fax 415- 255-7498;
e-mail: info@globalexchange.org.

Founded in 1988, Global Exchange is an organization dedicated to promoting environmental, political, and social justice around the world. In the late '90s, Global Exchange was perhaps the most important organiza-

tion drawing attention to Nike's sweatshop abuses. Their expansive website gives a flavor for the diversity of activities they have initiated, which include "people to people" projects, such as "reality tours" to Third World countries, managing "fair trade" stores, and publishing resources on global justice issues. Global Exchange is one of the key global justice organizations.

Greenpeace International
www.greenpeace.org.

Keizersgracht 176, 1016 DW Amsterdam, The Netherlands; tel: 31-20-523-62-22; fax: 31-20-523-62-00.

Greenpeace USA
www.greenpeaceusa.org.

702 H Street NW, Washington, DC 20001;
tel: 800-326-0959.

Greenpeace began in 1971 when activists went to "bear witness" to nuclear weapons testing planned for Amchitka island, off Alaska. Today Greenpeace is one of the leading organizations using nonviolent direct action to expose global environmental problems and to promote solutions that are essential to what the organization hopes will be a "green and peaceful future." It sponsors campaigns on global warming, environmental toxics, destructive fishing, genetic engineering, nuclear power and weapons, and saving ancient forests. Both websites feature extensive background materials on these issues, action alerts, ways to get involved, and numerous links to other organizations.

The Independent Media Center
www.indymedia.org.

This is the CNN of the global social justice movement and a wonderful resource. The Center acts as a clearinghouse of information and provides up-to-the-minute reports, photos, audio, and video footage of global social justice struggles through its website. Launched during the Seattle WTO protests of late 1999, Indymedia is a fascinating, colorful site. Updated regularly. Great graphics.

The Indigenous Peoples Council on Biocolonialism
www.ipcb.org.

P.O. Box 818, Wadsworth, Nevada 89424;
tel: 775-835-6932; fax: 775-835-6934;
e-mail: ipcb@ipcb.org.

The IPCB is organized to assist indigenous peoples in the protection of their genetic resources, indigenous knowledge, and cultural and human rights from the negative effects of biotechnology.

INFAC
www.infact.org.

256 Hanover St., Boston, MA 02113;
617-742-4583.

A non-partisan national grassroots organization whose purpose is to stop life-threatening abuses by transnational corporations. Through the Tobacco

Industry Campaign, INFACT is pressuring Philip Morris to stop addicting new young customers around the world, and to stop interfering in public policy on issues of tobacco and health. INFACT promotes a boycott of Philip Morris-owned Kraft foods and distributes the important video *Making a Killing*, exposing Philip Morris's brand of tobacco imperialism around the world. Articles posted on their website, like "The Marlboro Man Goes Overseas," could be used with students.

Institute for Agriculture and Trade Policy
www.iatp.org.

2105 1st Avenue South, Minneapolis, MN 55404.
tel.: 612-870-0453; fax: 612-870-4846.

The Institute for Agriculture and Trade Policy promotes resilient family farms, rural communities and ecosystems around the world through research and education, and advocacy. Their website includes background readings, articles, and forums on vital issues of agriculture and trade.

Institute for Global Communications (IGC)
www.igc.apc.org.

Presidio Building 1012, First Floor,
Torney Avenue; Write: P.O. Box 29904,
San Francisco, CA 94129-0904;
tel.: 415-561-6100; fax: 415-561-6101.

"The mission of IGC is to advance the work of progressive organizations and individuals for peace, justice, economic opportunity, human rights, democracy and environmental sustainability through strategic use of online technologies." IGC is an outstanding resource, with a fabulous search engine that is linked to social justice networks of all kinds.

Institute for Policy Studies
www.ips-dc.org.

733 15th St. NW, Suite 1020, Washington DC, 20005.
tel.: 202-234-9382; fax: 202-387-7915.

An important think tank on global issues from a social justice perspective. IPS has programs on Peace and Security, the Global Economy, and Paths for the 21st Century, supplemented by several projects that address specific issues.

International Education
and Resource Network (iEARN)

www.iearn.org.

475 Riverside Drive, Suite 540, New York, NY 10115.
tel.: 212-870-2693;

e-mail: iearn@us.iearn.org.

iEARN is a nonprofit organization made up of almost 4,000 schools in over 90 countries. It aims to empower teachers and young people (K-12) to work together online at low cost through a global telecommunications network.

International Rivers Network
www.irn.org.

1847 Berkeley Way, Berkeley, CA 94703.
tel.: 510-848-1155; fax: 510-848-1008;
e-mail: info@irn.org.

IRN is an important network that works to support communities around the world struggling to protect rivers and watersheds. They see this work as part of a movement for "environmental integrity, social justice and human rights." IRN's website is a valuable source of information about global water struggles.

Interfaith Center
on Corporate Responsibility
www.iccr.org.

475 Riverside Drive, Rm. 566, New York, NY 10115;
212-870-2295.

A coalition of 275 Protestant, Roman Catholic and Jewish institutional investors that organizes corporate campaigns to press companies to be socially and environmentally responsible. Publishes the newsletter, *The Corporate Examiner*.

Interhemispheric Resource Center **www.irc-online.org.**

P.O. Box 2178, Silver City, NM 88062-2178;
tel.: 505-388-0208; fax: 505-388-0619

A research and policy institute that produces books, reports, and periodicals on U.S. foreign policy. Publishes annual *Cross-Border Links Directories* which lists and annotates fair-trade networks, labor, and environmental groups. Publishes the newsletter, *Borderlines*.

International Forum on Globalization
www.ifg.org.

The Thoreau Center for Sustainability,
1009 General Kennedy Avenue #2,
San Francisco, CA 94129 ;
tel.: 415-561-7650, fax.: 415.561.7651;
e-mail: ifg@ifg.org.

Begun as an alliance of over 60 scholars, activists and writers, the IFG has sponsored important conferences to evaluate the social and environmental impact of globalization. They have published numerous booklets. Their website features worthwhile resources on the World Trade Organization, the World Bank and the International Monetary Fund, among others.

International Labor Organization
www.ilo.org.

4 Route des Morillons, CH- 1211 Geneva 22, Switzerland.

The ILO is the UN agency that promotes internationally recognized human and labor rights. The organization maintains a searchable website on labor issues of all kinds, such as child labor, and includes useful articles, links, and reports.

International Labor Rights Fund
www.laborrights.org.

733 15th St., NW #920, Washington, DC 20005;
tel.: 202-347-4100; fax: 202-347-4885;
e-mail: laborrights@igc.org.

The ILRF is a nonprofit organization that takes action on behalf of working people, and creates innovative programs and enforcement mechanisms to protect workers' rights. Current campaigns include child labor, monitoring labor rights in China, sweatshops,

forced labor in Burma, and examining IMF/World Bank practices. Provides detailed information on the effects of NAFTA.

**The International Society
for Ecology and Culture
www.isec.org.uk.**

*Foxhole, Dartington, Devon TQ9 6EB, UK;
tel.: (01803) 868650; fax: (01803) 868651;
e-mail: isecuk@gn.apc.org.*

ISEC promotes locally based alternatives to the global consumer culture. ISEC produced the extraordinarily useful video *Ancient Futures*, about the negative effects of the arrival of “development” in the Himalayan region of Ladakh.

**Jobs With Justice
www.jwj.org.**

*501 Third Street NW, Washington DC 20001-2797;
tel.: 202-434-1106; fax: 202-434-1477;
e-mail: jobswjustice@jwj.org.*

A national campaign, with local affiliates, to organize support for workers’ rights struggles. JwJ’s Student Labor Action Project is an initiative focused on supporting student activism around issues of workers’ rights as well as social and economic justice. Extensive information on current campaigns at their website.

**Jubilee USA Network
www.j2000usa.org.**

*222 E. Capitol Street, Washington DC 20003-1036.
tel.: 202-783-3566; fax: 202-546-4468;
e-mail: coord@j2000usa.org.*

Jubilee USA Network is a coalition of faith-based and activist organizations who denounce the debt owed by impoverished nations to the IMF and the World Bank as illegitimate and pledge to oppose the “debt domination” by wealthy nations. A fine source for action ideas, links and additional resources on the effects of the Third World debt crisis and resistance to it. Also valuable is Jubilee 2000 UK, on the web at www.jubilee2000uk.org. Jubilee 2000 UK is the British affiliate of the international movement calling for cancellation of the unpayable debt of the world’s poorest countries under a fair and transparent process. Its website includes articles, links and ways for people to get involved in the global movement for economic justice.

**Maquiladora Health & Safety Support
Network www.igc.org/mhssn.**

A volunteer network of occupational health and safety professionals providing information, technical assistance and on-site instruction regarding workplace hazards in the over 3,800 “maquiladora” (foreign-owned export-oriented assembly plants) along the U.S.-Mexico border. Their website includes excellent resources and links on *maquiladora* health and safety issues.

**Maquila Solidarity Network
www.maquilasolidarity.org.**

*606 Shaw Street, Toronto, Ontario M6G 3L6, Canada;
tel: 416-532-8584; fax: 416-532-7688;
e-mail: info@maquilasolidarity.org.*

The Maquila Solidarity Network is a Canadian network promoting solidarity with groups in Mexico, Central America, and Asia organizing in *maquiladora* factories and export processing zones to improve conditions and win a living wage. Their website includes hard-to-find resources on *maquilas* by country or company, and many articles on sweatshop issues. Valuable links to other Canadian and international organizations concerned with workers’ rights issues.

**National Coalition of
Education Activists (NCEA)
www.nceaonline.org**

*P.O. Box 679, Rhinebeck, NY 12572;
tel.: 914-876-4580; e-mail: ncea@aol.com.*

A network of teacher, parent, and community activists who organize around social justice issues in schools and communities. Biannual conferences feature workshops on teaching strategies for social justice, among other issues. Publishes the newsletter *Action for Better Schools*.

National Labor Committee www.nlcnet.org.

*275 Seventh Avenue, 15th Floor, New York, NY 10001;
tel: 212-242-3002; fax: 212-242-3821;
e-mail: nlc@nlcnet.org.*

NLC’s goal is to “end labor and human rights violations, ensure a living wage tied to a basket of needs, and help workers and their families live and work with dignity” — through education and activism. The organization, under director Charles Kernaghan, has been one of the most effective groups in raising awareness about super-exploitation and horrific conditions in global sweatshops. The National Labor Committee is the producer of some valuable videos and reports on sweatshop and labor rights issues around the world (see, for example, the videos *Zoned for Slavery* and *Mickey Mouse Goes to Haiti*).

**Network of Educators on
the Americas (NECA)
www.teachingforchange.org.**

*P.O. Box 73038, Washington, DC 20056-3038.
800-763-9131; fax: 202-238-0109;
e-mail: necadc@aol.com.*

NECA publishes excellent multicultural, global justice teaching materials, such as the *Caribbean Connection* series and the widely used *Beyond Heroes and Holidays*. NECA’s Teaching for Change catalog is the single best source for resources to rethink and teach about globalization.

**One World International
www.oneworld.net.**

One World is “a community of organizations working from a range of perspectives and backgrounds to promote sustainable development and human rights.”

Described as the “global supersite on sustainable development and human rights,” this is truly an amazing website, filled with photo galleries, news, special country reports, campaigns, and the like.

Oxfam America
www.oxfamamerica.org.

26 West Street, Boston, MA 02111; tel: 800-77-OXFAM and 617-482-1211; fax: 617-728-2594;
e-mail: info@oxfamamerica.org.

Oxfam America is dedicated to creating lasting solutions to hunger, poverty, and social injustice through long-term partnerships with poor communities around the world. Their website features lots of educational materials and links to other global education sites.

Rainforest Action Network
www.ran.org.

221 Pine Street, Suite 500, San Francisco, CA 94104;
tel: 415-398-4404; fax: 415-398-2732.

RAN works to protect the earth’s rainforests and support the rights of their inhabitants through education, grassroots organizing, and nonviolent direct action. Theirs is a must-visit, comprehensive website that includes a wealth of information, including ideas for activities and activism with students, classroom-friendly factsheets, and links to indigenous rainforest groups. RAN has a Beyond Oil Campaign that should be of interest to students who are responsive to activities in *Rethinking Globalization’s* chapter on consumption and the environment.

Resource Center of the Americas
www.americas.org.

3019 Minnehaha Ave., Minneapolis, MN 55406.
tel.: 612-276-0788; fax: 612-276-0898;
e-mail: info@americas.org.

The Resource Center provides information and develops programs that demonstrate connections between people of Latin America, the Caribbean, and the United States. Over the years they have published a great deal of curriculum in this area. Their website includes an on-line catalog of these and other classroom materials, along with resources on critical issues about the Americas.

Rethinking Schools
www.rethinkingschools.org.

1001 E. Keefe Ave., Milwaukee, WI 53212; tel.: 414-964-9646; fax: 414-964-7220; e-mail: rethink@execpc.com.
Publisher of *Rethinking Globalization: Teaching for Justice in an Unjust World*. Its quarterly journal, *Rethinking Schools*, is produced largely by classroom teachers with a focus on social justice and equity. The website contains this entire resource list with all website addresses hot-linked, so all you need to do is click on them and you are taken to each site. The Rethinking Schools website also features a number of additional articles on teaching about globalization, including further resources and lesson plans that are mentioned in this book. Rethinking Schools publishes *Rethinking*

Columbus and Rethinking Our Classrooms, volumes 1 and 2..

RUGMARK Foundation
www.rugmark.org.

733 15th Street, NW, Suite 920, Washington, D.C. 20005;
tel: 202-347-4205; fax: 202-347-4885;
e-mail: info@rugmark.org.

RUGMARK is a global nonprofit organization working to end child labor and offer educational opportunities to children in India, Nepal, and Pakistan. It organizes loom and factory monitoring, sponsors consumer labeling, and runs schools for former child workers. RUGMARK recruits carpet producers and importers to make and sell carpets that are free of child labor.

Rural Advancement Foundation International
www.rafi.org.

[Note that as we go to press, RAFI is considering a name change.] 110 Osborne St., Suite 202, Winnipeg MB R3L 1Y5, Canada; tel: 204-453-5259; fax: 204-925-8034;
e-mail: rafi@rafi.org.

RAFI is dedicated to the conservation and sustainable improvement of agricultural biodiversity, and to the socially responsible development of technologies useful to rural societies. RAFI deals with issues such as the loss of genetic diversity — especially in agriculture — and about the impact of “intellectual property rights” on agriculture and world food security. Their searchable website is very useful, featuring articles, publications, and issue updates.

Schools for Chiapas
www.schoolsforchiapas.org
or www.mexicopeace.org.

1717 Kettner Blvd., Suite 110, San Diego, CA 92101;
tel: 619-232-2841; fax: 617-232-0500;
e-mail: schoolsforchiapas@mexicopeace.org.

An organization working in solidarity with the struggles in Chiapas, Mexico. Mobilizes people and resources to build schools in Chiapas. The organization also sponsors trips to study Spanish and Mayan language and culture in Chiapas. The website features news articles, historical information and other resources.

STITCH
http://afgj.org/stitch/index.html.

4933 S. Dorchester, Chicago, IL 60615;
tel: 773-924-2738; e-mail: hf52@aol.com.

STITCH is a network of U.S. women working to support women’s organizing for a just wage and fair treatment on the job in Central America. STITCH has a project to document women’s organizing experiences in export industries in Central America. The interview with Yesenia Bonilla in *Rethinking Globalization* (see p. 142) is excerpted from STITCH’s booklet, “Women Behind the Labels: Worker Testimonies from Central America.”

Sweatshop Watch

www.sweatshopwatch.org.

310 Eighth Street, Suite 309, Oakland, CA 94607;
tel.: 510-834-8990.

And: 1250 So. Los Angeles Street, Suite 206
Los Angeles, CA 90015; tel.: 213-748-5945;
e-mail: sweatwatch@igc.org.

Sweatshop Watch is a coalition of labor, community, civil rights, immigrant rights, women's, religious, and student organizations committed to eliminating sweatshop conditions in the global garment industry. Their website provides updates on current sweatshop issues, links, and reports. Monthly e-mail action alerts available.

Third World Network

www.twinside.org.sg.

228 Macalister Road, 10400 Penang, Malaysia.

An independent nonprofit international network of organizations and individuals involved in issues relating to development, the Third World, and North-South issues. Publishes the valuable *Third World Resurgence* magazine. The magazine and website is an essential resource to learn more about Third World perspectives on globalization issues.

TransAfrica Forum

www.transafricaforum.org

1744 R St., NW, Washington, DC 20009;
tel: 202-797-2301; fax: 202-797-2382.

TransAfrica Forum provides commentary and scholarship on policy issues related to Africa and the Caribbean. The organization seeks to educate Americans in general, and African Americans in particular, on human rights and global economic policy. Reports on TransAfrica's website deal with issues such as the Sub-Saharan Africa debt burden, the impact of tourism in the Caribbean, and landmines.

UNITE (Union of Needletrades, Industrial and Textile Employees)

www.uniteunion.org.

1710 Broadway, New York, NY 10019;
tel.: 212-265-7000; *sweatshop campaign*
e-mail: stopsweatshops@uniteunion.org.

UNITE was formed by the merger of two of the nation's oldest unions, the International Ladies' Garment Workers' Union (ILGWU) and the Amalgamated Clothing and Textile Workers Union (ACTWU). UNITE's website offers information on campaigns against sweatshops, as well as government and organizational links.

United Farm Workers

www.ufw.org.

UFW National Headquarters,
P.O. Box 62, Keene, CA 93531.

Affiliated with the AFL-CIO, the UFW is the oldest and most prominent farm worker union in the United States. Their website includes links, current

news articles, updates, and background white papers, such as "Fingers to the Bone: United States Failure to Protect Child Farm Workers," "Fields of Poisons: California Farm Workers and Pesticides," "Five Cents for Fairness: The Case for Change in the Strawberry Fields," "Trouble on the Farm: Growing Up With Pesticides in Agricultural Communities," and "Pesticides in Our Food and Water."

United for a Fair Economy

www.ufenet.org.

37 Temple Place, 2nd Floor, Boston, MA 02111. tel.: 617-423-2148; fax: 617-423-0191.

UFE provides numerous resources to organizations and individuals working to address the widening income and asset gap in the United States and around the world. They publish graphic-rich training and curriculum materials, and their website is a valuable one, including an economics library, research library, and fact sheets.

UNICEF - United Nations Children's Fund

www.unicef.org.

3 UN Plaza, New York, NY 10017;

e-mail: netmaster@unicef.org.

UNICEF produces educational materials and distributes funds to children's programs throughout the world. Their annual *The State of the World's Children* provides useful statistics.

Women of Color Resource Center www.coloredgirls.org.

2288 Fulton Street, Suite 103, Berkeley, CA 94704-1449.

tel.: 510-848-9272; fax: 510-548-3474;

e-mail: chisme@igc.apc.org.

WCRC develops and distributes resources about women of color that advance social justice movements. WCRC published the valuable curriculum guide *Women's Education in the Global Economy*. Their website includes excellent hard-to-find links to projects that organize around issues concentrating on women of color.

Zapatistas

www.ezln.org.

The Zapatistas, based in the southern-most Mexican state of Chiapas, have drawn worldwide attention to the plight of indigenous people in the era of free trade. Their website is mostly in Spanish, although it does have some English translations. It's a fascinating site and the links will put students in touch with indigenous movements around the world.

ZNet/Z Magazine

www.zmag.org.

Z Net is one of the most amazing websites we've found. Forums, commentaries from around the world, song lyrics for 530 songs-with-a-conscience, courses, analyses on global issues of all kinds. Many pre-college students might find some of the writing a bit hard-going, but there is a tremendous amount here. *Z Magazine* is available the old fashioned way — in print. See "Journals for Global Justice," p. 381.