

RESOURCES FOR HIGH SCHOOL

(Contact Economy Connection at 201-792-7459 or soapbox@comcast.net with comments on these resources, suggestions of materials you have used and liked, and ideas for additional resources you would like to have.)

To High School Teachers and Students: Not all of these resources have been tried in high schools. Check them out yourself to make sure they are right for your classroom!

ORGANIZATIONS AND WEBSITES WITH GOOD BOOKS OR READING LISTS

CENTER FOR POPULAR ECONOMICS, PO Box 785 Amherst, MA 01004

413-545-0743 <http://www.populareconomics.org/> Programs@PopularEconomics.org

They have summer institutes, travelling “road shows” mostly on urban issues, and have a large number of radical and progressive economists in their organization. They also have published some books, some of which are easy, and some of which aren’t. One of their publications is called “**The New Field Guide to the U.S. Economy.**” It is organized into separate pages for statistics on different parts of the economy. It is full of cartoons, and is simply written. It is basically a reference book, but could be used to stimulate discussion or research. The other publication that might be useful is “**The War on the Poor: A Defense Manual.**” It also has cartoons, and is about fighting punitive welfare laws.

UNITED FOR A FAIR ECONOMY, 37 Temple Place, 2nd Floor, Boston, MA 02111

voice: 617-423-2148 fax: 617/423-0191 www.ufenet.org

UFE focuses on inequality, and they have some really effective street-theater activities and workshops. They have a workbook with large charts, and ideas about how to have participatory sessions. For example, you set up 10 chairs, and a student representing the richest 1% of the population sits across 5 of them. Then the rest of the students fight for space on the remaining chairs. They have material on income and wealth distribution, taxes, social security, minimum wage, etc. They recently published: “**Teaching Economics As If People Mattered**” by Tamara Sober Giecek, a social studies teacher from Virginia. It is a high school curriculum with 20 lessons which require student participation. The topics and method of presentation are similar to UFE’s material for adults, but adapted for younger people. She deals with questions of class, inequality, race, etc. Sober has a chapter on world trade called “the race to the bottom,” including a game in which students pretend they are a developing country and “bid” at a capital auction, getting points for things like having laws against child labor that they do not enforce, or having weak environmental laws.

DOLLARS & SENSE, 740 Cambridge Street, Cambridge, MA 02141-1401

Telephone: 617-876-2434 Fax: 617-876-0008

<http://www.dollarsandsense.org/> Email: dollars@dollarsandsense.org

This is a magazine which has fairly short articles, some of which are not that hard (but may be beyond high school students who don’t read well). The articles are well-written, with some cartoons. They also have collections of articles on various general aspects of the economy, which they update every few years. For example, “**Real World International**” has articles on trade, development, labor, the global environment, speculation, various crises, etc. You can look at their website to see if you think their articles are at the right level.

EDUCATORS FOR SOCIAL RESPONSIBILITY. The NY Metro branch (475 Riverside Drive, rm 554, NYC, 10115; 212-870-3318) has a wonderful website (<http://www.esrmetro.org/>) with lesson plans, and the national website (<http://www.esrnational.org/>) is good, too.

SOUTHERN POVERTY LAW CENTER’s “Teaching Tolerance” magazine. (400 Washington Ave., Montgomery, AL 36104; 334-264-0286; www.splcenter.org) discusses a multicultural approach to education.

HIGHLANDER CENTER has a good catalog of resources (books, music, videos, etc.) with a strong focus on multiculturalism. (<http://www.hrec.org/pdf.files/catalog.dec.01.pdf>).

RETHINKING SCHOOLS also has a good catalog (<http://www.rethinkingschools.org/roc2/Resources.htm>). See their article by Bill Bigelow for lesson plans on globalization: *The Human Lives Behind the Labels: The Global Sweatshop, Nike and the Race to the Bottom*, By Bill Bigelow (http://www.rethinkingschools.org/Archives/11_04/swetm.htm)

The lead article in a Rethinking Schools special report about the international exploitation of low-wage workers, many of them children, and how teachers are bringing this issue to life in their classrooms.

TEACHING FOR CHANGE -- Catalog of Network of Educators on the Americas:
www.teachingforchange.org.

INSTITUTE FOR POLICY STUDIES (<http://www.ips-dc.org/>)

Look at the entire website, but I particularly suggest ordering their new book **“Field Guide to the Global Economy.”** It is very readable, full of cartoons and graphics, and covers many aspects of globalization, such as history, who gets hurt, trade laws, etc.

MONTHLY REVIEW PRESS (122 W. 27th Street, NYC 10001; www.MonthlyReview.org/MonthlyReview) MR publishes a magazine, full length books, and some shorter books, written in a simplified style. These may be too hard for some high school students, but appropriate for others. What is unique in the short MR books is that many of them describe societal problems as the result of capitalism as a system, as opposed to other popular economics writings that focus on separate issues. Some were written in the early and mid 90s, and could use an update.

“Longer Hours, Fewer Jobs” by Michael Yates. Covers falling wages and incomes; more hours worked at worse jobs; unemployment; analysis of the capitalist economy driven by a search for profits.

“Under Attack, Fighting Back, Women and Welfare in the United States,” by Mimi Abramovitz. This book was published just as the new welfare laws were about to be passed. Mimi discusses the governmental attack on poor women, stereotypes, history of welfare in the U.S., economic myths, and political fight-back.

“Let Them Eat Ketchup! The Politics of Poverty and Inequality,” by Sheila Collins. Sheila discusses how poverty is defined; how and why our society doesn’t deal with poverty; U.S. refusal to look at the idea of class; history of welfare and other social safety net programs; legislation and policies; what the US spends money on instead of people.

“Put to Work; Relief Programs in the Great Depression,” by Nancy Rose. This is a colorful, gripping historical account of relief programs, which provides a useful background for understanding what is happening now. Nancy covers differential treatment of women and people of color. She explains how job related programs failed when private businesspeople felt these programs were competing with their profits.

“Caught in the Crisis; Women and the U.S. Economy Today,” by Teresa Amott. Personal descriptions of women, their jobs, U.S. policies, mixed in with explanations of the capitalist system and its crises.

“Windows on the Workplace; Computers, Jobs and the Organization of Office Work in the Late Twentieth Century,” by Joan Greenbaum. Joan describes changes in jobs and wages, and the increased isolation in the organization of the workplace.

“Dangerous to Your Health; Capitalism in Health Care,” by Vicente Navarro. Gives personal stories, and talks about labor, class, race, gender, the U.S. economic system, and health care in other countries.

“The Vulnerable Planet; a Short Economic History of the Environment,” by John Bellamy Foster.

GLOBAL EXCHANGE’s sweatshop campaign, with its approach to students through their footwear, seems to work. They have some literature. 2017 Mission St. #303, San Francisco, CA 94110. 1-800-497-1994; www.globalexchange.org; gx-info@globalexchange.org.

SEVEN STORIES PRESS (NYC) publishes short books on current issues. A good example is Harvey Wasserman’s **“The Last Energy War, the Battle over Utility Deregulation.”** This was written for adults, but seems accessible to younger people, too.

TEXTBOOKS AND GENERAL RESOURCE BOOKS

“Economic Issues and Policy” 2nd Edition, by Jacqueline Murray Brux & Janna L. Cowen

<http://www.swcollege.com/bef/brux/brux.html>

This was written for first year college students, but high school teachers have also recommended it.

(from website:) Students are often unaware that so many important social issues of our day have economic roots. *Economic Issues and Policy* by Jacqueline Murray Brux & Janna L. Cowen teaches students how to recognize and analyze current issues and policy perspectives using basic economic tools, giving them a new framework within which to make sound choices and form intelligent opinions.

Chapters: 1. Introduction; 2. Agriculture; 3. The Environment; 4. Market Power; 5. Crime; 6. Poverty; 7. Discrimination; 8. Health Care; 9. Housing; 10. Education; 11. Social Security; 12. Unemployment and Inflation; 13. Government Macro Policy; 14. Government Taxes, Borrowing, and the National Debt; 15. International Trade and Finance; 16. Economic Development; 17. Globally Free Markets for the Twenty-First Century?; EPILOGUE; You and the World Around You

“Teaching Economics As If People Mattered” (UFE, mentioned above) by Tamara Sober Giecek, a social studies teacher from Virginia. It is a high school curriculum with 20 lessons which require student participation. The topics and method of presentation are similar to UFE’s material for adults, but adapted for younger people. She deals with questions of class, inequality, race, etc. Sober has a chapter on world trade called “the race to the bottom,” including a game in which students pretend they are a developing country and “bid” at a capital auction, getting points for things like having laws against child labor that they do not enforce, or having weak environmental laws. UFE’s website is <http://www.ufenet.org/>.

“Economic Issues Today: Alternative Approaches,” Seventh Edition (meant for college)

Author(s): Robert B. Carson; Wade L. Thomas; Jason Hecht

Description from website (<http://www.mesharpe.com/65608375.htm>): Highly accessible and relevant in today’s economic environment, *Economic Issues Today* offers a unique approach to understanding what the practice of economics is all about. The authors cover fourteen current economic issues, providing for each an analysis and proposed solution from three different ideological perspectives: Conservative, Liberal, and Radical.

This acclaimed text is written specifically for an undergraduate audience; it requires no background in economic analysis and avoids economic jargon in favor of plain, everyday language. It has been updated to include current economic data, and an instructor’s manual with a test bank and discussion questions as well as PowerPoint downloads are available as teaching aids.

Contents include chapters on markets, competition, consumption, environment, regulation, income distribution, taxes, depressions, stability, budgets, unemployment, inflation, and others.

MOSTLY HISTORY BUT SOME ECONOMICS:

“Who Built America? Working People and the Nation’s Economy, Politics, Culture and Society.” Volume 2 is an 800-page history book written from a progressive viewpoint by the American Social History Project..

There is much economic content, including tables on poverty. (<http://www.ashp.cuny.edu/index.html>)

They have videos, cd roms, educational consultants. From website:

“This major revision of *Who Built America?*, the widely acclaimed history by the American Social History Project, surveys the nation’s past from the perspective of working men and women, examining the roles they have played in the making of modern America. Growing out of the effort to reinterpret American history from “the bottom up,” *Who Built America?* not only documents the country’s presidents, politics, and wars along with the life and values of the nation’s elite but also focuses on the fundamental social and economic conflicts in our history, integrating the history of community, family, gender roles, race, and ethnicity into the more familiar history of politics and economic development. This new textbook edition from Worth Publishers incorporates a stronger chronological focus, the latest scholarship, and increased coverage, while retaining the critical edge that makes *Who Built America?* unique.”

“A People’s History of the United States, 1492-Present,” by Howard Zinn. U.S. history from Left point of view, with lots of quotes and focus on labor, women, people of color – those who have been left out.

SOCIOLOGY, BUT EXPLAINS WHAT ECONOMICS LETS YOU DO

“Who Rules America; Power and Politics in the Year 2000,” by G. William Domhoff. Describes all the organizations and methods through which upper class, wealthy people get together to influence public policy.

SUPPLEMENTARY BOOKS ON SPECIFIC TOPICS AND POPULATION GROUPS

(These relate to economics in varying degrees. Also, some of them are advanced for high school students, but could be used by some students for reports or background.)

Dollars and Sense Magazine is a good source of short, supplementary articles on a wide variety of topics.

LABOR

“What We Hold In Common – An Introduction to Working-Class Studies,” ed. by Janet Zandy. This book has lots of short stories, essays, autobiographical material, poems, etc. about working class experiences, mainly by and about women. The last half of the book has suggestions on how to use these stories and those of students, as well as lots of course syllabi, including some economics courses.

There are some union publications, like **“Common Sense Economics -- The Basic Rap”** by the AFL-CIO, or **“Meeting the Political Challenges of the 1990’s: A Rank & File Economics and Political Action Training Program”** by CWA. Like the UFE material, they have a lot of clear charts and simple exercises, which might work for high school students, or could be adapted for a new publication.

Monthly Review Press **“Longer Hours, Fewer Jobs”** by Michael Yates (see first section above). Michael Yates also wrote **“Why Unions Matter,”** in which he discusses the history of unions, union democracy, racism and sexism, external pressures on unions, etc.

“Three Strikes; Miners, Musicians, Salesgirls and the Fighting Spirit of Labor’s Last Century,” by Howard Zinn, Dana Frank and Robin Kelley. Tells the stories of 3 different labor battles.

“Nickel and Dime; On (Not) Getting By in America,” by Barbara Ehrenreich. Describes a middle class woman’s attempt to make a living through various types of low-wage jobs. (This book has received a lot of attention and is very well written, but some students have not liked the idea of a middle class person pretending to be poor.)

“From the Folks Who Brought You THE WEEKEND,” a short, illustrated history of labor in the United States, by Priscilla Murolo and A.B. Chitty. Includes thorough bibliography, and it’s not as short as the title suggests.

AFRICAN AMERICANS

“Readings in Black Political Economy,” by John Whitehead and Cobie Kwasi Harris, with Carol Cantwell, 1999, Kendall/Hunt Publishing. Authors include Philip Foner, Evelyn Nakano Glenn, Willam Darity Jr., Manning Marable, William Julius Wilson, and Richard Hatcher. Topics include effects of slavery, the development of black unions, theories of race discrimination, statistics, black capitalism, policy issues, and reparations.

“African Americans; Labor & Society,” ed. by Patrick Mason. 2001, Wayne State U. Press. Discusses how the decline of unions has hurt the well-being of African Americans, and what can be done.

“The Political Economy of Hope and Fear; Capitalism and the Black Condition in America,” by Marcellus Andrews.

“How Capitalism Underdeveloped Black America,” by Manning Marable.

See also, **“Unlevel Playing Fields,”** below.

Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938 (<http://memory.loc.gov/ammem/snhtml/snhome.html>) contains more than 2,300 first-person accounts of slavery and 500 black-and-white photographs of former slaves. These narratives were collected in the 1930s as part of the Federal Writers' Project of the Works Progress Administration (WPA) and assembled and microfilmed in 1941 as the seventeen-volume *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*. This online collection is a joint presentation of the Manuscript and Prints and Photographs Divisions of the Library of Congress and includes more than 200 photographs from the Prints and Photographs Division that are now made available to the public for the first time. *Born in Slavery* was made possible by a major gift from the Citigroup Foundation.

WOMEN

See Monthly Review above for books on women and welfare: **“Under Attack, Fighting Back, Women and Welfare in the United States”** by Mimi Abramovitz; **“Let Them Eat Ketchup! The Politics of Poverty and Inequality”** by Sheila Collins; **“Caught in the Crisis; Women and the U.S. Economy Today,”** by Teresa Amott; **“Windows on the Workplace; Computers, Jobs and the Organization of Office Work in the Late Twentieth Century,”** by Joan Greenbaum.

Also, see **“What We Hold In Common”** in Labor section above.

Teresa Amott and Julie Matthaei have written a longer book on women and work: **“Race, Gender & Work.”** This is probably too long for a high school text, but would be good for reports.

“Glass Ceilings and Bottomless Pits; Women’s Work, Women’s Poverty,” by Randy Albelda and Chris Tilly. Discusses how women at all job levels are shortchanged. Statistics, economic definitions, policy recommendations, fighting back.

See also, **“Unlevel Playing Fields,”** below.

Women and Social Movements in the United States, 1775-1940 (<http://womhist.binghamton.edu/>) Organized around a collection of almost 650 primary documents, the Women and Social Movements website offers new ways for students, teachers, and scholars to study American History.

OTHER MINORITIES

“Columbus: His Enterprise --- Exploding the Myth;” and **“The Conquest of America -- How the Indian Nations Lost Their Continent,”** both by Hans Koning. History more than economics; violent descriptions.

“Harvest of Empire, a History of Latinos in America,” by Juan Gonzalez. (might be advanced for high school)

“Chinatown, N.Y., Labor and Politics, 1930-1950,” by Peter Kwong (with updates). (also advanced)

GLOBALIZATION

“Field Guide to the Global Economy,” (see above) by Sarah Anderson, John Cavanagh and Thea Lee. Published by IPS (Institute for Policy Studies, <http://www.ips-dc.org/>). Very attractive, in simple language, full of facts, cartoons and graphs. This book is anti-corporate, though not really anti-capitalist. It covers many aspects of globalization, such as history, who gets hurt, trade laws, etc.

The NEW PRESS (in NYC) has some exciting books about various industries, like coffee, and especially sneakers. Tom Vanderbilt’s book, **“the sneaker book,”** discusses sneakers from every point of view -- cultural context, who makes them, what meaning they have taken on, how much is spent on advertising them, how much the workers are paid and how they are treated in developing countries when they try to strike, NAFTA, GATT, etc.

United for a Fair Economy (see above) has organizing packets called “Globalization for Beginners” and “FTAA for Beginners.” They are composed of clear charts, articles, glossary, list of organizations.

The National Labor Committee (275 7th Ave., NYC 10001, 212-242-3002; www.nlcnet.org) has reports and videos (including “Zoned for Slavery”) about horrible working conditions in sweatshops in Third World Countries. Very clear, lots of visuals, personal testimonies; emotionally heavy.

“The Maquiladora Reader,” published by American Friends Service Committee, contains powerful personal stories of oppressed Mexican workers. The testimonies are quite intense -- including stories of owners and managers demanding sex from female workers, and of workers being killed.

“The No-Nonsense Guide to Fair Trade,” by David Ransom. A fairly short book with case studies of the inequities of “free trade.” Some of it is written as a travelog. (No footnotes, though)

“Views from the South, the Effects of Globalization and the WTO on Third World Countries,” ed. by Sarah Anderson. Attractive, easy to read, powerful description of how the Third World is being hurt.

POVERTY & INEQUALITY

“The Ultimate Field Guide to the US Economy” written by members of the Center for Popular Economics and published by the New Press. It’s a reference which has statistics on a wide variety of economic topics, as well as cartoons.

“The War on the Poor,” by Randy Albelda and others from CPE, is similar to the field guide but focuses on welfare.

“Glass Ceilings and Bottomless Pits,” by Randy Albelda and Chris Tilly, (see above).

“Sharing the Pie, a Citizen’s Guide to Wealth and Power in America,” by Steve Brouwer. With statistics, charts, and wonderful illustrations, this book questions basic economic concepts. Popular with students.

“Chaos or Community? Seeking Solutions, Not Scapegoats for Bad Economics” by Holly Sklar.

“Jobs, Income, and Work: Ruinous Trends, Urgent Alternatives” by Holly Sklar, published by AFSC, 1995.

“Raise the Floor; Wages and Policies that Work for All of Us,” 2001, by Holly Sklar.

“Social Stratification in the United States,” by Steve Rose, with lots of charts.

This is a page on the New Press site that describes “Social Stratification”:

<http://www.thenewpress.com/books/socstrat.htm>

United for a Fair Economy (UFE) published **“Economic Apartheid in America”** by Chuck Collins and Felice Yeskel. Discusses dangers of inequality; charts and statistics and description of inequality; causes of inequality (power shift, changing of rules); ideas for building a movement and changing policies. (Doesn't discuss capitalism as a system.)

Monthly Review books (see above)

“Unlevel Playing Fields: Understanding Wage Inequality and Discrimination,” by Randy Albelda, Robert W. Drago, and Steven Shulman. Aug. 2001, ISBN 1-878585-20-7, \$21.95 (233 pp.).

After all the gains of the civil rights and women's movements, why are black people and women still faring poorly when it comes to wages, employment levels, and the distribution of jobs? *Unlevel Playing Fields* tackles this critical question by presenting two contrasting economic theories -- neoclassical and political economy -- and showing how each theory explains discrimination and inequality in the labor market. The authors also offer some practical proposals for altering the status quo.

“The Invisible Heart, Economics and Family Values” by Nancy Folbre. Discussion of whether our economic system is capable of taking care of people.

MUSIC

Kim and Reggie Harris have a tape with children's stories about famous African American heroes, and another about slavery. (<http://www.kimandreggie.com/>)

There is a group called Peoples' Music Network (<http://www.peoplesmusic.org/>), whose members do political music, some of which high school students might like.

VIDEOS AND FILMS

(See also <http://www.facstaff.bucknell.edu/gschnedr/FilmReviews.htm> for Geoff Schneider's list of videos for his college economics intro course; and <http://www.rethinkingschools.org/roc2/Resources.htm>, the Rethinking Schools website. Also, **“Working Stiffs, Union Maids, Reds, and Riffraff; An Organized Guide to Films About Labor,”** by Tom Zaniello.) Some reviews are from Geoff's list, others are from websites, others are recommendations by other people.

AFFLUENZA (Oley, PA : Bullfrog Films, Inc., 1997, 56 minutes). This film, narrated by Scott Simon, argues the focus on material goods in modern society is the cause of many of our current problems. We are told by advertisers to be unhappy with what we have, and that we will be happy and cool once we buy more stuff. Yet materialism leaves people unhappy and unfulfilled. People end up working harder to purchase even more goods, which undermines families. Additionally, the increased production of useless items has devastating effects on the environment. Simon argues that the only solution is simple living: we must learn to produce and consume fewer goods, use resources more efficiently, and work on recreating the bonds of community that materialism has destroyed. Overall, a very effective indictment of consumer culture, economic growth and materialism. Wonderful use of commercials and humor to demonstrate the absurdity of contemporary culture.

BIG ONE, THE (Burbank, CA : Miramax Home Entertainment, c1998, 90 minutes). Michael Moore's premise is that, in 1996 in the midst of an economic expansion with record corporate profits, he can find an example of downsizing in every town he visits on his book tour (for *Downsize This*). And this is exactly what he shows: corporations earning huge profits, often with the help of corporate welfare, yet they are still laying off people and moving overseas. Using various gimmicks and stunts, Moore targets corrupt politicians, corporate welfare, and our economic system, which according to him is an "evil empire" of capitalism. The coup de grace is a series of exchanges with Nike CEO Phil Knight, in which Moore pushes Knight to open a Nike plant in Flint, Michigan and to do the right thing by his workers. Knight, of course, refuses. Overall, a funny, irreverent, meandering film which nicely captures the plight of the working class in the modern economy.

CANCEL THE DEBT NOW – Jubilee Video. A 24 minute VHS tape narrated by Julie Harris. Gives a background to the origin of today's debt crises and highlights the global Jubilee movement. This is a visually powerful resource, useful for both secular and faith-based audiences. (Focuses on poverty – more depressing than other similar videos like *Global Village*.) Videos are \$10.00 each (<http://www.jubileusa.org/>)

EARTH AND THE AMERICAN DREAM (Santa Monica, CA : Direct Cinema Limited, 1993, 90 minutes). Chronicling America's story from the point of view of the environment, it demonstrates that what was done in the name of progress has had enormous environmental repercussions. A powerful indictment of the costs of economic progress that students either love or hate, but is always very useful in forcing students to confront the costs of living as we do. There are a number of graphic images (a mountain of buffalo skulls, clubbing of baby seals, animals in oil slicks) that are quite shocking, but which do make an impression on students. Overall, a moving film that never fails to generate excellent classroom discussion.

FREE TRADE SLAVES (Princeton, NJ: Films For the Humanities, c1998, 58 minutes). Graphic, disturbing, often gripping treatment of the problems in free trades zones around the world. While the film meanders a bit, it very effectively illustrates the problems generated by global free trade. Stories of labor abuses and the conditions in sweatshops are horrifying, but the discussion of birth defects and health problems created by Maquilas ignoring environmental laws are even more gruesome. The filmmakers connect these issues nicely to the global race to find the cheapest wages and the least restrictive environmental laws. The filmmakers then suggest that workers around the world need the right to unionize and to decent conditions, and that we as consumers should use our power to punish companies that continue to abuse people and the environment. Overall, a very effective film which has a broader focus than "Zoned for Slavery."

GLOBAL VILLAGE OR GLOBAL PILLAGE? By Jeremy Brecher w/Tim Costello & Brendan Smith, narrated by Edward Asner, w/Charles Kernaghan, Loretta Ross, Dennis Brutus, Thea Lee, Ralph Nader, animations by Mike Konopacki. What the global economy means for ordinary people & what they're doing about it. \$25 a copy (\$10 students & low income), +resource guide. The World Economy Project, Preamble Ctr, 202-265-3263 x 330, fax 202-234-0981, <wep@preamble.org>, <http://www.villageorpillage.org>

GREAT DEPRESSION SERIES on PBS

LIFE AND DEBT (<http://www.lifeanddebt.org/>) Life and Debt is a feature-length documentary which addresses the impact of the International Monetary Fund, the World Bank, the Inter-American Development Bank and current globalization policies on a developing country such as Jamaica.

MONEY FOR NOTHING: BEHIND THE BUSINESS OF POP MUSIC (available from the Media Education Foundation in Massachusetts, www.mef.org). Of all mass cultural forms, popular music has historically been characterized by the greatest independence for artists and allowing access to a broader diversity of voices. However, in the contemporary period, this independence is being threatened by a shrinking number of record companies, the centralization of radio ownership and playlists, and the increasing integration of popular music into the broader advertising and commercial aspects of the market. Narrated by Thurston Moore of Sonic

Youth, Money for Nothing features interviews with hip-hop legend and pioneer Chuck D, respected independent artist Ani DiFranco, Michael Franti of Spearhead, and Riot Grrrl co-founder Kathleen Hanna (of Bikini Kill and Le Tigre). It also includes interviews with popular music historian Professor Reebee Garafolo, ex-Rolling Stone editor Dave Marsh, political economist Robert W. McChesney, and Shirley Halperin, editor of BOP magazine. Money for Nothing succinctly explains how popular music is produced and marketed, and offers an accessible critique of the current state of popular music.

NEW RULERS OF THE WORLD. John Pilger. "Globalisation. You hear about it on TV and you read about it in the papers. We are all part of one big global village, where national borders and national identities no longer matter. But what is globalisation? And where is this global village?"

WALL STREET. (Ebert review on http://www.suntimes.com/ebert/ebert_reviews/1987/12/268135.html) "Stone's "Wall Street" is a radical critique of the capitalist trading mentality, and it obviously comes at a time when the financial community is especially vulnerable." One teacher's favorite quote: "I don't earn, I own."

WTO: IN WHOSE HANDS?, produced by Marilyn Clement of United Methodist Women, gives a compelling view of corporate power, from a woman's point of view (slightly religious tone -- could limit use in classrooms and other places). It shows how the problems of women farming in the U.S. Midwest and in Africa are related. Call 1-800-305-9857.

ZONED FOR SLAVERY (Crowing Rooster Arts, 1996. 23 minutes. Distributed by the National Labor Committee: (212) 242-0986). Gripping, low-budget film depicting free trade areas in Latin American LDCs. Countries are engaged in a race to the bottom to see who will accept the lowest wages and poorest working conditions to attract the most foreign investment. Companies in these free trade zones pay absurdly low wages, but the exploitation goes much further. Teenage girls often work 23 hour shifts; they are forced to take birth control pills and they must pay for abortions if they get pregnant. Unions are prohibited, and each company has armed guards. These free trade zones are supported by US AID funds, yet the US is losing out: the US loses jobs and income at home, and doesn't gain a trading partner, since the LDC workers earning \$0.38/hour cannot afford to buy US goods.