GLOBALIZATION AND EDUCATION: THE EFFECTS OF TEACHING FROM A LOCAL VIEWPOINT

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GLOBALIZATION AND EDUCATION: THE EFFECTS OF TEACHING FROM A LOCAL VIEWPOINT

A Thesis

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Abstract

of

GLOBALIZATION AND EDUCATION: THE EFFECTS OF TEACHING FROM A LOCAL VIEWPOINT

by

Paul Joseph Gauthier

The purpose of this project is to analyze issues that hamper Global education and gain a better understanding of differences between educating for a local viewpoint and educating for a global viewpoint. This project will analyze data from educators in Education and Government departments. I am interested in this topic due to my interest in globalization. My interest is in the changes taking place in the world caused by globalization. These changes have caught some countries unaware and other countries refuse to acknowledge the need for change. The problem is significant in many ways, especially when dealing with education. Curriculum changes have not happened to accommodate globalization. The problem is America is losing power and standing in the world community and the only way for this slide to reverse itself is for the educational system to teach in a global manner so that American citizens can be prepared to participate in the global community. This thesis will show the benefits of a global
education and show how our citizens, through education, can participate in the world culture.

This thesis will utilize grounded theory as a method of data analysis using interview data from professionals in the field of Teacher Education and Government departments from reputable universities around the world. The significance of this project will offer choices for change that could affect every school district and citizen in America.

Porfirio Loeza, Ph.D.

Date
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Chapter 1

INTRODUCTION

Purpose of the Study

With domination of the world through technology, political policies and trade after World War II, America’s educational system was used to teach the democratic ideas and policies of America. Times have changed. With the emergence of globalization and the loss of American domination and power, America needs to educate more for the global market and for this to happen the educational system needs to change. The failings of the American educational system to change with globalization and the changing world will be the central issue of this paper. This paper will address these failings, along with a survey analysis of questions administrated to teachers from Education and Government departments in major universities about global education.

The first cause is the breakdown in sovereignty and its affect on financing education. The second issue is the slow process to change education from a system that teaches a local viewpoint to one that teaches its citizens on a global scale. The last issue will explore and attempt to explain America’s outlook on other people, races, and countries. This paper offers global education as a response to some of the issues that plague education today.

The purpose of this thesis is to understand the difference between educating for a local perspective and educating for a global viewpoint. Educating from a local perspective only gives students the skills to handle locally based issues and hampers global knowledge and understanding. The reason for our local nationalized viewpoint is
rooted in American culture and supremacy, and the idea that the world revolves around the United States. This feeling of supremacy starts and is reinforced in our educational system. Due to our reliance on Eurocentric perspectives, America rejects the global perspective. The world has changed and no nation can exist as a solitary nation without the help and input of other nations, which means the citizens of a nation must have a global perspective. Along with understanding local/global viewpoints, the reader will gain knowledge of globalization as a new system that has overtaken government and national political systems, which in turn defines a new perspective for educating citizens of a nation with the skills for a global market.

Statement of the Problem

Nations have determined the direction of their educational systems based on their national image and policies. America is one of the nations that developed a world system that is based on nationalism. Nationalism is not the only tool used to subvert other nations to American ideology and policy. Education has been used to control and cajole other nations into America’s beliefs and advancing its national agenda. Education has also been used to produce democratic forward thinking citizens that will project the national image. This is done via a strong government, which was once seen as one of the most powerful governments in the world. America educates in this manner and continues to do so, even when the circumstances that affect nationalism and our country’s power have changed dramatically.

With the advent of globalization, power in the world has changed hands from nations to multi-national corporations (MNC’s). Globalization is the integration of states
through increasing contact, communication and trade to create a holistic, single global system, in which the process of change binds people to a common fate. MNC’s are globalizing the world towards a consensus on trade and culture. Due to the MNC’s, sovereignty is breaking down. The power of MNC’s are invading political decisions and forcing some countries to change purely for the good of the MNC’s. With the loss of power as a state or nation, the educational system has failed to come in line with the consensus thinking of the world sharing a common fate. Nations are interconnected and only by teaching a global perspective can one nation understand another, including the decisions that affect all nations. The problem with the American educational system not teaching from a global perspective is that its citizens are not prepared for a new globalized world. In order to handle the issues of global challenges such as reducing American indebtedness, ending foreign wars, and effectively responding to humanitarian crises, we must reinvent approaches of education to produce new global thinkers and not just American citizens but global citizens.

Significance of the Study

The problem is significant in many ways. Curriculum changes have occurred, but not to accommodate globalization. America is losing power and standing in the world community and the only way for this slide to reverse itself is for the educational system to teach in a global manner so that American citizens can be prepared to participate in the global community. Education is the fastest and most direct way to offer change for future generations. Without global awareness, that which only comes with education, America’s financial future looks bleak. With the education taught today, America has
been reduced to a service economy and yet we still brag about our culture being the best in the world. The purpose of this paper is to educate citizens of America, especially people with the ability to implement change, about the decline in education in America based on the changes in the world as a whole.

In globalization, it is not simply the ties of economic exchange and political agreement that bind nations and societies, but the shared awareness of being part of a global system. This awareness is shown through large transnational movements of people and a range of different media outlets with technology to communicate over great distances, but most methodically through formal education. With the lack of curriculum geared toward a global market, the loss of vital partnerships with nations and groups is at risk. These losses will offer the citizens of the United States very little marketability and will leave them with little or no financial success, which in turn will affect America as a nation and its ability to compete in the world. This thesis will show the benefits of a global education and demonstrate how our citizens, through education, can participate in the world culture. An analysis of the responses from education departments and government departments at major universities around the world will give a better understanding of global education and its ability to help an education system that desperately needs a boost. The significance of this thesis lies in its recommendation for change that can positively affect school districts and citizens in America.

Limitations of the Thesis

The main limitation of this project was the possibility of limited response to the survey questions. Another limitation involved teachers who responded to the questions,
which does not represent all the varieties of cultures in the world. There are too many cultural concerns that are not addressed in a new curriculum. Yet, to be more aware of the concerns of the global community is a good start to better educate our citizens. This study will look at the issues that have arisen due to globalization and offer global education as the means to solve these societal issues. Though global education can be used to modify curriculum that can be used for other states, but in no way is this study suggesting that the modified curriculum being studied is from other geographical areas other than what was stated.

Methodology of the Thesis

The methodology was a survey analysis that offered questions to better understand the perception of global education around the world. The study provides a contrastive valuation vis-à-vis the differences between a global curriculum and current curriculum in the United States. This study attempts to make people aware that America needs to teach from a global viewpoint, and with this in mind, the comparison shows many differences. The differences in the perception of global education are analyzed and a new perception is discussed using a globalized curriculum. With this analysis, the hope is that those in a position to facilitate change will see what is needed to help the United States education system better understand the need for global education and the best way to facilitate it.
Definition of Terms

Local Viewpoint

Viewpoint that takes into account only the small view and what affect it has on a
small portion of civilization specifically, such as a state, town, municipality, or
singular person.

Global Viewpoint

Viewpoint that takes into account the whole world and what decisions have an
impact on the world as a whole.

Globalization

The integration of states through increasing contact, communication, and trade to
create a holistic, single, global system in which the process of change binds
people to a common fate

Global Market

Seeing the world as a market place to buy and sell regardless of national
boundaries.

Global Teaching

Teaching and learning about other cultures and religions.

Global Community

Seeing the world as a community or having a global connectedness.
Global Education

An idea of a curriculum that is international in scope and prepares today’s youth around the world to function in a one-world environment intellectually, professionally, and humanistically.

National Image

Projecting an image that serves national interest and policy.

Nationalism

Putting your own nation above all else and basing all decisions on what is best for your country.

National Sovereignty

The doctrine that sovereignty belongs to and derives from the nation, an abstract entity normally linked to a physical territory and its past, present, and future citizens.

Multi-national corporations (MNCs)

Corporations that transcend national boundaries and change national policy intentionally or unintentional.

Service Economy

An economy in which activity is dominated by the service sector, as opposed to manufacturing, agriculture, or extraction. The United States is said to be a service economy inasmuch as over 50% of the labor force is in the service sector.

Sovereignty

The quality of having supreme, independent authority over a territory.
Transnational Movements

Movements that happen across state boundaries, usually a movement of people.

Marketability

In demand by buyers or employers.

Organization of the Thesis

Chapter 1 includes: Introduction, Statement of the Problem, The Purpose of the Study, Methodology, Definition of Terms, Limitations of the Thesis, and Organization of the Thesis. The Introduction, Statement of the Problem, and the Purpose of the Thesis explain the issues and why they are relevant. The Methodology explains what will be done in the analysis of the survey and why it is important. The Definition of Terms and the Organization of the Thesis should be helpful to readers in understanding the terminology used and the organization of the thesis. Limitations of the thesis explains issues that will not be covered and possibilities that will be missed or are intentionally omitted.

Chapter 2 is a review of the relevant literature on the subject of this thesis. It includes pertinent articles and information that are important in proving the basis for this subject. It also explains through the use of past research that this thesis is an important means for toward understanding the need for a change in curriculum. It also explains why America needs its educational system to change so it can play a part in the global market. The author also provides various topics that reinforce the supposition that change is needed and notes the negative effects that will occur if change is stalled or even stopped.
Chapter 3 contains the methodology, which explains what methods were used to analyze the survey. This chapter also evaluates the differences of the comparison and what it means. The author concludes that curriculum in America needs to change and any comparison with respondents to the survey shows similarities to the author’s view. This chapter is where the differences reveal themselves and only by seeing the differences, can we have a better understanding of what is needed to make a globalized curriculum.

Chapter 4 is the analysis of what is discussed in chapter 3. This is where the differences in the survey are analyzed and the determination made about the similarities and the differences. This analysis is intended as a blueprint for future development of a global curriculum that can be used in America in general, and in California specifically.

Chapter 5 is a discussion of the conclusion of the comparison and its meaning within the study, along with its meaning for future curriculum in America. Recommendations are also included for the future changing or updating the curriculum in America. These recommendations are meant to be positive and represent the authors attempt to put the American educational system on the right path in formulating a globalize curriculum that will ensure American citizens will be viable in the global market.
Chapter 2
REVIEW OF RELATED LITERATURE

Introduction

The American educational system was once the best in the world (Fine, 2009). Now it suffers from low graduation rates and failing schools. The national education policy, No Child Left Behind (NCLB), leaves very little room for hiding the statistics. Low-performing schools are not finding success under the NCLB policy (Gewertz, 2009). The criticism for this national policy is that it hampers improvement of failing schools through academic penalties for schools that do not perform up to standards (Gewertz, 2009). Few California schools that are failing improve their scores enough to exit the process that NCLB dictates (Jacobson, 2008). California is a great example to show how far American schools have fallen. Due to funding issues in the state of California public education is losing quality and it’s most valuable commodity, teachers (Marcua, 2009).

California is not the only state with educational issues. The American Civil Liberties Union (ACLU) brought a lawsuit against the state of Florida over the issue of low graduation rates that are well below the national average (Robelen, 2009). This lawsuit deals with states meeting constitutional obligations to produce education for every citizen in a uniform manner. With American High Schools failing to educate students at a level that is at least proficient other issues have emerged that can have far reaching problems. Perkins-Gough (2008) states that with High Schools not educating up to prior standards or levels, many students enter college unprepared for the curriculum.
This leads to a higher drop-out rate from college due to an inability to perform. The more students entering college with lower ability, the more the levels of proficiency will suffer. Mangan (2009) shows the end result of low performing schools in her article, Foreign Demand Drops for American M.B.A’s. The goal is to educate our citizens so they can perform in the market and at the same time help with the American economy. The end result of low performance in the American Educational system is that citizens will not have the tools to perform in the marketplace, or foreign employers will not have faith in the skills of American workers.

Education has drastically changed since the days of America having one of the best educational systems. Many issues are involved in the need for change such as the ability to finance education (Kallison & Cohen, 2010). Maxwell (2010) points to financial difficulties as the means for the federal government to be intrusive into state control of education. With the states finding it harder and harder to financially support schools the federal government offers to help with stipulations such as standards or teacher quality. These stipulations cause tension between the states and the federal government (Maxwell, 2010). With the financial difficulty America is encountering, the education system is asked to do more with less (Bradley, 2010). Federal and state support is unable to keep pace with enrollment growth and the economic crisis that is eroding support for education (Bradley, 2010). Kallison and Cohen (2010), state that a new policy for education needs to be put into effect to reinforce America’s social compact for education. These new policies, such as Race to the Top (RTTT) and a newer rendition of NCLB use accountability systems for education (Kallison and Cohen, 2010).
An understanding of how the system failed is needed to facilitate change along with an understanding of our changing world. Could the changing world or more specifically globalization be the reason for these educational issues?

In the past education was taught from a nationalistic viewpoint (Nash, 2009). This viewpoint took into consideration what the country and local economy needed when educating students. Velta Clark’s (2004) survey involving American college students, states that 85% from the white majority thought Americas culture was superior to others; those from minority groups disagreed. This is an example of a nationalistic viewpoint. With the arrival of Globalization, the need for the considerations of the past, have changed. Globalization has changed the world, and for the American educational system to be relevant, it also, needs to change (Shah & Young, 2009). Globalization transforms what needs to be taught to citizens and no citizen should be educated blindly without an understanding of what is needed to compete in the world (Prestwich & Ho-Kim, 2007).

“The welfare of the United States is tied to the welfare of other countries by economics, the environment, politics, culture, information, and technology” (Merriman, & Nicoletti, 2008, p. 8). Merriman and Nicoletti stress the importance involved in the connection between the America educational system and globalization. They also point to, “Curricular changes toward a more global perspective have been slowed to evolve because limited classroom time is already devoted to existing curricula, standardized testing, and meeting federal and state mandates”( Merriman, & Nicoletti, p. 11). They also emphasis the significance of the interconnectedness of America to other countries of the world. This interconnectedness is at the core of what globalization is. Globalization
is the integration of states through increasing contact, communication and trade to create a holistic, single global system, in which the process of change binds people to a common fate (Papastephanou, 2005). This topic is important to society and the educational field due to the affects of globalization. Globalization has changed how people interact with one another (Mandelson, 2009). It has shrunk the world in a manner that makes dealing with different cultures and races a necessity. By educating from a global viewpoint American citizens can participate in a global community (Stewart, 2008).

Through Globalization, communities or nation states have unified for the betterment of each nation states economic growth. With this combining of nation states in a new community, a new educational direction is needed and unfortunately, it requires major changes to educational systems around the world. These changes deal specifically with teaching from a global view instead of a local view. The effects of teaching from a local viewpoint has had long term effects such as there is a significant decline in American Authorship in academic journals with increasing globalization from 1980 to 2005 (Cappell, 2008). Mitchell S. Cappell reports of the decline of American Authorship in scientific and medical Journals. Cappell points to Americas lagging response to globalization as the cause. To understand the difference between educating for a local viewpoint to a global viewpoint, Globalization needs to be explained and understood. This is important due to education not existing without the issues of society affecting it (Kelly 2009). Anthony Kelly alludes to the violence in the world and the need for more research concerning the connection between education and violence. He specifically says more research will be needed in understanding how education can help stem the flow of
violence around the world. He also states that education needs to look through the lens of globalization to generate new policy and new curriculum in education. Globalization is not a new concept; it comes from old concepts, such as colonialism and imperialism (Wesseling, 2009). Wesseling offers a historical view of globalization. He states that globalization has accelerated over the last 30 years. This article deals with the facts of European expansionism from the early 15th century and produces an account up to globalization. He also compares the goals and objectives of each phase of European expansionism. The difference with globalization is that globalization is not controlled by the nation states, whereas imperialism and colonialism were controlled by the nation states. The importance of this control is that nation states through globalization are losing power and national sovereignty. With this loss of power by nations a power struggle for control of the educational system has emerged.

Global Education: Educating on a Global Scale

Global education is about educating on a global scale, and to do this principles must be followed (Altbach, Reisberg, and Rumbley 2010). The principles of global education are the involvement of other cultures into the whole study of people, global studies should be started from early childhood, and economic interdependence among all peoples and nations should be stressed with the changing role of individual nations emphasized, highlighting the increased importance of international organizations. Acceptance of these principles would involve a cultural evolution for some nations. The focus of global education is social justice and sustainable development to give life chances to everyone. Global education would draw its themes from living conditions at
local levels and other parts of the world, multicultural societies, social, political, economic and cultural contexts, structural and direct violence, interdependencies between regions, countries and continents and limited natural resources, the information society and the media. Global education would inform world citizens about universal concepts such as human rights, democracy and good governance, economics, social justice, fair trade, gender equality, peace and conflict management, diversity, intercultural dialogue, sustainable development, health and equal access to scientific and technological advancements.

Global education describes learning by focusing on the big questions that plague the world. Global education addresses real world issues by teaching social and personnel responsibility through active involvement with diverse communities and world challenges. This would include a study and understanding of different cultures and societies. Global education should also take into account international interconnection along with interdependence and inequality around the world. Only by making students aware of the world around them can they participate in the world as one market. An understanding of other countries value systems and how the American value system is interpreted would help American citizens be accepted by other cultures around the world. Daily the clashes of different worldviews promote distrust and conflict around the globe. As the world becomes one economic market, countries who are not accepting of other cultures will be see their economies fall and their citizens will be unable to find jobs due to most employment coming from foreign companies. One of the key components of global education is to develop an understanding of the relationship of power and
language, and how language interacts with culture. This includes how language frames thinking and perspective. With global education a new attitude will emerge that will foster responsibility and empathy. The following are some issues to consider when looking at the changing educational system, due to the effects of globalization.

Issues between Education and National Power

With the loss of sovereignty, nations are losing control of issues within their own borders (Kelley, 2010). Due to the fear of a loss of control nations spend more on national security and leave their social programs to the mercy of the free marketplace. Education is included in the nations’ social programs. This means that education depends on the coffers of local government, which in turn depends on investments in the free market. If the local government has made bad investments or the free market is in a recession then education has little resources to exist and must cut programs and staff. With the dependence on global trade it would stand to reason that trade would have some sort of control over education, yet this is not the case. The nation state looks to the market to fund their educational system yet tries to hold complete control of the curriculum taught. Rizvi (2004), explains how our educational system depends on the free market for financing. Fazal Rizvi tells of September 11, and its effect on globalization. Rizvi explains that the consequences from the attack on the World Trade Center restructured America’s concerns. Rizvi says, “One of the consequences of the ‘war on terrorism’ has been to render issues of welfare, social and cultural policy, including education policy, increasingly subservient to the umbrella narrative of security” (Rizvi, 2004, p.163). After this event America has made national security the number
one concern, dwarfing all other issues about public policy. This also explains why nations jealously guard their educational systems against any additional loss of control. With the breakdown of national sovereignty the national market has evolved into a global market. With the loss of national markets the fear of the nation states is that there will be a loss of economic control of the gross national product (Torres, 2002). Carlos Alberto Torres states that globalization places limits on state autonomy and national sovereignty. This breeds tension between local and global concerns that generate the tools to make a national economy work. With this new tension over the buying and spending of a nation, social programs now depend on the market for funding instead of the nation state. Citizens do not want social programs to be reduced, they also do not want to pay for them. As national economic systems open to international markets, nation states are forced to make changes in some fiscal responsibilities (Kim, 2009). These fiscal cut backs equal less national funding for social programs. Education is one of these social programs. With education receiving less funding, due to spending to support national interests and safety, education looks to the open market for monetary support. The problem with funding from the market is the lack of consistency in the market. For education to receive the monies needed the market has be in a good year with profitable returns. This leaves the educational system needing more financial help during the tough market years. It makes sense that the educational system would look to the nation state for additional help. This creates a system where the nation state tries to hold on to its reserves for national security and national interests, not to fund education.
With this system the educational system and the people in it end up on opposing sides with the nation state. In this adversarial system, the nation state exerts more control over education in thinking that the nation state can slow the spending of the educational system. In some instances, state-sponsored standardized testing (NCLB) is used to answer the question, why do we not get more for the amount of dollars we spend on education (Levine, 2009). This leaves education at the mercy of a government that has a hard time paying its bills due to a low performing market. Educators’ are left petitioning for funding from a government focused on security, not the nation’s civil responsibility.

Educations part in teaching Civil Responsibility

Civil responsibilities do not stop at the border and with global issues so prevalent today citizens need to have a global view, yet the American educational system still teaches with a local viewpoint (Spariosu, 2004). Citizens of the global community demand social and political rights just as citizens of America do, yet with these rights citizens need to have an understanding through education of what these rights entail (Noddings, 2005). Nel Noddings reported that current school reform in America undervalues talents needed for the 21st century. Noddings also states that instead of insisting on standardization schools need choice and variety. By having variety and choice students will be better prepared for the future. Only by holding a global view versus a local view can citizens of America have an understanding of globalization and their place in it. Global education is seen as diminishing national identity and it does not, since the study of issues far from home will only support the study of issues closer to home (Diaz, 1999). Decades ago a local viewpoint worked, yet today faced with a
shrinking world due to technology, a change is needed. Issues around the world are important issues that have implications in America’s own backyard. Educators need to change their curriculum to reflect the ability of students to recognize that all issues are world issues. Education should stress citizenship, but specifically global citizenship (Ganihar, 2007).

A new understanding of citizenship throughout the world is revealing itself and nation-states who deter the growth of this new citizenship will encounter economic hardship due to other countries buying and selling from countries with a better working relationship with this new class of citizen. Through this understanding, concepts of conventional education are challenged by the forces of globalization (Camicia, 2009). Camicia (2009) states that curriculum is being challenged by globalization due to the definition of citizenship changing from national to a global citizen. Education is the best means to prepare students for global citizenship. This can only be done through the change of curriculum to reflect the need for a global viewpoint (Guerin, 2009).

Nationalized Education

Along with the financing of education, a look should be given to America’s nationalistic leanings to understand why the United States is reluctant to participate in a universal curriculum. Globalization causes a tension between global trade and national identity of nation states. With this nationalized agenda, America fails to consider international issues and leaves teachers unprepared to teach these issues (Kelly, 2004). James a. Kelly advices that international issues are not taught in the classroom due to the lack of training by teachers. International Education issues have not been addressed in
discussions about meeting quotas in standardized testing or national education policies such as (NCLB). This lack of attention to national issues leaves education with a national identity. Education has a history of being used to further national agendas and identity. Parker, (2008), suggests that any international education movement in America sponsored by our government based on national security, which leaves nationalism as an obstacle to globalized education. Walter C. Parker’s article reveals that the International education in America backed by the Federal government is watered down and has self-serving goals that keep America’s economic edge and help with an understanding of other cultures for military use. This is a discussion about the ramifications of international education. Marsella (2009), reinforces this view by insinuating that nations of the west are clinging to their nationalistic views and attempting to reduce diversity by not being inclusive of other cultures. Anthony J. Marsella reports that true global citizenship lessens competition, social upheaval and conflict around the world. He also stresses that America’s national identity does not offer solutions to diversity conflict issues that are recurring around the world. He declares that resolution comes only from world citizenship, universal human rights, and a full functioning global citizen.

This can be classified as holding on to their national image by not allowing outside forces to change this image, or in any way force the government to lose control of this image such as through an influx of immigrants. Journell (2009) goes even further in saying that a national education policy such as No Child Left Behind (NCLB) is designed, by the inclusion of standardized testing, as a means to keep people who do not fit the national image, on the outside looking in. This study is to understand how the
educational system teaches as a social construct that formulates a national identity, which discriminates against those of another culture. The purpose of this study is to evaluate nine states that are involved in testing to determine if the standards and testing is a means to keep certain cultures at a disadvantage. Journell makes the reader aware of education being used to protect a national identity. With America guarding its national image against any changes, it is not hard to see why education has not changed to reflect a new globalized world.

America has a history of teaching from an American viewpoint, which is different than what other countries do? This is different due to America teaching only from their view and not being inclusive of other educational ideas from other countries. In the Columbia Electronic Encyclopedia (2009), a history of the fear and propaganda that the United States used against un-Americans to control their systems and image revealed. It is easy to see with America’s past how this behavior can still be an issue in education. Post (1995), goes so far as to call it a cultural war and explains why these conflicts between cultures distract education from completing its main goal, which is educating citizens to be competitive. Tannock (2007), gives us an example of nationalism when Robert Birgeneau, the Chancellor of a world-renowned university, University of California at Berkeley, reflects that we are in a war against the world. The perception is that the influences of other nation states and their people lessen the control that the American nation has on its own educational system. This could not be further from the truth. By being inclusive and teaching a more global curriculum, America would gain
economic control and freedom in other areas due to the ability to make its citizens marketable to compete and succeed in a global market.

Differentiation of Education

The need for educational change has to do with curriculum and particularly the knowledge learned. A differentiation of knowledge needs to reflect the differentiation of skills and job requirements that are in the economic system due to globalization (Young, 2009). Pandit (2009) says that American institutions of higher learning are facing pressure to globalize their curriculum to prepare students to live and work in a global world. Future citizens of the world also need to have the ability for higher-order cognitive skills and cultural awareness (Suarez-Orozxo, 2009). These skills will afford American students the opportunity to be ahead in the economic recovery of the world. As globalization continues, the affects will interconnect nation states even more and the nations that have adjusted their education systems will economically be ahead in the race to succeed.

With the need for more understanding of global curriculum and assessments, the American educational system needs to look at education for sustainable development (ESD). Learning ESD offers students the opportunity to understand empathy, which moves them one step closer to planetary citizenship (Haigh, 2008). International education gives an international perspective for students and offers opportunities for students in the world job market (Guerin, 2009). Not only should curriculum be changed to a more global view, it should also be more interaction between students of different
cultures. This should include strong connections to other international education systems, including exchange students and study abroad (Pandit, 2009).

For the American educational system to be competitive with other educational systems in the world, an understanding of global education is imperative. America is not the economic powerhouse it once was and is dependant on other nations for jobs and financial support. With the advent of globalization, nations become interwoven with one economic market and no nation is above this market. America finds this dependence hard to accept due to its proud history of being a powerful nation in charge. With globalization a breakdown in sovereignty has weakened the nation states hold on control of social programs, including education. Education is the key to giving the American citizen the skills needed to compete in this new world market. Global education encourages students to learn and be inclusive of other peoples and cultures, which will make other people accepting of Americans.
Chapter 3
METHODOLOGY

Introduction

Curriculum changes have happened but not to accommodate globalization. America is losing power and standing in the world community and the only way for this slide to reverse itself is for the educational system to teach in a global manner so that American citizens can be prepared to participate in the global community. Education is the fastest and most direct way to offer change for future generations. Without global awareness that can only come with education, America’s financial future looks bleak. With the education taught today, America has been reduced to a service economy and yet we still brag about our culture being the best in the world. The purpose of this paper is to educate citizens of America, especially people with the ability to implement change, about the decline in education in America based on the changes in the world as a whole.

In globalization, it is not simply the ties of economic exchange and political agreement that binds nations and societies, but also the shared awareness of being part of a global system. This awareness is shown through large transnational movements of people and a range of different media outlets with technology to communicate over great distances, but most methodically through formal education. With the lack of curriculum geared toward a global market the loss of vital partnerships with nations and groups is at risk. These losses will offer the citizens of the United States very little marketability and will leave them with little or no financial success, which in turn will affect America as a nation that can compete in the world. This thesis shows the benefits of a global education
and show how our citizens through education, can participate in the world culture. An analysis of the responses from education departments and government departments at major universities around the world gives a better understanding of global education and its ability to help an education system that needs a boost. The significance of this project offers choices for change that could affect every school district and citizen in America.

This thesis uses grounded theory as a method of data analysis using interview data from professionals in the field of Education and Government. The procedure starts by sending questionnaires to professors, from their respective departments, to address the questions that pertain to globalization and education in America. The questionnaires is be sent along with a consent form. When responses are mailed back, analyzing the data will begin. After the data is analyzed then reporting on the data begins followed by conclusions, recommendations and limitations.

Setting

The setting of this study involves foreign Universities from English speaking countries and teachers from Northern California high schools. The study is conducted in each university, specifically Education and Government departments. The study by Northern California schools is completed by pen and paper. The respondents have experience in education and globalization and some will have experience in both.

Population Sample

The author conducted open-ended questions, which are designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. Exploratory research is used to analyze answers to a questionnaire. Electronic mail is sent to
professors that teach in Department of Education and Department of Political Science. Education departments are used, due to their knowledge of education, which offers experience from an authority on education and their understanding of globalized education. Political Science departments are used due to their knowledge of globalization, which effects all governments. Professors from Political Science departments offer authority on how the world governments handle globalization and issues of global education from a Political Science viewpoint. The author sent questionnaires to 200 professors that teach in foreign universities from English speaking countries, and Social Science teachers from a high school in Northern California. Questionnaires analyzed will be an even number of questionnaires, 10 to Education Departments, 10 to Government Departments, and 10 to high school Social Science teachers. If only 10 replies are received from one department then the first 10 from the other department will be used. An even number of replies from each department will be analyzed.

Thesis Design

With domination of the world through technology, political policies and trade after World War II, America’s educational system were used to teach the democratic ideas and policies of America. Times have changed, with the emergence of globalization and the loss of American domination and power America needs to educate more for the global market and for this to happen the educational system needs to change. The failings of the American educational system to change with globalization and the changing world will be the central issue of this paper. This paper addresses these
failings, along with a survey analysis of questions given to teachers from education and government departments in major universities about global education.

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Data Collection

Questionnaires and surveys are useful for determining the attitudes, characteristics, profiles, beliefs from a sample of people. In designing a questionnaire that focuses on open-ended questions the main concern should be on determining the way the responses will be quantified. This is imperative in order to glean the most information from the response and to be able to make comparisons. Qualitative research is used in the evaluation of the responses. This allowed a meaningful comparison of responses across participants and sites. Open-ended questions are used to allow the respondents the freedom to respond in their own words, which tend to be more complex answers then yes or no. The data is collected by sending open-ended questionnaires to Professors in the Education and Government departments in foreign universities from English-speaking nations, and a high school in Northern California. The professors and teachers have the option to volunteer and participate in the study. The respondents answer questions that
deal with issues of global education. The professors use their professional knowledge and experience to answer the questions.

All information from respondents will be confidential. The questionnaires are number coded to preserve anonymity and are held as records for as long as needed. All participants are required to sign a consent letter before data from questionnaires is analyzed. The consent letter constitutes informed consent which is a mechanism for ensuring people understand what it means to participate in a particular research study so they can decide in a conscious, deliberate way whether they want to participate. The consent letter states that participation in this study is voluntary. The consent letter and the questionnaire are kept separate to preserve confidentiality. When the questionnaire is returned, the name of all of participating professors from the Teacher Education and Political Science departments will be kept confidential. The questionnaires will be number coded to keep anonymity and kept as long as needed. The consent letter states that the teachers are volunteering for this study and will be returning the completed questionnaires. It also states that the respondents have the rights to ask any questions they might have about the study.

Instrumentation

The author sent out 20 surveys consisting of 10 questions each to professors from Education departments and political Science departments within English-speaking universities outside of America, and Northern California high schools. All interviews were conducted with respondents answering ten open-ended questions that address the current teaching of, or lack of teaching, global education. The purpose of these questions
is to evaluate and understand where the American educational system is in their understanding and teaching of global education. All survey questionnaires and interviews with professors for the benefit of this survey were conducted during the fall 2010 semester.

Data Analysis Procedures

All responses analyzed originate from open-ended questions sent to professors from foreign English-speaking universities and high school teachers from a school in Northern California. The interviews were conducted in the spring semester of 2010. Questionnaires were returned to the author either by the United States Postal service or by an anonymous mailbox at a high school in Northern California. All mail was sent to the author with a pre-addressed envelope sent with the questionnaire to preserve confidentiality of the respondent. All responses will be coded to determine if high school teacher (HT) or foreign professor (FP). A number for tracking will follow the codes and this number will be in order of receiving the questions. For example HT 1 will be the first response the author receives from a high school teacher whereas FP 1 will be the first response from a foreign professor from an English-speaking University.

The author analyzed the data to find emerging themes and trends toward understanding of the questions and the topic. Groups, such as high school teachers as one group and foreign professors as another group will analyze trends and understanding. Once the analysis of the groups is completed then a comparison between groups is conducted to determine if there are different levels of understanding the questions and the topic by the level of education, such as high school and university. Another factor that is
analyzed is the local perspective, the high school, and the global perspective, such as the foreign universities.
Chapter 4

FINDINGS AND INTERPRETATIONS

Demographic Data

The number of questionnaires sent out to English-speaking foreign Universities and a Northern California high school was 200. Out of 200 sent, only ten percent responded with the questions completed and a signed consent form. Larger portions of the questionnaires, 110, were sent to a Northern California high school and 90 were sent to English-speaking foreign universities. Equal numbers of responses came from both the Universities and the high school, with ten responses from each. The responses from the universities came from Government and Education departments, whereas the responses from the high school came from Social Science and English departments. Responses from the high school arrived anonymously through a mailbox designed specifically for this survey. Responses from the universities arrived through anonymous mailings with a self-addressed and stamped envelope. The high school participants averaged seven years experience. The participants from the universities averaged 22 years experience. The 20 contributors to this survey averaged 16 years experience. Less then half of the respondents had ten years or less experience in teaching their specialty, whereas less then half had 20 years or more experience.

Survey Questions

The survey is ten questions dealing with globalized education. All questions are specific and deal with specific subjects that relate to an understanding of globalized education. Question number ten is the only question that gives the respondent an
opportunity to speak about globalized education without answering a specific question.

Question 10 offers the respondent the opportunity to provide any additional comments.

The questions are all the same, the only factors that vary are the perspectives on Globalized Education and the experience each teacher has. What follows is an analysis of questions in the order they appear in the survey.

Question #1

What is your philosophy on Global Education

Many of the respondents did not answer this question due to not understanding what the term “Globalized Education” means. With 25% of the respondents not answering question 1, we get a clearer picture of the obstacles faced with teaching a more globalized education. One respondent, a high school teacher (HT 3) stated he did not have a philosophy, and then proceeded to describe how public policy issues in America affect other countries. Regardless of the declaration by HT 3 of having no policy about globalized education, HT 3 clearly talks about a policy. This respondent’s statement is about how issues affecting America are due to other countries’ actions. There is another side to this policy argument and that is that issues in other countries are due to America’s actions. This respondent understands the connectiveness of globalization but fails to understand how it works both ways and seems to look at it from a nationalistic American viewpoint instead of a worldview.

Another viewpoint is that there are too many contrasting definitions of globalized education. A foreign professor (FT 4) states that in order to articulate a philosophy a clear definition of globalized education needs to be provided by the author. FT 4 clearly
gives a definition and one that is part of a globalized education but in no means is it the
total policy. By stating, “If your definition includes everyone having command of more
then one language, my philosophy is that Globalized Education is critical,” The foreign
professor (FP 4) is discussing teaching about global differences and learning these
differences. Learning about global differences is essential to globalized education, but it
is not the end goal. Another statement by FP 4 states, “If your definition means
understanding the interconnectiveness that we as world citizens share then Globalized
Education is extremely important.” This statement is what globalized education is all
about, teaching that we are all interconnected and an action on one side of the world
affects another side of the world whether it is economical or social. Learning about other
cultures and teaching different languages can bring about globalized education but it is
not globalized education. Four of the respondents replied that teaching about other
cultures and religions was their philosophy of globalized education. Many have learned
about other cultures but they do not understand interactions as citizens of the world and
the responsibility needed to make the right decisions that affect everyone. Only by
making students aware of the world around them can they participate in the world as one
market.

Some of the respondents gave superficial replies that answer the question with a
one-sentence answer. This feedback expressed how important globalized education was
with no insight into what their philosophy was. A major portion of the high schools gave
a sentence reply that hinted at their philosophy but did not give the author an
understanding that the respondent understood the question. Most of the HT responses
gave suggestions on how to teach globalized education, such as learning more than one language and discovering knowledge about other cultures. These are all good responses yet they only show a small understanding of globalized education. A foreign professor, (FP 5) states, "An education that deliberately teaches about other countries and how they compare to the US is important. However, having students who can actually read, write, and think is probably just as important." This foreign professor is trying to say that global education is important but recognizes and is concerned for the problems education faces today. Teaching basic education is important yet, if the only education taught is basic education, the nation will not be teaching its citizens to take their rightful place as world citizens. A small percentage of high school teachers, such as HT 8 show an understanding of globalized education when he states, “Global Education is essential. There is always talk about promoting lifelong learning, which is great, but it seems that there’s not enough of an emphasis on expanding education beyond our domestic borders.” This high school teacher shows an understanding of American education teaching from a nationalistic viewpoint and tells of the need to learn from other viewpoints.

Professors from English-speaking foreign universities seemed to have the best understanding of globalized education. A foreign professor, (FP 9) states: Simply put, I see global education as teaching that fosters an understanding of how the world works and how we as individuals and members of groups or nations participate in the world, hopefully in a collaborative manner. But it also involves teaching tolerance of others and their beliefs, lifestyles, etc. and how
connections can be made to promote positive interactions at multiple levels (government, individual, ethic or cultural group, etc.). In the US, most teachers promote multicultural education rather than global education and I do see these as distinct topics.

This professor understands the difference between multicultural education and global education, whereas most teachers in the United States do not. For globalized education to work, teaching needs to happen that leaves the student with an understanding of how the world works and what their place in it is, not just from an American viewpoint but a world viewpoint. Other respondents allude to the greater good that globalized education can provide such as FP 10. This professor says:

Global education offers a perspective that develops within students a respect for sustainability of a future – in terms of social, economic and political terms. It gives the individual an empowerment to believe that the individual can contribute to the greater good. A central global education focus is on young people’s participation in shaping a better-shared future for the world. Global education promotes open-mindedness leading to new thinking about the world and a predisposition to take action for change. With an emphasis on developing knowledge, skills and promoting positive values and participation, global education is relevant across all learning areas. It is a philosophy to be embedded, rather than a stand alone content area.

This respondent stresses the positive nature that globalized education can bring to a program, a nation and to the world. This positive nature comes about due to
understanding the interaction that we have with other nations, countries, cultures, religions, and people. This goodness flows from the helpful nature that comes from understanding how we, along with others, fit in the world market and what we need to do for every nation to succeed and prosper. The best way that this change can come about is through education, specifically globalized education.

**Question #2**

*In Global Education what are some positive practices you have seen?*

The 25% of respondents that did not answer question one due to not understanding what the definition of globalized education means, also did not answer question 2. As many as 50% of respondents answered with suggestions about multicultural education, such as learning a new language or culture. One foreign professor with less than 5 years experience states, “Practices I have seen that fall into my thinking about global education include the following: teaching world languages, teaching about various cultures, and teaching foreign geography.” One high school teacher, (HT 2) states, “collaboration between departments to merge assignments.” Clearly, both the professor and the high school teacher are discussing practices for multicultural education not globalized education. Very few of the high school teachers had positive practices that discussed global education.

A majority of the positive practices came from foreign professors with more than 10 years experience. The one high school teacher, (HT 4), that responded with positive practices about global education states, “One significant factor is the effective use of technology. This can be seen with many schools establishing “sister classrooms” and
“wired” with a classroom in another country allowing for the sharing of learning, cultures, and ideas.” Clearly this “sister classroom” also gives a closeness and human interaction that promotes a learning experience that is much more than multicultural. Technology is allowing a more humanistic approach by giving classrooms the opportunity to share more than curriculum.

Many of the foreign professors gave good positive practices such as FP 4 who states, “The various Erasmus and co-operative programmes at the intra-university level are positive practices and help build an appreciation of the global influence and impact.” Erasmus Mundus is a program that promotes quality higher education through scholarships and academic cooperation between Europe and the rest of the world. Erasmus Mundus is a good start, although most of the cooperation is within the European Union with very few outside the Union. With any luck, Erasmus Mundus will expand so that most of the cooperation will be between one European country and another country outside the European Union. The problem with two countries from the same European Union cooperating is that they promote a euro-centric attitude about education.

One foreign professor, with more then 25 years of experience, gives a great example of positive practices by writing:

Classrooms that develop programs of studies that raise awareness of social issues eg: use of slave labour in Asian countries by large corporate companies (Nike) and making conscious decisions as consumers to buy with integrity Eg: studying the impacts of Tsunami and raising money through support organizations
Eg: studying the homeless people in local areas

Using units of study to broach sensitive issues, developing factual knowledge bases around which students can make informed decision and make informed opinions.

This professor provides great examples of balancing economics with social issues that the rich and poor of the world face every day. By teaching students about their buying choices and the economic impact to other cultures, they are learning to accept their place in the world and understand the consequences of their actions. Many of the respondents did not answer question 2 and most were writing about multicultural education. The few who responded to the question with an understanding of globalized education give hope that if I were to give this survey few years from now, there may be practices that are more positive and an overall better understanding of the question

Question #3

*In Global Education what are some negative practices you have seen?*

The author understands that negative practices are seldom, if ever, intentional. Negative practices happen when the practice does not achieve its goal. Many of the negative practices mentioned are due to a misunderstanding of what global education is and how to achieve this goal. With so few positive practices revealed in question two, there were few negative practices identified in answers to question 3. One high school teacher, (HT 8) answered question three by stating, “None that I have noticed, but we don’t have much global education in our curriculum at present.” This answer offers a look into the American high school and its curriculum. Departments, such as Social
Science, Math, and English, separate most high schools. These departments usually do not know what the other is doing and seldom do they collaborate. This is previously mentioned in the positive practices when HT 4 noted that collaboration between departments is a good practice. At the high school HT 8 teaches some global education probably occurs, but he does not know what it is because of the separation between departments in the American high school education system. Any collaboration is helpful when trying to achieve a global education since collaboration is at the heart of global education.

Another negative practice was stated by a foreign professor, (FP 7) replying, “Global forces are usually ignored in instruction in favor of American agenda.” This reflects the struggle between the government perspective and the local perspective. In these tight fiscal times with states finding it harder and harder to financially support schools, the federal government offers to help with requirements such as standards or teacher quality. These stipulations cause tension between the states and the federal government. This is a means for the government to control or put aside local perspectives and even global forces. The global forces are second to the nationalistic views the American government continues to teach its citizens. These financial packages offered to state education systems hurt global education due to stifling collaboration and creativity in making curriculum. Teaching a nationalistic viewpoint that teaches from an American-centric viewpoint is counter productive to teaching a global education.

Technology is the main reason for globalization and technology has a cost that some nations cannot afford. This was another negative practice stated by a high school
teacher, (HT 4), “The countries with the greater wealth have the resources to take advantage of these benefits, while less developed countries cannot afford it and must choose between even more basic needs of health and survival let alone education.” This statement clearly shows the imbalance of wealth in the world and the opportunities for some while others are denied. Another high school teacher, HT 9 states:

In an attempt to allow access to information, some countries have “filtered” what information is available to the masses. Another drawback to global education is the chasm between affluent and poor countries. This divide is most apparent in those poor countries that finances to support basic infrastructure let alone quality educational opportunities.

These two statements can be misconstrued as reasons why global education will not work, so why try. These statements are reasons why global education is needed more then ever due to the imbalance socially and economically of different countries. Global education is collaboration and collaboration will bring about change. Change how we see ourselves and change how everyone understands one problem in the world is everyone’s problem because in a world community one problem creates more problems.

Question #4

Do you think Global Education would improve the quality of education?

Most of the answers received were in the positive due to positive intention when implementing a new change to education. Some respondents saw the small picture, whereas some saw the big picture, such as one foreign professor, (FP 3):
By raising the floor, societies can raise the ceiling. With this I mean if all countries have an overall improved minimum level of infrastructure, resources, and services it can provide to the population, societies can expand on what potential possibilities there are for a truly global education.

This statement tells of the positive possibilities that educating world citizens for a global awareness can provide. A high school teacher, (HT 3), gives more positive feedback for question four by stating, “Certainly. As with any system of education, the more information and knowledge exchanged, the better the results given effective implementation.” Information and knowledge will be exchanged along with a more humanistic understanding of ourselves, and others around the world.

Some respondents acknowledged that outside global forces have happened and will continue to happen, which makes global education even more essential. A professor, (FP 5) supports this by writing:

I think global education should be a component of education at all grade levels. We live in a global society that can communicate quickly across large distances and we need to be able to understand each other and work together. This is only going to become a greater need in the future.

The statements above give hope for global education, yet 50% of the respondents wrote 1 to 2 word answers stating “yes,” but did not expound on their answers. This could be due to a faulty question, namely one asking for a “yes” or “no” answer. The author felt good about the answers that said yes and then provided further explanation. These respondents
felt so strongly about global education they explained their answer, with some giving full paragraph responses.

Question #5

What do you think of the future of education?

Only one respondent replied that the future of education is bright, the rest of the respondents believed education’s future is dismal. Most responses involved tension and anger due to the involvement of government in education. A foreign professor, (FP 4) writes:

I think education is currently stuck on mastering facts/skills that can be tested. Mainly due to government intervention, education in public schools no longer strongly fosters creativity and high order thinking. Unless we can get music, art, pleasure reading, etc. back into the curriculum, tomorrow’s citizens are going to lack a love of learning.

This professor mentions government intervention and seems to be angry about the government’s need for testing to prove that education levels are where they need to be. The author addressed this when discussing accepting regulations and rules determined by the government in return for much needed education funds. Most respondents seem to be accepting of the funds but angry at the constraints that the government puts on education.

One foreign professor, (FP 2), states:

I see a big threat to liberal arts from the increasing tendency to overvalue market-based standards rather than civic values. I also see cuts to public higher education
as increasingly likely, making it harder for lower-income people to receive quality college education.

This statement addresses the need to teach to standards, which is what California high schools teach. The accusation is that standards have taken the creativity out of education. This statement also tells of the financial cuts that most education systems are facing and the repercussions to the poor when their ability to receive higher education is not available due to the expense. With most respondents, replying that the future of education is doomed or dismal just represents the need for change. Global education can be this change, but it needs to be a change that enhances the world, not just the school district or the nation.

Question #6

To improve Education in the classroom do future teachers and administration need to be taught Global Education techniques?

Most of the high school teachers responded with one to two word answers with little or no explanation. These one or two word answers were all positive but with no explanation I can not help but suspect this is residue from the blind obedience to standards common among high school teachers. In an attempt to have commonality between high school teachers in teaching standards, new techniques and discussions on pedagogy have led the respondents to write yes to the question with no hesitation or explanation.

High school teachers responded in the affirmative, whereas a large portion of the professors asked “what techniques?” One statement by a foreign professor, (FP 7)
reflects the thought process, “The key question is what techniques. From my prospective, the use and implementation of technology are the techniques that will best educate our students.” With most of the professors asking the question “what techniques,” some of them were hostile to the idea of new workshops and techniques. A foreign professor, (FP 2), states, “I doubt it, since there are so many more issues in education I don’t think adding another “technique” or area of study is the answer.” This professor is displaying an aversion to any new techniques, even if they show promise and he is not the only professor adverse to any new teaching techniques.

Another professor states, “Not clear to me that this would do any good, and too much of what emerges from schools of education is not regarded highly.” Not only is this professor against new techniques, he is against any new application of information from Schools of education. These professors have been led down this road with no advances or improvements to show for the workshops and techniques that they have developed a callused manner on improving education? It is clear that most respondents did not even know what globalized education was and the ones who did were so weary of learning new techniques that they were against it before understanding the benefits. It is very interesting how both groups chose to answer the question in a different manner with very few diverting to far from their group.
Question #7

*Do national agendas and policy hamper the implementation of Global Education, and if so what would you suggest for a solution?*

Fifteen of the respondents did not answer this question and stated they did not know. Out of the five respondents, four were from professors and one from a high school teacher. The one response from the high school teacher, (HT 3) states, “National agendas are what is preventing this technological change from happening. Far too many political action lobbyists want to protect their vested interests rather than do what is necessary and proper to allow for a quality education.” This response reinforces the view that national agendas come before educational agendas for many countries. Many professors asked for a global approach to be used instead of a national perspective. Many of the respondents mentioned the financial control that most governments have over education, which in turn affords them control over policy.

Nations use national agendas to strengthen national goals and create a national identity that portrays power. Due to national agendas not catering to education goals, they are in direct conflict with global educational success. The professors who responded seem to understand that only when a global perspective is reached without the government holding the purse strings of education will global education truly be achieved.
Question #8

Do imperialistic countries with a history of being non-inclusive have a harder time implementing Global Education?

Only seven respondents answered this question with an explanation. Nine out of the thirteen who did not answer with an explanation answered, “I do not know.” The four left argued that they did not understand the question and still did not understand global education. Most of the high school teachers did not know and the four who argued they did not understand were from the foreign professor category. The professors who responded have two main different perspectives to the question. One viewpoint was that yes, they do have a harder time implementing global education due to global education promoting inclusiveness. To promote inclusiveness after years of being non-inclusive, would be an admission of being wrong, which some countries or nations see as weakness. One professor, (FP 8) writes, “I would have to say, yes. Such countries would not want their children exposed to outside ideas that might make them question what they are being taught.” This statement tells of nationalism that many imperialistic countries have spread through their own educational system to indoctrinate their young. With a policy of inclusion being fostered, past practices will be exposed and countries with non-inclusive policies will be known as bullies and will not be respected. This statement makes the author wonder, once we compare our educational system with another nation’s educational system, do we find it lacking? Another professor states, “Yes they do because they don’t want to teach about atrocities that might make them look bad to their citizens and the world.” Every country has in the past used policy of which they are now
embarrassed. However, some countries, such as the United States, have shamelessly used education to promote their national agenda. This is what makes it hard for some countries to embrace global education.

This does not mean that countries with imperialistic pasts cannot change and accept global education. A professor who did not agree responded, “Not necessarily so, in fact European countries, which were most imperialistic, are also the most cosmopolitan, but that does not mean that they respect their former colonies.” This statement shows a change of national policy to be more inclusive, yet, only with the viewpoint of the people now being included can it be known if the inclusiveness is real or just to fill low paying jobs that citizens do not want. Change is needed and no means can be as far reaching as a nation’s educational system. The only high school teacher, (HT 5), to respond with an explanation wrote, “Not in all cases, some countries have taken strides away from these non-inclusive behaviors and have made contributions to global inclusion.” This teacher provides information that lets us know that change is possible, and some countries have changed and are using global education. In some of these nations, there is an understanding that the national agenda is coming closer to the worldview, which makes global education imperative to provide progress to its citizens.

Question #9

*Does educational finance hinder the use of Global Education? Why?*

Eighteen of the respondents mention that educational finance hinders all education especially new practices and policy due to the requirements the government
imposes in exchange for funding. Many of the respondents also cite standards and testable knowledge as government agendas. One Professor, (FP 8) writes:

The success of Global Education hinges on financing by the established governments, and for this to happen governments have to be more understanding that the world is shrinking and success for any nation will only come by being included in the world market.

This statement tells of the importance of the world market and the need to be included. Global education is the means to give a nation’s citizens the knowledge and skills to enter the world market and succeed. With the success of its citizens, the nation will also succeed. It is very ironic that the nations hesitating to incorporate global education are the ones who had imperialistic goals and power for many decades. These nations will fight over the scraps left from the world market and lose national power due to their reluctance to change.

Question # 10

*Any additional comments?*

Question 10 is the only question that was open-ended so respondents could reply about the survey, good, bad, or indifferent. Only four respondents answered question 10, and of the five, one was a high school teachers with the remaining four being professors. The high school teacher, (HT 4) expresses his lack of control by writing:

How are schools set up to educate students? Is this system the best possible way of educating students? Is there another way to structure schools and curriculum? Can there be an alternative way to educate students? Can there be more than one
way? All questions that high-level bureaucrats ask each other and society, but
never get anything done.

This was the only teacher who answered every question with a full explanation. This in
itself appears to be a show of displeasure with the current education system or maybe a
representation that global education is not understood at the high school level. One
professor comments on this:

Global thinking is a mindset; if you have it, you use it everyday of your personal
and professional life. The reason Americans educators are not Global thinkers is
that they were never exposed to globalism in their K-12 or college education. If
we infused global thinking as part of every educational program then we would
not have this problem.

Most of the American educational system does not teach global education in high school.
Most American citizens learn about the inter-connectiveness of the world through
advanced education. America visits upon its citizens a disservice by teaching about
global education so late in the educational process, just a few years before they play a
part in the world market, or not at all.

A few of the professors throughout the survey mentioned they did not understand
the definitions and, due to this, claimed the survey was faulty. One professor answered
question ten in this manner:

I highly recommend that you rethink your survey instrument here. You are
presuming that people know what “Global Education” is, and even if it’s what I
think it is, I have no idea what “techniques” it employs. Simply put, I think you’re measuring non-opinions.

Not understanding the definitions is an answer in itself and holds importance in the analysis of the survey. With a lack of understanding of global education, there is an increase need for learning.

Conclusion

The principles of global education are the involvement of other cultures into the whole study of people, global studies should begin in early childhood, and economic interdependence among all peoples and nations should be stressed with the changing role of individual nations emphasized, while also highlighting the increased importance of international organizations. Acceptance of these principles would involve a cultural evolution for some nations. The focus of global education is social justice and sustainable development to give life chances to everyone. Global education draws its themes from living conditions at local levels and other parts of the world, multicultural societies, social, political, economic, and cultural contexts, structural and direct violence, interdependencies between regions, countries and continents, limited natural resources, the information society, and the media. Global education would inform world citizens about universal concepts such as human rights, democracy and good governance, economics, social justice, fair trade, gender equality, peace and conflict management, diversity, intercultural dialogue, sustainable development, health, and equal access to scientific and technological advancements.
Global education describes learning by focusing on the big questions that plague the world. Global education addresses real world issues by teaching social and personnel responsibility through active involvement with diverse communities and world challenges. This includes the study and understanding of different cultures and societies. Global education should also take into account international interconnection along with interdependence and inequality around the world. Only by making students aware of the world around them can they participate in the world as one market. An understanding of other countries’ value systems and how the American value system is interpreted would help American citizens be accepted by other cultures around the world. Daily the clashes of different world views promote distrust and conflict around the globe. As the world becomes one economic market, countries who are not accepting of other cultures will see their economies fall and their citizens will be unable to find jobs due to most employment coming from foreign companies. One of the key components of global education is to develop an understanding of the relationship of power and language, and how language interacts with culture. This includes how language frames thinking and perspective. With global education, a new attitude will emerge that will foster responsibility and empathy.

This thesis is designed to better understand how some nations comprehend globalized education by surveying teachers and professors. Teachers from Northern California were involved in the survey to gain some knowledge how California and America deals with Globalized Education, if at all. Comparisons and contrasts were made between these teachers and professors from English speaking foreign countries.
Originally, the compare and contrast was to be foreign professors and American professors. Difficulties arose with the survey administration and this did not happen. The main goal is to compare and contrast due to the geographical area in which the respondents teach. Realizing that the educators teach at a different level than the professors adds another level to compare and contrast.

The intent was to show that imperialistic countries that hang onto nationalistic goals do not participate in incorporating Global Education due to it being counterproductive to the nationalistic goals. The most interesting lesson learned from the survey is that most high school teachers from California do not know what the definitions or terms associated with global education are.

For global education to be implemented in America changes to curriculum for students from kindergarten through twelfth grade need to be implemented. Global education after high school needs to be expanded with curriculum that teaches students about their place in the world and what their civil responsibilities are toward others of different nations. It starts with teachers and their preparatory and ongoing education; new teachers need to be trained about global education. Students need to have opportunity from a young age to learn about other nations, cultures, and people, not just to get a grade, but also to gain the necessary knowledge to help them compete in the world market.
Chapter 5

LIMITATIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter discusses the limitations to the research, such as the population sample size being small and not truly representative of the whole population. Distance and time were all limiting factors in the research due to electronic mail and postal mail taking an unknown time to complete delivery of the surveys. The reluctance of professors and teachers to complete a survey was a further limiting factor. In addition, the Institutional Review Board process was a limiting factor, especially between universities of the same system.

This chapter also communicates the conclusions the author has realized through the analysis of chapter four, such as foreign professors having a greater understanding of the definition of globalized education. Chapter 5 also reveals the difference in being an American teacher versus teaching in another country. The geographical ramifications of where the respondents live have an affect on their understanding and interpretation of globalized education.

These conclusions lead to positive suggestions for the future. One of the suggestions is a re-structuring of curriculum starting with Kindergarten through twelfth grade. Another suggestion is more interaction between classes in different countries by having lessons taught by both teachers simultaneously utilizing existing technology. Another suggestion is that teacher education be re-structured to teach new teachers about
the need for global education. With the suggestions, there is a list of classes that could be
used in American high schools to better incorporate global education.

Through globalization, communities or nation states have unified for the
betterment of each nation state’s economic growth. With this combining of nation states
into a new community, a new educational direction is needed and, unfortunately, it
requires major changes to educational systems around the world. These changes deal
specifically with teaching from a global view instead of a local view. Hopefully this
research can help the American educational system move to a more global viewpoint.

Limitations

There were four limitations to the research. The first was the sample size; it was
too small to truly be representative of the whole. The second limitation was the
combination of distance and time, which left the author to wonder whether to analyze the
data or wait for more respondents to reply. The third limitation was the reluctance of
respondents to reply. Out of 200 surveys sent to English speaking foreign universities,
only ten replied. Out of 113 surveys sent to Northern California high school teachers,
only ten were returned. There were more replies that had to be discounted due to
incomplete answers and purely “yes” or “no” answers to more open-ended explanatory
questions. The last but most important limitation was the Institutional Review Board
(IRB) and its approvals between satellites of the same universities. The IRB approval
process is intended to assure, both in advance and by periodic review, that appropriate
steps are taken to protect the rights and welfare of humans participating as subjects in a
research study. In this instance, the IRB inhibited research from being completed due to
the need for redundant IRB approval forms from each satellite university, even though they are all part of the same university system.

**Population Size**

The population size was small and in no way can this be considered to encompass or represent all high school teachers or professors. More than three hundred surveys were sent to respondents and this generated only twenty surveys that were completely filled out. Some surveys were rejected as they did not include the appropriate consent form and still others were discarded as they failed to answer multiple questions. The author realizes that the sample size could have been bigger to better represent the relevant population. Sample size is in direct correlation to the willingness of respondents to answer the survey. Most of the subjects receiving surveys understood the process of research and have, in some way, shape or form, been in the author’s predicament. Their familiarity with thesis research should have predisposed them to be helpful in answering the survey. However, it appeared that many professors and teachers could not be bothered to help a thesis candidate get data for research. This is a limitation for all research. In the future, a national registry should be generated that requires professors to contribute to at least two research projects a year, whether their own or someone else’s. This will generate more responses and will help more research find data that will, in turn, create new ideas.

**Distance and Time**

Time was a factor due to the distance that the survey had to travel as well as the reply to the questions. The author sent the questions to the respondents three months
before data was needed to analyze. Due to the time respondents needed to complete the survey, the author extended data collection to six months. In addition, some of the data came from as far away as Australia and Ireland. Dependence on the postal mail to deliver from such distances added to the time factor.

**Institutional Review Board**

The Institutional Review Board (IRB) is a committee that has been designated to monitor, approve, and review research involving humans with the aim to protect the rights and welfare of the human research subjects. IRB’s are empowered by the Food and Drug Administration (FDA) and the Department of Health and Human Services. IRBs are governed by Title 45 CFR (Code of Federal Regulations) Part 46. The IRB’s function is to protect the human subjects, yet in our litigious society the IRB is now being used to protect institutes of higher learning lawsuits.

The impact this has on research is that IRBs from each university that the student is using to collect data needs to approve the research protocol. Suddenly, the time frame is smaller due to all the IRBs approvals needed by each university before research can be attempted. My contention is that most students get an IRB approval from the university they attend and this IRB should be the only IRB approval needed if research is done in America and under the same governing body with the same guidelines and rules. The limitation is that the IRB was created to protect human subjects and it is now being used to protect universities, which hampers research. If an IRB approval is received for California State University Sacramento, then if research is being done at California State University Fullerton a new IRB needs to be submitted and approved before research can
begin. This makes little sense due to the government institution that mandates the IRB setting the same rules for every university. This makes even less sense since it is the same university, just different campuses. Universities have added their own rules separate and apart of what is directed by Food and Drug Administration (FDA) and the Department of Health and Human Services to protect themselves from any legal ramifications, without regard to the impact on research. One IRB should suffice for all universities in America. The rules need to be changed to facilitate this, which will enhance research.

Conclusion

Through the data and analysis from Chapter 4, my theory is that American teachers will have a harder time incorporating global education into their curriculum. It will be hard to overcome past practices and nationalize policy to teach global education. Through the replies from the respondents, it is clear that foreign professors had a better understanding of global education than their American counterparts. This could be due to the American government dictating through financial incentives what to teach. Standards and testing achievable goals is the national dictate. A national push for global education will not happen until the American government comes to the realization that global education will be beneficial for the nation. Imperialistic leanings will have to reverse themselves before America willingly interlocks its education system with other nations.

Many of the American teachers did not know or understand the definition of global education, nor did they have a response to most questions unless it was about standards and financing. Foreign professors have a better grasp of global education due
to their involvement with other countries. These professors, through their nation’s involvement with other countries, have more experience with globalization than American teachers.

**Recommendations**

For global education to be implemented in America, changes to curriculum for students from kindergarten to twelfth grade need to be implemented. Global education after high school needs to be expanded with curriculum that teaches students about their place in the world and what their civil responsibility toward others of different nations is. It starts with teachers and teacher education; new teachers need to be offered training in global curriculum and resources about global education. Students need to have the opportunity from a young age to learn global education and better understand their place in the world.

The first step toward implementing global education in America is to teach new teachers about techniques and strategies for global education. Most new teachers have very little, if any, understanding of global education and its purpose. A change in teacher education departments will give new teachers the ability to teach global education, even while using state based standards. Once teachers have a better grasp of global education then it can be taught in kindergarten through twelfth grade.

In American universities, global education is being taught, but not as much as it should be. The reason universities get away with not teaching global education as much as they should is because the students do not know what it is when they arrive, having not received any exposure to global education during their high school experience. High
school students are being taught a standard based curriculum that has its origins in nationalistic leanings. This needs to change and global education needs to be implemented in all classes. With the implementation of global education, students will still have to learn reading, writing, and math. The difference is that they will learn these subjects while also learning about the world and how to exist in it. I have come up with examples of classes, (See Appendix D-I), that can be used to teach global education. These classes can still be taught through standard based teachings. Global education describes learning by focusing on the big questions that plague the world. Global education addresses real world issues by teaching social and personal responsibility through active involvement with diverse communities and world challenges. This would include the study and understanding of different cultures and societies. Global education should also take into account international interconnections, along with interdependence and inequality around the world.

In globalization, it is not simply the ties of economic exchange and political agreement that binds nations and societies, but the shared awareness of being part of a global system. This awareness is shown through large transnational movements of people and a range of different media outlets with technology to communicate over great distances, but most methodically through formal education. With the lack of curriculum geared toward a global market, vital partnerships with nations and groups are at risk. These losses will offer the citizens of the United States very little marketability and will leave them with little or no financial success, which in turn will impair America as a
nation from competing in the world market. The first step is to properly educate our citizens.
To Whom it May Concern:

I am currently a Graduate Student at California State University, Sacramento in the College of Education. I am working on my thesis under the supervision of my advisor, Dr. Porfirio Loeza, Ph.d. The focus of my thesis is globalized Education and the purpose of the underlying study is to discover who has an understanding of Global Education and if it is being taught.

The purpose of this project is to analyze issues that hamper Global education and gain a better understanding of differences between educating for a local viewpoint and educating for a global viewpoint. This project will analyze data from educators in Education and Government departments. I am interested in this topic due to my interest in globalization. My interest is in the changes taking place in the world caused by globalization. These changes have caught some countries unaware and other countries refuse to acknowledge the need for change. The problem is significant in many ways, especially when dealing with education. Curriculum changes have not happened to accommodate globalization. The problem is America is losing power and standing in the world community and the only way for this slide to reverse itself is for the educational system to teach in a global manner so that American citizens can be prepared to participate in the global community.

I will be sending questionnaires to college professors currently teaching in Teacher Education and Political Science departments to discover their opinions on Global education. Responding to the questionnaire will allow you to express your views and expertise on Global education. I have enclosed with this email a consent form and the questionnaire.

Paul J. Gauthier
Graduate Student
CSU Sacramento
College of Education

Enclosed: Letter of Consent and Questionnaire
APPENDIX B

Consent Form

I hereby agree to participate in the research that will be conducted by Paul J. Gauthier, a graduate student at California State University, Sacramento in the College of Education; it will involve filling out open ended questions concerning Globalization and global education. My responses will remain confidential and my anonymity will be protected.

I understand I can refuse to answer any question for any reason. I can contact Paul J. Gauthier or Dr. Porfirio Loeza using emails or telephone. Paul J. Gauthier can be contact at paulgauthier@yahoo.com or (916) 6825798 or Dr. Porfirio Loeza can be contact at loeza@csus.edu or (916) 278-3464 for any questions I may have as a result of my participation or regarding conclusion of the research. I understand my need to return this form via email to Paul J. Gauthier.

Paul Gauthier can be reached at paulgauthier@yahoo.com, or I can contact Paul’s’ thesis advisor Porfirio Loeza at loeza@csus.edu.

Signature: ______________________________________

University: ______________________________________

Date: ____________
APPENDIX C

Globalized Education Questionnaire

Name:
University
Department:

Years of Experiences

Questions:
1) What is your philosophy on Global Education?

2) In Global Education what are some positive practices you have seen?

3) In Global education what are some negative practices you have seen?

4) Do you think Global Education would improve the quality of education?

5) What do you think of the future of education?

6) To improve Education in the classroom do future teachers and administration need to be taught Global Education techniques?

7) Do national agendas and policy hamper the implementation of Global Education, and if so would you suggest for solutions to change..

8) Do imperialistic countries with a history of being non-inclusive have a harder time implementing Global Education? Why?

9) Does educational finance hinder the use of Global Education? Why?

10) Any additional comments:
APPENDIX D

Global Curriculum

Global Economics

    Contemporary Economics Issue
    World Money

World Geography

    Indigenous People: A Human Right to Exist
    Transnational Pollution: Why Are You Dumping on Me?

Political Science

    International understanding
    Statelessness

History

    Rethinking International relations
    International Conflict and the media
    World Issues: Whose side is right

Humanities

    Comparing Cultures and Modernization
    Human Rights: Whose rights are right
APPENDIX E

Class Descriptions: Economics

(Units 1 & 2)

Course Description

Unit 1 begins with the study of how markets operate in America to determine what is produced, how it is produced and who receives the goods and services that are produced. Decisions made by households, businesses, governments and other relevant groups are analysed to determine the impact they have on the way resources are allocated in different markets. Students then examine the importance of maintaining sustainable rates of economic growth for current and future living standards. Students also examine other important economic issues that are currently affecting America and the world economies.

Unit 2 begins with a study of the changing nature of population and demographics, the labour market and other related factors influencing the level of economic prosperity in the country. Students examine and analyse the impact on America’s living standards of changing employment and participation patterns, skills shortages and technological change. Students then consider two contemporary global economic issues in light of how the economic decisions made by domestic and international households, businesses, governments and other relevant groups influence America and international economies.
Contemporary Economics Issue

Course Description

Introduction to the economists' way of thinking about social issues. Each class will discuss the important aspects of a particular social issue, develop the economic concepts and tools to study the issue, and finally apply these tools to figure out ways to resolve the issue.

World Money

Course Description

This lesson focuses on foreign currency exchange in the global economy. It is designed to make students aware of international monetary transactions, and to show them how the jobs they hold, and the purchases they make in their local community are affected by the foreign currency exchange market.
APPENDIX F

Class Descriptions: World Geography

Course Description

Examination of contemporary world problems through geographical analysis of physical, economic, social, and political systems of major countries and world regions.

Indigenous People: A Human Right to Exist

Course Description

The United Nations, in recognition of the vital role that indigenous peoples play in many world regions, declared 1993 the Year of the World's Indigenous Peoples. The declaration was intended to give indigenous peoples an opportunity to call attention to their cultures and to the discrimination and disadvantages they face. The overall objective for this course is that students will understand the concept of an "indigenous people" and locate them in the various world areas.

Transnational Pollution: Why Are You Dumping on Me?

Course Description

This lesson introduces the grandest and most threatening problem of the global environment - transnational pollution. The flow of pollutants across national boundaries has confirmed that pollution does not recognize geographical boundaries. Clearly, environmental degradation in one country can spread to another, reconfirming that now more than ever, the health of the global environment is the responsibility of all nations,
whether vast or small, rich or poor. The purpose of this lesson is to make student aware that an incident in one nation may well have serious environmental consequences for other nations.
APPENDIX G

Class Descriptions: Political Science

International Understanding

Course Description

Introduces language and forms of politics in a variety of social, economic and national contexts and provides the foundation for understanding the structure and dynamics of the international political system.

Statelessness in a Global World

Course Description

Based on provided readings and using the crisis in the Balkans of the late 1990s as an example, students will address various aspects of statelessness—what it means; how one becomes stateless; the process of re-identifying “identity-less” people.
APPENDIX H

Class Descriptions: History

Rethinking International Relations

Course Description

Directs students to analyze the forces that are likely to shape international relations in the 21st century. They will identify the values and assumptions integral to the debate about the evolution of the international system, and to clarify their views on the future of international relations. Because this unit is at a relatively sophisticated level, it is necessary that the teacher will have provided some basis for the lesson by reviewing with students the changing nature of the international scene between 1900 and the advent of the Cold War in the post-WW II era.

World Issues: Whose side is right

Course Description

In the globally connected world in which we live, many issues, political, economic and religious, etc., sometimes divide peoples both within a nation, between two nations or among nations in a regional or world area. Whatever the cause, people around the world find themselves involved, if only peripherally, because of the interconnectedness of global economies and political alignments. The goal in this lesson is to develop in students the ability to identify significant and meaningful issues as they peruse the newspapers, periodicals, television or Internet sources.
International Conflict and the Media

Course Description

This course broadly examines the relationships between the media and the military during wartime. The intent is to expose students to the strengths and weaknesses of different media and to teach them to analyze, understand and challenge the ways in which their opinions can be manipulated. The guide examines the historical context of the American media and international conflicts, and focuses on the Gulf War as a case study.
APPENDIX I

Class Descriptions: Humanities

Comparing Cultures and Modernization

Course Description

In studying the cultural patterns of a particular society, it is necessary for students to realize the increasing interdependence of all societies. In broadest terms this means analyzing how a society is involved in the emerging global systems. Given here are discussion points and questions addressing the problems/prospects of modernization as a world concern, and the emergence of a global culture.

Human Rights: Whose rights are right

Course Description

Human rights concern the relationship of people with their society. This course will compare and contrast rights as they exist in various global documentary sources, and examine them in reference to relevant historical and contemporaneous situations.
REFERENCES


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