Creating an Integrated, Interdisciplinary Global Studies Curriculum

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Bloomfield, CT

The World View Forum
Chapel Hill, North Carolina - October 2007
The Need

- The World Is Flat
  - A BRIEF HISTORY OF THE TWENTY-FIRST CENTURY
  - Thomas L. Friedman

- High Noon
  - 20 GLOBAL PROBLEMS 20 YEARS TO SOLVE THEM
  - J.F. Rischard
Skills for a Flat World

“How can we give ALL of our students the knowledge, skills and perspectives they will need to live and work in an increasingly connected world* and to address the critical global issue of the 21st century?”

*adapted from the Fiske report
Sharing our planet

Issues involving the global community

- Global warming
- Biodiversity and ecosystem losses
- Fisheries depletion
- Deforestation
- Water deficits
- Maritime safety and pollution

J.F. Rischard High Noon
Sharing our humanity

Issues requiring a global commitment

- Massive step-up in the fight against poverty
- Peacekeeping, conflict prevention, combating terrorism
- Education for all
- Global infectious diseases
- Digital divide
- Natural disaster prevention and mitigation

J.F. Rischard *High Noon*
Sharing our rule book

Issues needing a global regulatory approach

- Reinventing taxation for the twenty-first century
- Biotechnology rules
- Global financial architecture
- Illegal drugs
- Trade, investment, and competition rules
- Intellectual property rights
- E-commerce rules
- International labor and migration rules

J.F. Rischard *High Noon*
The need to refocus school reform efforts

Since the publication of “A Nation At Risk” (and even before) efforts have been focused narrowly on reading and mathematics.

In spite of nearly 50 years of educational reform focused on raising math and science scores, citing national security and competitiveness, American students still do not outscore their peers in much of the developed world.
And yet...

- Two decades after “A Nation At Risk” the United States still a superpower
- Dominates the world as the most scientifically and technologically advanced nation.
- Core innovations that drove the global digital revolution were created in the United States.
- The leaders of the computer and Internet industries are from the United States.
- 2/3 of the 300,000 patents issued in 2002 went to Americans.

From Zhao Yong, “Are We Fixing the Wrong Things?” Educational Leadership Vol. 63 No. 8, May 2006. pp 28-31
How did this happen?

- Have “reforms” improved schools?
- Have immigrants kept the US competitive?

“Creativity – and not standardization – may be the driving force behind an effective education system.”

Zhao Yong, “Are We Fixing the Wrong Things?” Educational Leadership Vol. 63 No. 8, May 2006. pp 28-31
What do we need for our students?
What is necessary?

- A curriculum that prepares students to actively engage in global issues
- A curriculum that focuses on authentic, critical global & international issues
- A curriculum that is integrated and develops skills, global perspectives, and attitudes
- A curriculum that fosters creativity and flexibility
What do we mean by…. 

- Global Education? 
- International Studies? 
- Area/Regional Studies? 
- Multicultural Education?

Are they the same things?  

Do they overlap? 

How do they fit together?
Multicultural Education

- To respect and appreciate cultural diversity.
- To promote the understanding of unique cultural and ethnic heritage.
- To promote the development of culturally responsible and responsive curricula.
- To facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures.
- To eliminate racism and discrimination in society.
- To achieve social, political, economic, and educational equity.

From the NAME philosophy and goals statement
Multicultural Education

- Deals with diversity issues, primarily WITHIN one society (usually the U.S.)
- Focuses upon culture & ethnic heritage
Area/Regional Studies

- The in-depth study of a world region or area
- Usually defined as a geopolitical area
- Studied as a whole using an interdisciplinary approach
- U.S. Department of State defined regions:
  - African Affairs
  - East Asian and Pacific Affairs
  - European and Eurasian Affairs
  - Near Eastern Affairs
  - South Asian Affairs
  - Western Hemisphere Affairs
Area/Regional Studies

- Look at specific areas, often in isolation
- Provide in-depth understandings
- Usually include language studies
- World regional studies is the sequential study of these areas
International Studies/International Relations

- Focuses upon interactions between/among geopolitical entities (usually nation-states)
- Now includes NGO’s and multinationals
- Is usually focused upon policy issues
- Includes diplomacy, treaties, agreements, accords, contracts, etc.
- Connected with international law
International Studies/International Relations

- Focuses upon transnational relations at official or high levels
- Is firmly rooted in the legal or policy sphere
Global Education

- Is an integrated approach to education that emphasizes systems thinking.
- Disciplines (as Western conceptual constructs) are de-emphasized.
- Traditional skills become the tools to systems understanding rather than an end in themselves.
Global Education

- Includes International Studies, Area Studies, World Regional Studies, and Multicultural education
- Includes other systems studies (environmental, economic, etc.) as well
The goals of a global education are to enable all students to develop:
Goals of a Global/International Education

- "State of the Planet" Awareness
- Cross-cultural Awareness
- Knowledge of Global Dynamics
- Awareness of Human Choices
- Perspectives Consciousness
Global Systems

- Economic
- Political
- Ecological
- Cultural
- Technology
VMJC’s high school test scores
Class of 2007

<table>
<thead>
<tr>
<th>Subject</th>
<th>NCLB:</th>
<th>CT GOAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86%</td>
<td>46%</td>
</tr>
<tr>
<td>Writing</td>
<td>94%</td>
<td>69%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>82%</td>
<td>48%</td>
</tr>
<tr>
<td>Science</td>
<td>84%</td>
<td>33%</td>
</tr>
<tr>
<td>CAPT Scholars</td>
<td>(reached CT GOAL or better on all 4 sections)</td>
<td>19%</td>
</tr>
</tbody>
</table>
**Model Middle School Map**

- Integrated
- Interdisciplinary
- Systems-based curriculum

<table>
<thead>
<tr>
<th>Environment &amp; Health</th>
<th>Government, Politics, and Current Events</th>
<th>Cultures &amp; Societies</th>
<th>Economics &amp; Interdependence</th>
</tr>
</thead>
</table>
## Essential Questions

<table>
<thead>
<tr>
<th>Environment &amp; Health</th>
<th>Government, Politics, and Current Events</th>
<th>Cultures &amp; Societies</th>
<th>Economics &amp; Interdependence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the connection between the environment and health?</strong> Does environmental change affect health?</td>
<td><strong>Is government necessary? Why do people have governments? Why do governments change?</strong></td>
<td><strong>What is culture? How do ideas spread? What is language? How do societies develop?</strong></td>
<td><strong>How to people support themselves? Why do people move?</strong></td>
</tr>
<tr>
<td>Grade 8</td>
<td>Environment &amp; Health</td>
<td>Government, Politics, and Current Events</td>
<td>Cultures &amp; Societies</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Amazon Basin East Asia</td>
<td>Western Europe Southern Africa</td>
<td>Caribbean Western Europe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Environment &amp; Health</th>
<th>Government, Politics, and Current Events</th>
<th>Cultures &amp; Societies</th>
<th>Economics &amp; Interdependence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sub-Saharan Africa Caribbean</td>
<td>Middle East Central Asia</td>
<td>South Asia Central Asia</td>
<td>Patagonia Australia/New Zealand/Oceania</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Environment &amp; Health</th>
<th>Government, Politics, and Current Events</th>
<th>Cultures &amp; Societies</th>
<th>Economics &amp; Interdependence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban America Arctic Regions</td>
<td>Eastern Europe Central America</td>
<td>North Africa Southeast Asia</td>
<td>Southeast Asia North &amp; Central America</td>
</tr>
<tr>
<td>Environment &amp; Health</td>
<td>Government, Politics, and Current Events</td>
<td>Cultures &amp; Societies</td>
<td>Economics &amp; Interdependence</td>
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<tr>
<td><strong>GRADE 8</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amazon Basin</td>
<td>Western Europe</td>
<td>Caribbean</td>
<td>Rural America</td>
<td></td>
</tr>
<tr>
<td>East Asia</td>
<td>Southern Africa</td>
<td>Western Europe</td>
<td>East Asia</td>
<td></td>
</tr>
<tr>
<td><strong>Quarter 3</strong></td>
<td>Case Studies:</td>
<td>Case Studies:</td>
<td>Case Studies:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. CO2 emissions &amp; Kyoto Accord &amp; tropical wood, shipped to East Asia</td>
<td>1. The Colombbian Exchange, Europeans, American and Africans in the Caribbean / the Atlantic Slave Trade</td>
<td>1. Resources for development: The Tennessee Valley Authority and the Three Gorges Dam: a study in resource management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Habitat destruction in Brazil &amp; China</td>
<td>2. The Caribbean and Western Europe today – peoples, languages, cultures</td>
<td>2. Japanese Companies in Rural America: Bridgestone, Honda and other case studies</td>
<td></td>
</tr>
<tr>
<td><strong>GRADE 7</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>Middle East</td>
<td>South Asia</td>
<td>Pampas/Australia/</td>
<td></td>
</tr>
<tr>
<td>Caribbean</td>
<td>Central Asia</td>
<td>Central Asia</td>
<td>New Zealand/Oceania</td>
<td></td>
</tr>
<tr>
<td><strong>Quarter 2</strong></td>
<td>Case Studies:</td>
<td>Case Studies:</td>
<td>Case Studies:</td>
<td></td>
</tr>
<tr>
<td><strong>GRADE 6</strong></td>
<td>Eastern Europe</td>
<td>North Africa</td>
<td>Southeast Asia</td>
<td></td>
</tr>
<tr>
<td>Urban America</td>
<td>Central America</td>
<td>Southeast Asia</td>
<td>North &amp; Central America</td>
<td></td>
</tr>
<tr>
<td>Arctic Regions</td>
<td><strong>Quarter 4</strong></td>
<td><strong>Quarter 2</strong></td>
<td><strong>Quarter 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Quarter 1</strong></td>
<td>Case Studies:</td>
<td>Case Studies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. urban health issues - asthma, TB, childhood inoculations, (learn states &amp; capital cities)</td>
<td>1. Archaeology, preservation, tourism: Ancient Egypt and the Ancient Khmers</td>
<td>1. European colonization &amp; economic exploitation/development of Central America &amp; South East Asia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Pollution, ozone depletion, mercury poisoning Arctic Antarctic</td>
<td>2. The travels of Ibn Battuta: From North Africa through the Indian Ocean to Southeast Asia</td>
<td>2. migration, expatriate workers and economic development: Guatemala and Vietnam</td>
<td></td>
</tr>
</tbody>
</table>
Model High School Program
Three Signature Elements

- Capstone project as a graduation requirement on an issue in one (or two) of the five global systems
- Capstone project Developed over four years but finished during 11th-12th grade “Global Systems” course.
- Students expected to participate in action, including service, travel and/or internships
# Health & Environmental Systems

<table>
<thead>
<tr>
<th>Knowledge areas</th>
<th>Global Issues</th>
<th>Careers</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>biology, chemistry, physiology, earth science, geography, math, health, nutrition, ethics</td>
<td>Bird flu, tuberculosis, HIV/AIDS, food supply contamination, malnutrition, global warming, environmental change and infectious disease, species reduction, air, water pollution</td>
<td>All medical professions (MD, nurses, radiologists, laboratory workers, pharmacists, etc) public health, nutrition, service/aid work, medical equipment manufacture &amp; supply, education</td>
<td>Writing, reading, critical analysis, math, second + language</td>
</tr>
</tbody>
</table>
# Political/Governance Systems

**(including IGOs, NGOs)**

<table>
<thead>
<tr>
<th>Knowledge areas</th>
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<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, political science, economics, ethics</td>
<td>Peace, security, diplomacy, economic development, trade, human trafficking, refugees, humanitarian issues, genocide, migration/immigration/emigration, human rights</td>
<td>Law enforcement, local &amp; national government, postal work, diplomacy, business, medical professions, education, journalism, military</td>
<td>Writing, reading, critical analysis. math, second + language</td>
</tr>
</tbody>
</table>
## Scientific and Technological & Information Systems

<table>
<thead>
<tr>
<th>Knowledge areas</th>
<th>Global Issues</th>
<th>Careers</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>mathematics, technology, engineering, physics, chemistry, journalism media, ethics</td>
<td>Infectious disease, genetic disease, greenhouse gas emissions, access to telecommunications &amp; media, pollution, green technology, green energy, censorship</td>
<td>pharmacology, computing, education, research, telecommunications, media, robotics, transportation technology, aviation, energy development, energy policy, military</td>
<td>Math, writing, reading, scientific method, critical analysis, media technology, second + language</td>
</tr>
</tbody>
</table>
# Cultural Systems

<table>
<thead>
<tr>
<th>Knowledge areas</th>
<th>Global Issues</th>
<th>Careers</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, anthropology, visual arts, performance arts, literature, ethics</td>
<td>Religious, ethnic tension, genocide, censorship, human rights, poverty, gender issues, human trafficking</td>
<td>Performance and visual arts, journalism, writing, research, education, public service, government, non-profit work</td>
<td>Reading, writing, critical analysis, creativity, second + language</td>
</tr>
</tbody>
</table>
# Economic Systems

<table>
<thead>
<tr>
<th>Knowledge areas</th>
<th>Global Issues</th>
<th>Careers</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math, economics, technology, human behavior, ethics</td>
<td>Poverty, debt reduction, fair trade, sustainable development, finance, banking, currency regulation, human trafficking, transparency in accounting, corruption</td>
<td>Business, trade, non-profit work, accounting, banking, development, law enforcement, economics</td>
<td>Math, writing, reading, critical analysis, second + language</td>
</tr>
</tbody>
</table>
Service, Exchange, Internship

- Study Abroad – partnerships with YFU, EIL, AYUSA, People-to-people
- iEARN /BRIDGE exchanges
- Global Nomads
- Capitol Forum, Model UN, Geography Challenge, etc.
- Service projects – Adopt-a-Minefield; Heifer; UNICEF; NetAid
Co & Extra curricular Activities

- Study Abroad – partnerships with YFU, EIL, AYUSA, AFS, Laurasian Institute
- iEARN /BRIDGE exchanges (Pakistan, Morocco, Egypt)
- Sister Schools in China, Ecuador
- Global Nomads
- Capitol Forum, Model UN, Geography Challenge, etc.
- Service projects – Adopt-a-Minefield, Heifer, UNICEF, FoodShare, Free the Slaves
Contact

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