



# Creating an Integrated, Interdisciplinary Global Studies Curriculum

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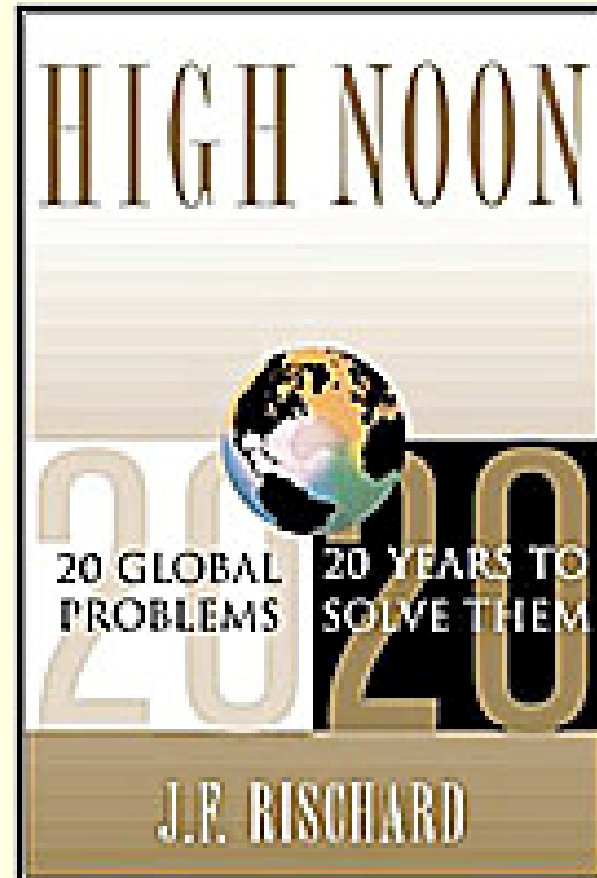
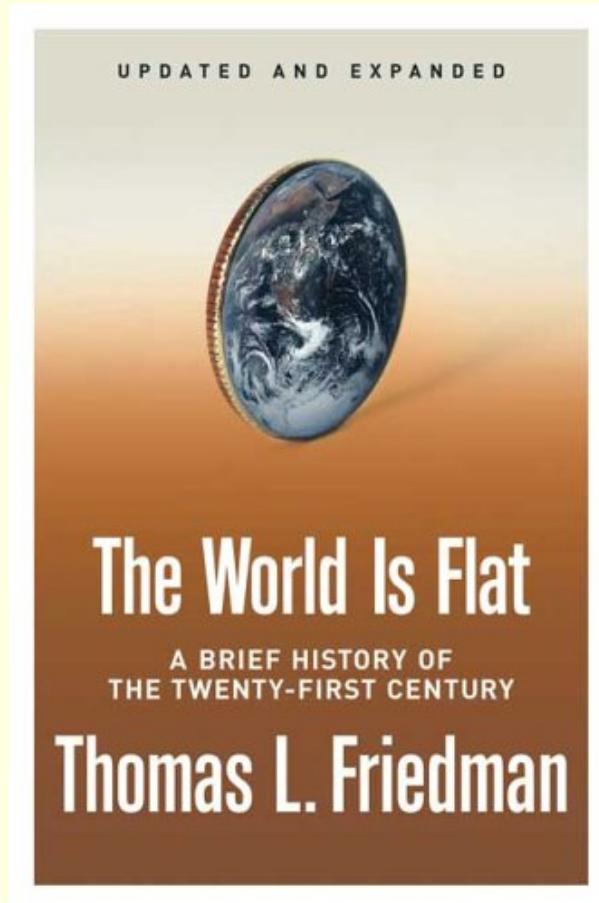
The Metropolitan Learning Center Interdistrict Magnet School for  
Global & International Studies  
Bloomfield, CT

**The World View Forum**

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# The Need

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# Skills for a Flat World

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*“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 21<sup>st</sup> century?”*

\*adapted from the Fiske report

# *Sharing our planet*

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## *Issues involving the global community*

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

# *Sharing our humanity*

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## *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

# *Sharing our rule book*

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## *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

# The need to refocus school reform efforts

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*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...

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- 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?

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- 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?

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- 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....

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

Are they the same things?

Do they overlap?

How do they fit together?

# Multicultural Education

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- 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

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

# Area/Regional Studies

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- 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

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- 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

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- 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

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

# Global Education

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- 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

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- Includes International Studies, Area Studies, World Regional Studies, and Multicultural education
- Includes other systems studies (environmental, economic, etc.) as well

# Goals of a Global/International Education

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The goals of a global education are to enable all students to develop:



# Goals of a Global/International Education

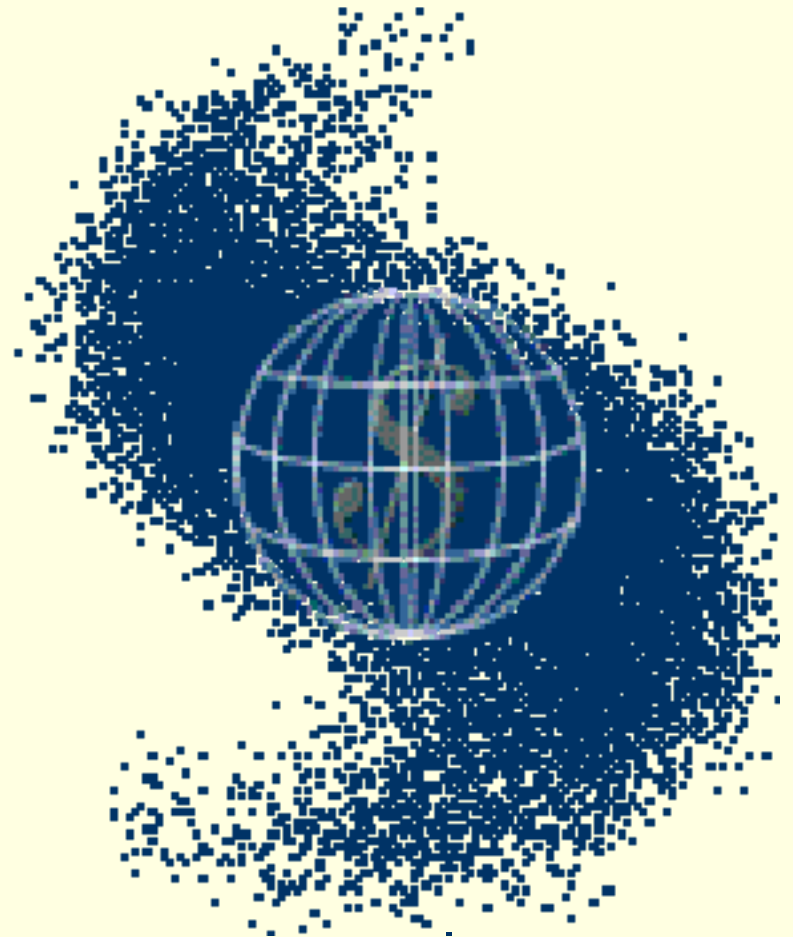
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- **"State of the Planet" Awareness**
- **Cross-cultural Awareness**
- **Knowledge of Global Dynamics**
- **Awareness of Human Choices**
- **Perspectives Consciousness**

# Global Systems

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- Economic
- Political
- Ecological
- Cultural
- Technology



# MLC's high school test scores

## Class of 2007

Reading	NCLB: 86%    CT GOAL: 46%
Writing	NCLB: 94%    CT GOAL: 69%
Mathematics	NCLB: 82%    CT GOAL: 48%
Science	NCLB: 84%    CT GOAL 33%
CAPT Scholars	(reached CT GOAL or better on all 4 sections) 19%

# Model Middle School Map

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- Integrated
- Interdisciplinary
- Systems-based curriculum

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

<b>Environment &amp; Health</b>	<b>Government, Politics, and Current Events</b>	<b>Cultures &amp; Societies</b>	<b>Economics &amp; Inter-dependence</b>
<p><i>What is the connection between the environment and health? Does environmental change affect health?</i></p>	<p><i>Is government necessary? Why do people have governments? Why do governments change?</i></p>	<p><i>What is culture? How do ideas spread? What is language? How do societies develop?</i></p>	<p><i>How do people support themselves? Why do people move?</i></p>

	<b>Environment &amp; Health</b>	<b>Government, Politics, and Current Events</b>	<b>Cultures &amp; Societies</b>	<b>Economics &amp; Interdependence</b>
<b>GRADE 8</b>	<b>Amazon Basin East Asia</b>	<b>Western Europe Southern Africa</b>	<b>Caribbean Western Europe</b>	<b>Rural America East Asia</b>
<b>GRADE 7</b>	<b>Sub-Saharan Africa Caribbean</b>	<b>Middle East Central Asia</b>	<b>South Asia Central Asia</b>	<b>Patagonia Australia/New Zealand/Oceania</b>
<b>GRADE 6</b>	<b>Urban America Arctic Regions</b>	<b>Eastern Europe Central America</b>	<b>North Africa Southeast Asia</b>	<b>Southeast Asia North &amp; Central America</b>

	<b>Environment &amp; Health</b>	<b>Government, Politics, and Current Events</b>	<b>Cultures &amp; Societies</b>	<b>Economics &amp; Interdependence</b>
<b>GRADE 8</b>	<p><b>Amazon Basin East Asia</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>CO2 emissions &amp; Kyoto Accord &amp; tropical wood, shipped to East Asia</li> <li>Habitat destruction in Brazil &amp; China</li> </ol> <p><b>Quarter 3</b></p>	<p><b>Western Europe Southern Africa</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>History of the Dutch &amp; British in Southern Africa</li> <li>Colonial legacy- Ireland &amp; S. Africa British colonialism – truth and reconciliation vs. reparations – lessons for the U.S.</li> </ol> <p><b>Quarter 2</b></p>	<p><b>Caribbean Western Europe</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>The Colombian Exchange, Europeans, American and Africans in the Caribbean / the Atlantic Slave Trade</li> <li>The Caribbean and Western Europe today – peoples, languages, cultures</li> </ol> <p><b>Quarter 1</b></p>	<p><b>Rural America East Asia</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>Resources for development: The Tennessee Valley Authority and the Three Gorges Dam: a study in resource management</li> <li>Japanese Companies in Rural America: Bridgestone, Honda and other case studies</li> </ol> <p><b>Quarter 4</b></p>
<b>GRADE 7</b>	<p><b>Sub-Saharan Africa Caribbean</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>Health &amp; nutrition in Sub Saharan East Africa and the Caribbean</li> <li>Communicable disease in Nigeria &amp; Haiti (malaria, tuberculosis, AIDS, etc.)</li> </ol> <p><b>Quarter 2</b></p>	<p><b>Middle East Central Asia</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>Governments in transition: Establishing democracy in Iraq &amp; Uzbekistan</li> <li>Arab/Israeli conflict in historical context</li> </ol> <p><b>Quarter 3</b></p>	<p><b>South Asia Central Asia</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>Buddhism and Islam – the spread of 2 universalistic religions – on the Silk Roads</li> <li>Critical issues in Central Asia and South Asia today – society, religion and environment</li> </ol> <p><b>Quarter 1</b></p>	<p><b>Pampas/Australia/ New Zealand/Oceania</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>Economic activities - livestock ranching, tourism</li> <li>Immigration, immigrants and indigenous peoples – colonialism, post-colonial economic development</li> </ol> <p><b>Quarter 4</b></p>
<b>GRADE 6</b>	<p><b>Urban America Arctic Regions</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>urban health issues - asthma, TB, childhood inoculations, (learn states &amp; capital cities)</li> <li>Pollution, ozone depletion, mercury poisoning Arctic Antarctic</li> </ol> <p><b>Quarter 1</b></p>	<p><b>Eastern Europe Central America</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>Governments, in transition: El Salvador &amp; Czech Republic</li> <li>Conflict, UN: Former Yugoslavia &amp; Nicaragua</li> </ol> <p><b>Quarter 4</b></p>	<p><b>North Africa Southeast Asia</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>Archaeology, preservation, tourism: Ancient Egypt and the Ancient Khmers</li> <li>The travels of Ibn Battuta: From North Africa through the Indian Ocean to Southeast Asia</li> </ol> <p><b>Quarter 2</b></p>	<p><b>Southeast Asia North &amp; Central America</b></p> <p><b>Case Studies:</b></p> <ol style="list-style-type: none"> <li>European colonization &amp; economic exploitation/development of Central America &amp; South East Asia</li> <li>migration, expatriate workers and economic development: Guatemala and Vietnam</li> </ol> <p><b>Quarter 3</b></p>

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# Model High School Program



# Three Signature Elements

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- 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

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

# Political/Governance Systems

(including IGOs, NGOs)

<b>Knowledge areas</b>	<b>Global Issues</b>	<b>Careers</b>	<b>Skills</b>
History, political science, economics, ethics	Peace, security, diplomacy, economic development, trade, human trafficking, refugees, humanitarian issues, genocide, migration/immigration/emigration, human rights	Law enforcement, local & national government, postal work, diplomacy, business, medical professions, education, journalism, military	Writing, reading, critical analysis. math, second + language

# Scientific and Technological & Information Systems

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

# Cultural Systems

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

# Economic Systems

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

# Service, Exchange, Internship

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- 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

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- 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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