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Middle school social studies textbooks in Michigan: A
description of cultural and global perspectives

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MIDDLE SCHOOL SOCIAL STUDIES TEXTBOOKS IN MICHIGAN:

A DESCRIPTION OF CULTURAL AND GLOBAL PERSPECTIVES

By

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ABSTRACT

MIDDLE SCHOOL SOCIAL STUDIES TEXTBOOKS IN MICHIGAN: A DESCRIPTION OF CULTURAL AND GLOBAL PERSPECTIVES

By

Sharon Ann Lee

The purpose of this study was to gather and analyze data related to the degree to which social studies textbooks used in grades six and seven in the state of Michigan positively reflect the culturally pluralistic and interdependent nature of our global society. It was conducted as an extension of a 1988 textbook study conducted by the Michigan Department of Education entitled Michigan Social Studies Textbook Study (1988): A Study of Selected Seventh and Sixth Grade Social Studies Textbooks.

A qualitative checklist, adapted by the researcher from the Indiana Department of Education's Indiana In the World: Teaching Activities Packet (1981); narrative reports of reviewers selected and trained by Michigan Department of Education Staff, and quantitative word-counts of passages devoted to global topics and discussions of selected areas of the world were used to assess the overall global perspective and cultural perspective of each of the ten textbooks selected for the study. A descriptive profile of each textbook's strengths and weaknesses in relation to global and cultural perpective was developed.

Findings were as follows: (1) Reviewers examining the textbooks for the purpose of determining the degree to which they accurately and positively portrayed various areas of the world tended to agree that many of the textbooks try to include too much information, leading to an oversimplistic presentation of other areas of the world and overlooked the diversity present within other cultures; (2) Countries tended to be discussed from the perspective of their relationship to the United States exclusively, and (3) Only two textbooks approached the criteria for presentation of material from a global perspective. Overall, however, no topic was adequately developed from a global perspective in any text. While the fourteen topics were present in varying degrees in the ten textbooks reviewed, what seems to be lacking is any discussion of the interrelatedness and interdependence of these topics.

This work is dedicated to my loving husband, Douglas Kwai Keng Lee, a source of support and encouragement to me; to my father and mother, Frank A. and Mary Louise (Teal) Downes, who have instilled in me the courage and determination to accomplish my personal goals; and to my daughter, Stephanie Kar-leng, who is too young to read this now, but will someday hopefully forgive me for all those forgotten bedtime stories.

ACKNOWLEDGMENTS

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CHAPTER I

THE PROBLEM

Introduction

Each day people are made aware of the interdependent nature
of our world.   A famine in Ethiopia affects citizens in America
who raise relief money; a hostage taken in Lebanon may indirectly
affect arms sales to rebels in Central America, and a little girl
stuck in a well shaft in West Texas touches the hearts of political
leaders around the world.   Technological advances which make it
possible to travel to any country within hours or talk to anyone in
the world within seconds have made many educators more aware
than ever of the need for a global perspective of our world.   Human
beings are becoming aware that they share a common space.   The
world is becoming a "global village," in the words of McLuhan
(McLuhan & Fiore, 1967), and fellow villagers must all move closer
toward understanding if they are to survive.   Recognizing that
radical social, political, and economic changes are taking place,
the educational systems need to help students both understand the
ramifications of those issues related to global interdependence
and acquire the skills and attitudes necessary for responsible
citizenship in a global age (Leestma, 1978).

In addition to America's interrelatedness with other nations of the world, attention must also be focused on the culturally pluralistic, multiracial and multiethnic nature of the society. In the early stages of America's history, a belief in the philosophy of isolationism, or a concern for the expansion of the nation's borders and a feeling of aloofness or superiority over other countries, characterized the U.S. attitude (Becker, 1979). Immigrants entering the United States were expected to assimilate themselves into the "American" culture. The days of isolationism are gone, and the philosophy of assimilation has been replaced with notions of the pluralistic nature of our society (Dickeman, 1973). According to Dickeman (1973), citizens of the United States are not one big melting-pot of homogenized beings. Humans come in all sizes, shapes, shades of color, and from all types of cultural backgrounds. By respecting that ethnic diversity for its unique contribution to our society in education, it is possible to teach our children that it is not necessary to agree with someone to respect his or her views. Since the need to promote pluralism is an integral part of the global perspective, the development of empathy with those of a different culture is encouraged (Joyce & Nicholson, 1979). Educators must also make sure that textbooks and other curriculum materials accurately and positively deal with the international areas of our global society, as well as the culturally pluralistic nature of our American society (Michigan State Board of Education [MSBE], 1987).

All subject areas experience problems in curriculum planning and implementation, but global education has had more than its share of difficulties (Joyce & Nicholson, 1979). One of the most obvious problems is the lack of a concise definition for global education. Anderson (1968) addressed the problem of interpretation, coming to the conclusion that global education could mean whatever educators chose it to mean. For this reason, it is vital for school districts concerned with developing a program of global education to first develop a rationale and agree on a definition which will guide program development. Global education need not be a rival to any "basics" in the curriculum. Cleveland (1980) considers international competence as one of the basics, referring to them as "reading, writing, counting, and cooperating." Its relevance is often questioned by some who feel global educationists are eroding national interests (Howard, 1979), a trend some (Bullard,1980; and Commager,1975) see as a return to isolationism.

Once a clear rationale and definition of global education has been agreed upon, another problem may surface -- that of material selection. The problem is not really one of not having materials available, but it deals with the identification of suitable materials, as opposed to those marketed as "global" while actually promoting a narrow, nationalistic stance (Torney, 1979). Morris (1979) points out that some materials may actually work against the formation of a global perspective in students by promoting an American-centered view of the world rather than a global view.

Pellowski (1972) warns that "Every little bit helps" is not appropriate when choosing materials for global education. Materials that are derogatory or inaccurate when dealing with other cultures can create more harm than not having materials at all. The school's ultimate objective is the design and implementation of a curriculum which will positively represent our interdependent and culturally pluralistic society (Becker & Anderson, 1969).

Background and Rationale for this study

More than any other factor, textbooks have exerted a direct influence upon *what* is taught in social studies classes and *how* it is taught (National Council for the Social Studies [NCSS], 1977). Since textbooks are such a dominant influence on the learning environment, it is of vital importance that they periodically be evaluated in order to closely monitor their content and identify areas which may need revision or supplementation. Because of the high cost of textbooks, many school districts simply cannot afford to purchase new or revised textbooks as often as needed to keep up with the tremendous changes taking place within our society. The alternative, using a textbook which contains inaccuracies and biased information, or one which fails to reflect the multiethnic character of our society or the global interrelatedness of our world, could indeed prove disasterous. However, if these areas of weakness can be identified, the outlook need not be so grim. Teachers can build a sound curriculum using

supplemental, low-cost texts such as newspapers, current events magazines, and library materials. The focus of the problem then is identifying the areas of weakness.

Since 1968, ten studies have been carried out in Michigan to monitor the progress made in the way textbooks reflect the multicultural and multiethnic nature of our society (MSBE, 1980). The initial study was undertaken to develop social studies textbook review standards and establish fair and impartial evaluation procedures. Subsequent studies from 1971-1977 attempted to chart progress made in the accuracy of textbook presentation of the accomplishments and contributions of minorities in America, particularly Black Americans. The scope of the 1978 study was broadened to include the categories of American Indian, Handicapped, Women, Bilingual, Gifted and Talented, and Other Areas of the World in the <u>Bias Review Procedures</u> (Michigan Department of Education [MDE], 1980).

The last study, conducted in 1982, included international areas of the world in the categories of subjects to examine in an attempt to explore the extent to which textbooks reflect the global nature of our society. Included in the report of these findings (MSBE, 1984, p.388) was the conclusion that:

> References to other peoples and nations of the world are weak and frequently present distorted views of those cultures... peoples of other areas of the world are portrayed as passive rather than active participants in history.

Purpose of the study

The overall purpose of the current study is to describe the degree of global and cultural perspective present in middle school social studies textbooks. Publishers have made some progress in the last fifteen to twenty years in their attempts to eliminate bias from textbooks, but there is a definite need for a more global perspective in our text materials (Kachaturoff, 1984). It is believed by this researcher that the textbooks most commonly used in the state of Michigan will reflect generally what is used across the nation; furthermore, that an intensive evaluation of these textbooks would be beneficial to educators outside the state of Michigan who are using the same textbooks. As a part of a continuing effort of the Michigan State Education Department, in compliance with the Social Studies Textbook Act (1976), one purpose of this study will be to assess the degree to which social studies textbooks widely used throughout the state at the middle-school level (grades six and seven) positively reflect the pluralistic, multiracial, and multiethnic nature of our society, past and present. A second purpose, based on the Guidelines For Global Education issued by MDE (1977), is to assess the degree to which those materials reflect the interdependent and global nature of our world.

Significance of the study

This study is important for the following reasons. First, teachers tend to rely heavily on textbooks in the planning of

instruction. It is therefore of vital importance that those textbooks reflect a school's curriculum goals in the areas of global interdependence and cultural pluralism. Second, this study should reveal areas of weakinessess in current texts which need to be addressed in classroom instruction. Third, the results of this study should help educators become more critical of other curriculum materials used as supplementary texts.

<u>Statement of research questions</u>

The following questions will guide the researcher in the completion of this study:

1. How do the middle-school level social studies textbooks currently in use in the state of Michigan reflect our culturally pluralistic society?

    1.1 Do middle-school social studies textbooks positively reflect the culture of North Africa and the Middle East?

    1.2 Do middle-school social studies textbooks positively reflect the culture of Asia?

    1.3 Do middle-school social studies textbooks positively reflect the culture of Canada?

    1.4 Do middle-school social studies textbooks positively reflect the culture of Latin America and the Caribbean?

1.5 Do middle-school social studies textbooks positively reflect the culture of Sub-Saharan Africa?

2. How do middle-school level social studies textbooks currently in use in the state of Michigan positively reflect the interdependent nature of our world in the presentation of the global issues outlined in the Michigan State Board of Education's Essential Goals And Objectives For Social Studies In Michigan (K-12)?

2.1 Is the issue of world food supply presented from a global perspective?

2.2 Is the issue of world health presented from a global perspective?

2.3 Is the issue of world population presented from a global perspective?

2.4 Are the issues of war, peace, and armaments presented from a global perspective?

2.5 Are environmental issues presented from a global perspective?

2.6 Are the issues of race and ethnicity presented from a global perspective?

2.7 Are the issues of human rights and responsibilities presented from a global perspective?

2.8 Are religious issues presented from a global perspective?

2.9 Are the issues of international monetary and trade relations presented from a global perspective?

2.10 Is the issue of language family relationship presented from a global perspective?

2.11 Are the issues of arts and culture presented from a global perspective?

2.12 Is the issue of energy presented from a global perspective?

2.13 Is the issue of poverty presented from a global perspective?

2.14 Is the issue of relations among nations/states presented from a global perspective?

Definitions of terms used in the study

For purposes of this study, the following terms are defined in the context in which they are used in this dissertation:

CULTURE - the totality of socially transmitted behavior patterns, language, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population.

CULTURAL PLURALISM - an ideology which supports the coexistence of numerous distinct ethnic, religious, or cultural groups within a society, seeing a society as a mosaic of diverse cultural groups and respecting that diversity.

GLOBAL INTERDEPENDENCE - a term characterizing the network of complex relationships which exist between and among nations, peoples, cultures, species and environmental systems sharing planet Earth.

GLOBAL PERSPECTIVE - a point of view characterized by an understanding of the values and priorities of the many cultures of the world, as well as the basic concepts and principles related to world communities, such as systems regulating law and order, religious beliefs, customs and traditions, etc., emphasizing the interconnections among cultures, species, and the planet Earth.

MIDDLE SCHOOL LEVEL - for the purposes of this study, middle school level is identified as being grades six and seven.

URBAN SCHOOLS - schools in districts containing 8,800 or more students in the total school population.

SUBURBAN SCHOOLS - schools in districts containing from 2,450 to 8,799 students in the total school population.

RURAL SCHOOLS - schools in districts containing less than 2,449 students in the total school population.

Description of procedures used in the study

This study is descriptive in nature. A stratified random sample of 120 of the 563 school districts in Michigan, reflecting various geographic areas as well as community types (urban, rural, and suburban), was conducted to determine the five most popular social studies textbook series used in the state of Michigan in grades six and seven. Experts associated with various

Michigan universities and selected by the Michigan Department of Education for their knowledge and professional expertise in the international areas selected for this study were trained as reviewers by the Michigan Department of Education to examine the ten selected texts for portrayal of these particular areas:

North Africa and the Middle East

Asia

Canada

Latin America and the Caribbean

Sub-Saharan Africa

The reviewers used a checklist based on the Michigan State Department of Education's 1978-79 Michigan Social Studies Textbook Study (1980) to rate the textbooks according to designated criteria. Each reviewer then prepared a narrative summary based on the checklist criteria and a summary of final recommendations, submitting both narrative reviews and recommendations to the researcher, who compiled a descriptive summary of the strengths and weaknesses of each textbook.

This researcher, on the basis of knowledge and experience gained through international teaching experience, seminars and training in teaching from a global perspective, and extensive reading and investigation into the field of global education was selected and further trained by the Michigan Department of Education in textbook review procedures. Using this knowledge, experience, training, and extensive literature review, the researcher constructed a checklist based on selected portions of

Indiana In The World: Teaching Activities Packet (1981, pp. 162-168), with the permission of the Indiana State Department of Public Instruction, in order to conduct a qualitative content analysis (Holsti, 1969) to determine the extent to which global issues outlined in the Essential Goals And Objectives For Social Studies In Michigan, K-12 (MSBE,1987, p.16) were addressed. After submitting the checklist to the head of the Social Studies Department at the Michigan Department of Education for approval and establishing interrater reliability with three other recognized experts in the field of Global Education, the researcher examined the ten texts for their overall global perspective on these issues, and prepared a descriptive report regarding each text.   In addition, the researcher performed a quantitative analysis consisting of a word-count of passages in each of the textbooks related to the fourteen global topics   identified in the Michigan Department of Education's Guidelines for Global Education (1978):

World Food Supply	World Health
World Population	War, Peace and Armaments
International Monetary and	Race and Ethnicity
Trade Relations	Religion
Environment	Arts and Culture
Language	Human Rights and Responsibilities
Energy	Poverty
Relations among Nations/States	

Each text was assigned a quantitative value signifying the word-count of passage devoted to each topic.   The researcher will

present an in-depth review comparing the relative strengths and weaknesses of each text using these measures:

(1) narrative reviews by experts in the five international areas,

(2) a qualitative content analysis based on the researcher-designed checklist, and

(3) a quantitative content analysis based on word-count of passages devoted to global topics and the five areas under study.

Limitations of the study

While it is hoped that this study will be useful in many respects, it must be recognized that the findings of this study represent the viewpoint of this researcher in regard to the degree of global perspective presented by each textbook reviewed. Also, findings will not be generalizable beyond the ten textbooks reviewed, although they may be representative of those used across the nation in a majority of schools.

SUMMARY AND OVERVIEW

In this chapter the background, rationale and purpose of the study were presented. Significance, research questions and definitions of important terms were also discussed.

In Chapter II a review of the literature in the following areas will be discussed :

1. Global education; its definitions, history, and goals.

2. The implications of the concept of cultural pluralism on
   social studies curriculum.

3. The relevance of global education to the assessment and
   selection of social studies materials.

A description of the methodology used in the design of the study will be given in Chapter III.

The results and analysis of data will be presented in Chapter IV.

In Chapter V a summary of the study, conclusions, implications, and recommendations for further study will be discussed.

A Bibliography and Appendices will complete the remainder of the dissertation.

CHAPTER II

REVIEW OF THE LITERATURE

The literature reviewed for this study encompassed the following areas: first, global education and a related study of its definitions, history and goals are explored; second, the implications of the concept of cultural pluralism on the social studies curriculum are examined; and third, the relevance of global education to the assessment and selection of social studies materials is discussed.

Global Education: Definitions, History and Goals

Definitions

When looking for the roots of the global education movement, one discovers a multitude of terms which have been used in the literature in various periods of the movement's history. Some of these are: multicultural awareness, world citizenship, ethnic studies, cultural pluralism, cultural parity, global values, world affairs, and international education. Many definitions for global education have also been offered, but there does not seem to

be a consensus regarding any particular meaning (Wyniemko, 1983). Bragaw and Loew (1985) refer to something called "Global Perspectivism," defining it as the ability to study, learn and take another's viewpoint. They further suggest that this perspective is obtained by: (1) pursuing global goals, reducing egocentric, ethnocentric and stereotypical thinking without detracting from national loyalty, (2) concentrating on cultural universals such as institutions and commonalities of all humankind, and (3) using conceptual themes across the curriculum by taking an "issues" or "problem-study" approach. Kniep (1986b) speaks of the Commission on Global Perspectives in Education's research in the area of how schools can educate U.S. citizens who are part of a world increasingly characterized by pluralism, interdependence and rapid change. The commission identified the following areas of need critical to the strengthening of a global dimension in school programs (p.415):

(1) Adoption of appropriate global education policies by state legislative bodies and state and local school boards,

(2) Encouragement of curriculum development at the local level, including greater teacher involvement,

(3) Providing for adequate teacher education in the substance and methods of global education,

(4) Development of innovative curricular strategies for bringing global education into the educational mainstream, and

(5) Establishment of school-university and community partnerships, and of research and development centers in support of global studies.

Kniep (1986a) further emphasizes that ". . .a focus on the interdependent nature of our world lies at the very core of programs in global education (p. 439)." He then discusses the characteristics of global issues and problems. First, he states that they are *transnational* in scope. Secondly, these problems and issues can only be solved through *multilateral* actions. Third, there is a degree of *conflict* inherent in each. Fourth, these problems and issues are characterized by their *persistence* over time. Last, they are *linked* to one another. He then continues his discussion with four education movements which he believes have tried to infuse global issues into the curriculum: Peace Education, Development Education, Environmental Education, and Human Rights Education. In a later article, Kniep (1986c) further identifies five conceptual themes which he feels should serve as organizers for a "global " curriculum: Interdependence, Change, Culture, Scarcity and Conflict. Cleveland (1986, p.416) proposes a syllogism for us to consider:

In the USA, the people sooner or later make the policies that guide our
actions as a nation.
The people are grown-up schoolchildren.
Ergo , how we act as a nation depends on what schoolchildren come to
know and learn to feel, and therefore how they later act.

He follows his syllogism with a discussion of seven basic "feelings" vital for an understanding of world affairs:

(1)   A feel for basic human needs,

(2)   A feel for the limited usefulness of violence to solve problems,

(3)   A feel for the interrelated global changes taking place in the world,

(4)   A feel for global readjustment to supply and consumption of goods,

(5)   A feel for the lessons from history illustrating that it is possible for peoples to resolve conflicts and work together,

(6)   A feel for the cultural diversity and mandatory pluralism of a world with nobody in charge and therefore everybody in charge, and

(7)   A feel for the leadership role the USA must take in global affairs.

The Michigan Department of Education in its Guidelines For Global Education (1978, p.3), defines global education as " A lifelong growth in understanding through study and participation of the world community and the interdependency of its people and systems. . . social, cultural, racial, economic, linguistic, technological, and ecological."

History

Just how did this movement begin?   Scanlon (1960) places the beginnings at the close of the ninteenth century with the

writings of Kemeny, a Hungarian author who proposed the formation of an international education organization which would work for improved race relations throughout the world. In addition, he adds that the Carnegie Endowment for International Peace and the American School Peace League were both organized prior to World War I to promote the interests of international justice through the schools in America. In fact, in 1912 the National Education Association passed a resolution praising the School Peace League and recommending the further development of international world-mindedness.

World War I interrupted these early attempts at developing an effective program, but during the 1920's and 1930's a few educators kept the idea alive. Prescott (1930) pushed for familiarization with the League of Nations and its aims to promote international understanding in elementary and secondary schools. Other champions keeping the movement alive were the Social Science Research Council, the American Council of Learned Societies and the American Council on Education (Gumperz, 1970). Gumperz wrote that various factors in the 1920's and 1930's such as a major international economic crisis, a reaction to the Western Civilization focus of earlier curricular efforts, and widespread support by intellectuals for international disarmament and the League of Nations, combined in an effort to introduce international education into the curriculum. World War II interrupted this effort temporarily, but after World War II and the

establishment of the United Nations, stronger commitments to international education programs began to surface.

Becker (1979) describes international/intercultural education as falling into three periods between the 1950's and the 1970's. First, he describes the 1950's as a period characterized by the Cold War, the Korean War, and McCarthyism. The emphasis during this time was on military and diplomatic relations. The launching of Sputnik by the Soviets in 1957 prompted the National Defense Education Act of 1958. Title VI provided support for language and area studies in American universities and for language institutes to improve language teaching in the public schools. The purpose seemed to be development of specialists knowledgeable about other countries and fluent in their languages.

In the 1960's the emphasis shifted to cultural and geographic-area studies (Becker, 1979). During this time, various foundations such as the Ford Foundation, the Rockerfeller Foundation, and the Carnegie Corporation offered "institution-building" grants to colleges and universities to stimulate the internationalization of the curriculum and to encourage various kinds of international activities on campuses (Wagner, 1986), but the country's involvement in the Vietnam War narrowed the international focus so that by the end of the decade the international studies balloon had burst and federal and foundation support had waned. In 1966 President Johnson had proposed passage of an International Education Act to support

international education for students to be able to function in a multicultural universe (U.S. Congress, 1966), but the act was never funded. Funding for the National Defense Education Act Title VI was eroded by inflation, and its fellowships fell by two-thirds in the decade between 1967 and 1977 (Groennings, 1981). Becker's report (1969) to the U.S. Office of Education, commonly known as the Becker/Anderson report, is viewed as a landmark in global education because it seemed to call for a new definition of international education which would emphasize the interdependency of our global society.

America then entered the third period, the 1970's, with a shift in emphasis from international education programs to an expansion of world-centered or global studies programs. One can see that at least three views have existed about how international or global studies should be organized (Becker, 1979). One view holds that the main goal of such a program should be to help students become intelligent, loyal supporters of the national interest. Another view that is advocated by other supporters of international or global education holds that intercultural understanding should be the central focus of international education. The third view, which would appear to be the position held by the greater majority of writers in recent years (Anderson & Anderson, 1977; Becker,1979; and Remy et al., 1975), argues that although foreign policy issues and language and area studies are important, a global or world view -- that is, seeing oneself

and human beings generally as members of a single species on a small planet -- is the approach that is needed in today's complex world. To a degree, one can find remnants of these three approaches in schools today.

Goals

In the 1970's, efforts in the field of global education, as it is now known, appeared more realistic as more concrete goals began to be set to deal with global interdependence and its relationship to the national interest (Wagner,1986). Remy et al. (1975) suggested that program planners list goals and objectives in international education and give consideration to goals others have developed. Collins (1977) spoke to the need for goals in global education to address affective learning as well as cognitive learning. Morris (1979) also stressed the need for affective goals in global education at the elementary level. King, Branson, and Condon (1976) saw global education goals as a set of competencies that would enable individuals to participate in the world system more responsibly. Becker (1974) suggested that one of the goals of global education is to provide a knowledge base that would encompass isolation and integration, diversity and unity, aggression and cooperation. He pointed out that instead of emphasizing the differences among people, educational materials need to emphasize the many commonalities among human beings.

In its <u>Guidelines For Global Education</u> (MDE, 1978, pp. 6-7), the Michigan Department of Education listed several goals for global education in a school system. Such education should help students:

1. Acquire a basic knowledge of various aspects of the world -- geographic, cultural, racial, linguistic, economic, political, historical, artistic, scientific, and religious.

2. Develop a personal value and behavior system based on a global perspective. . . .

3. Understand problems and potential problems that have global implications.

4. Explore solutions for global problems.

5. Develop a practical way of life based on global perspectives.

6. Plan for alternative futures.

7. Participate responsibly in an interdependent world.

Along these same lines, Anderson and Anderson (1977) included competencies in perceiving one's involvement, making decisions, making judgements, and exercising influence as vital components of goal statements in global education programs.

Because there was a scarcity of data available in the 1970's on the state of global education in the schools and among students, the U.S. office of Education's Institute of International Studies set out to gather data to use toward program improvement. In 1973,

the Educational Testing Service surveyed high school seniors and found them lacking in a basic knowledge of the world.

In 1974 the U.S. Office of Education, in cooperation with Educational Testing Services conducted surveys of fourth-, eighth-, and twelfth-grade students with generally dismal results (Pike, Barrows, Mahoney & Jungeblut, 1979). The study revealed some dramatic weaknessess these students had in the area of international knowledge.

As a result of these 1973 and 1974 studies, President Carter appointed the President's Commission on Foreign Language and International studies in 1978. The report of this commission gave global education high visibility, linking foreign language and international studies to national security and business interests, and recommending a strengthening of support for these programs.

From the early 1980's until the present, however, prospects for federal funding of global education programs recommended by the President's Commission have been dismissed. The Reagan administration carried out extensive budget cuts in all legislation affecting international education (Wagner, 1986). Mojdehi (1982) cited specific tendencies of the Reagan administration to treat Third World nations as friends or foes in a U.S.-Soviet competition and ignore neutral, nonstrategic countries. It would appear that if the present trend is not reversed the United States will be heading backward to the era of the 1950's when the

emphasis in global education was on military and diplomatic relations.

In 1983 the National Commission on Educational Excellence released its report, <u>A Nation At Risk</u>. The report reflects the concern that the world has changed dramatically and that American education is falling behind. However, as Tanner (1984) points out, while giving lip service to the concept of the world as a "global village," the report focuses on military and economic dominance -- not understanding -- by the United States. In the maze of reports which have surfaced in the last decade, it is possible to find many contradictory prescriptions for school improvement.

Although the majority of these reports fail to mention the need for the implementation of global education or a global perspective in the curriculum, there is a real concern that students at all levels seem to be lacking in international knowledge and awareness. Studies examining measures of global knowledge and awareness of fourth-, eighth-, and twelfth-graders in Michigan (Wyniemko, 1982); eighth-graders in overseas international schools (Demps, 1983); American college students (Hill, 1981); and K-12 teachers in an overseas international school (Wieber, 1982) have produced evidence that there is still much to be done toward implementation of successful programs of global awareness.

The global education movement has faced numerous obstacles in the past, and continues along a difficult road to implementation. Some might charge that the curriculum in schools is cluttered enough already and that they do not have time in the day to add to an already full agenda. Goodlad (1986) proposes an answer to this charge with a discussion of major needs in schooling. He reinforces the notion that teachers should be encouraged to substitute new content for what has outlived its usefulness. He further emphasizes the need for materials which are relevant in our global age. The plethora of studies on the American high school in recent years -- 385 since 1983 (Romano, 1988) -- has once again focused the nation's attention on school improvement. The situation is somewhat parallel to the Sputnik era. Educators, especially those involved in social studies education, have expressed concern that social studies in general and global education in particular are in danger of being forgotten or overlooked in the wake of the commotion surrounding the lack of achievement in the areas of math, science, and reading (Wagner, 1986).

Implications of Cultural Pluralism
on Social Studies Curriculum

According to the Position Statement On Global Education (Chapman, Becker, Gilliom & Tucker, 1982, p.37) prepared by the International Activities Committee, "The purpose of global

education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world . . . characterized by ethnic diversity, cultural pluralism, and increasing interdependence."

In order to explore the influence cultural pluralism has had on the social studies curriculum, it is first necessary to take a brief look at the period of history which gave birth to this ideology.

History of Cultural Pluralism

Hunter (1974) states that in the early 1800's immigration movements began to be viewed with concern in the United States as they were judged to be the root of economic, social, religious, political, and educational problems. The first census of the United States, taken in approximately 1790, showed that more than half the population consisted of African, Scotch-Irish, Welsh, German, Dutch, Swedish, French and other non-English inhabitants (Kopan, 1974). By 1885, the pattern had shifted from high percentages of northwestern European immigrants to 75 percent of the immigrant population coming from southern and eastern Europe as well as Asia, and by 1905 discriminatory practices flourished (Hunter, 1974). Two laws, the Chinese Exclusion Act of 1882, which was extended later to all immigrants, and the Dawes Act of 1887, which made it legally possible for Native Americans to move into society if they agreed to give up their property and leave the

reservation, serve as examples of the extreme discrimination to which non-English-speaking groups were subjected.

Patrick (1986) states that, in general, the curriculum materials in our schools have reflected three conceptual ideologies when dealing with the integration of immigrants into our society. The first of these is the concept of *monolithic integration*, or the one-sided socialization and assimilation to an Anglo-Saxon ideal that is (or was) presumed to be *the* American heritage. This Anglo-Saxon homogenization dominated at the beginning of the 20th Century when immigrants from the "wrong" parts of Europe began to come to America. FitzGerald (1979) tells us that during this time textbooks began to emphasize the English ancestry of Americans and distinguish "oldstock" Americans from "immigrants." As the concept of assimilation into an American culture, an American self-image, and American nativism grew, the "melting pot" idea was developed (Hunter, 1974). Israel Zangwill's play, The Melting Pot (Zangwill, 1909) inspired this concept. The melting pot myth emerged from the perception that these immigrants needed to be forced into the white Anglo-Saxon Protestant cultural mainstream (Higham, 1971).

The second concept, according to Patrick (1986), is *ethnocentric pluralism* which places an emphasis on ethnic and racial diversity which denounces assimilation and notions of the "melting pot" idea. The primary concerns are with minority group interests, outweighing national citizenship. This view surfaced in

the 1960's and 70's becoming a popular position among curriculum reformers as an antidote to bigotry. FitzGerald (1979) reports that textbooks in the 1970's, for example, avoided writing about "the immigrants" as being distinct from "us Americans."

Patrick's third concept is *puralistic integration* which assumes consensus about core civic values, including respect for the rights of individuals and ethnic minorities, while at the same time supporting majority rule. He claims that this conception is more compatible with education for citizenship in a U.S. democracy, declaring the first conception, monolithic integration, to be elitist and unjustly discriminatory, and the second, ethnocentric pluralism, to be antithetical to majoritarianism.

The concept of *cultural pluralism* was introduced in 1916 by John Dewey (1916), and further refined by Horace Kallen (1924) and other leading liberals to describe an ideology which supports the coexistence of numerous distinct ethnic, religious, or cultural groups within a society, seeing society as a mosaic of diverse cultural groups and respecting that diversity. Kallen viewed such a society as an "orchestration of mankind." According to Banks (1976), one difficulty with this concept is that Kallen did not clearly delineate the extent to which a nation-state can experience cultural pluralism and yet exist as a unified society. He refers instead to "ethnic pluralism" and "biculturalism" which describe a society composed of various ethnic groups fully participating in ethnic subsocieties but having allegiances to the

nation state and accepting its idealized values. He feels these concepts are more appropriate to contemporary American society. FitzGerald (1979) also questions the notion of what a truly multicultural society might look like, pointing to the irony in Beyond The Melting Pot (Moynihan & Glazer, 1963) that the authors can discuss the horrors of life for the immigrants only because some assimilation has occurred, otherwise the text would have been accused of "offending group sensibilities" (FitzGerald, 1979, p.100).

Keely (1986) tells us that the United States now accepts pluralism; in fact, it even encourages it officially. Gifford and Gillett (1986) say that close to one-half of the population growth in the U.S. is due to immigration, and that within six or seven generations, Caucasians will no longer constitute a majority of the population. All this greatly affects the public school, which traditionally has been a primary agent of acculturation.

The Theme of Interdependence

What seems to be common in the proposals of global education enthusiasts and those of proponents of multicultural education is the theme of "interdependence." There can be no argument with the fact that the world is indeed a global society of many diverse cultures. Bell and Soley (1986) tell us that the "New Immigration" issue represents a unique example of global interdependence. Most immigrant students have a global

perspective and are less culture-bound than their U.S. peers, according to Wilson (1986).

Kinghorn, Hanvey, and Vaughn (1982) developed themes threading through a global-education curriculum. The first theme that children should be taught is the value of diversity. This can be achieved by identifying alternative beliefs and understanding that there many different life styles in existence. A second theme is that of interdependence. This is accomplished by the perception of finite resources and identifying international linkages that already exist in the community. The third theme is the development of an effective working relationship with others. Specifically, a person must acquire the ability to engage in transnational communications. Finally, these authors saw the necessity of understanding world conditions and emerging trends as a fourth element in a global-education program.

Other scholars have echoed the need for a multicultural perspective with an emphasis on interdependence. Tucker (1988) says that cultural pluralism can be viewed as a positive strength in the global marketplace. Wood (1974) argued that the idea of interdependence should be included in all courses and argued that knowledge of this theme is needed at both the affective and the cognitive levels in order to develop a global consciousness. Anderson and Rivlin (1980) viewed a curriculum that embodies a global perspective as treating individual nations and regions as parts of a larger whole but a curriculum that highlights the

interconnections between nations and among world regions. It treats all humankind as the main unit of analysis, not a group, and encourages students to tolerate and appreciate cultural differences.

A Multicultural Curriculum

Nava (1988) encourages educators to find more ways to help young people benefit from and enjoy the rich cultural diversity of America. In order to accomplish the goal of instituting a curriculum which would encourage cultural pluralism, the Michigan Department of Education issued a policy statement dealing with multicultural education (MDE, 1981, p.4). It states, briefly:

> It is the policy of the state Board of education. . . (that) all efforts be made to acknowledge. . . that we live in a diverse and multicultural society . . .whose cultures, values, beliefs, and lifestyles are valid and viable elements of our democratic society.

Morris and King (1968) developed four cornerstones for bringing a pluralistic perspective into the classroom. They believed the curriculum must develop a capacity for empathy, an awareness of the national ethnocentric bias which exists among peoples, the capacity to cope with change, and the capacity to experience multiple loyalities and identifications. Harper (1986) talked of two distinct cultures in existence today; the traditionally locally based culture, and the new worldwide interconnected system. This system is referred to by Remy, et al. (1975), who speak of it as the essence of world change, believing

that educators who subscribe to the global-system view in order to broaden the area of children's loyalty and concern will find that loyalty to the emerging global system comes about when people find the institutions of the existing state to be inadequate. But even then, the authors warned that a person's emotional commitment to the nation-state is so strong that only through a massive effort at propagandization can loyalties be shifted to a new global focus.

To what extent do foundational assimilationist notions which may be at work erode attempts at promoting cultural pluralism? Towson (1985) states that the notion of America as a "melting pot" is so basic to our culture that we often let it shape our theories and research without even being aware of its influence. Mildred Dickeman (1973) talked about how diversities are often depicted as being irrelevant or harmful to the ability to join the mainstream. Dickeman quotes Jesse Jackson as once remarking that the notion of the "great melting pot" in society ignores the half of our society who have not melted in, but have stuck to the bottom of the pot. Reischauer (1973) believed that world citizenship and the acceptance of ethnic diversity within the United States were two sides of the same coin, both accenting the universality of man. Until educators are taught how to acknowledge ethnicity as a topic of discussion in the classroom, and to look at the world through culturally plural glasses, and see

society as a mosaic rather than a melting pot (Towson, 1985), there is little hope for global education programs to succeed.

Relevance of Global Education to Assessment
and Selection of Social Studies Materials

Throughout the literature concerning global education, one encounters the question, "What are the implications of global education on the selection of materials for the social studies curriculum?" (Marker, 1977; Tucker, 1979). Numerous writers (Weiss, 1978; Klein, Tye & Wright, 1979; Morrissett, Hawke & Superka, 1980; Keith, 1981; McFarland, 1984; and Cortes & Fleming, 1986b) offer evidence that textbooks still tend to be the major source of curriculum and lesson-planning in most classrooms. Cogan and Weber (1983) point out that in spite of omissions, distortions, misrepresentations and biases which have been pointed out in textbook reviews, textbooks ". . .are likely to continue as the primary instructional tool of the vast majority of social studies teachers in the U.S. and other nations (p.257)." It is therefore vital that every effort is made to ensure that the textbooks used are accurate, free of bias, and sensitive to all peoples. It has been said (Kretman & Parker, 1980) that a nation's greatness cannot rise above the level of its secondary textbooks because students react positively or negatively to the teaching of social studies during their secondary school years. Bullough (1987) agrees with these sentiments, pointing out that in

American classrooms both the quality and quantity of content made available to students depends upon how good or bad the textbooks are. Cherryholmes (1985) further pursues the idea of selective curriculum when he discusses the notion that textbook authors tell students what is important through what they choose to write in textbooks. Twenty years earlier, Black (1967) said essentially the same thing when he pointed out that studies in general supported the notion that textbooks worked to mold student's attitudes toward other cultures and areas of the world through the selection of material concerned with those areas of the world. Blankenship (1984) and Crofts (1986) would also add that is is important to consider not only what is in print, but what illustrations are represented in texts. Blankenship refers to their ". . .power to stimulate interest and leave lasting impressions on the reader (p.282)." Crofts illustrates this point with a quote from a teacher in training :

> "When I recall my seventh grade social studies unit on Africa, all I remember is the picture of a little pygmy in the forest (p. 345)"

Textbooks function as our prime source of global education. Cortes and Fleming (1986a) have spoken out for the infusion of a global perspective in social studies textbooks. They feel this is one of the most pressing issues in textbook reform. Addressing this issue, they point out that the perspective problem has four major components which need to be examined. First, one must be

aware of the natural tendency to look and write about foreign areas through Western eyes. Second, the difficulty of presenting the views of persons within foreign areas must be recognized. Third, the neglect of relationships between major world areas other than the United States must be examined. Finally, the failure to present the diversity of perspectives that may exist *within* foreign areas themselves must be addressed.

Marker (1977) supported the idea of adding global perspectives to existing courses instead of adding courses to the curriculum, observing that adding courses tends to categorize them as electives and that the late 70's were a time of *cutting back*, not *adding on* . But what of materials for these existing courses? Johnson and Benegar (1983) complain that global perspectives have frequently been ignored in curriculum materials, particularly for students in the middle grades, due to the common assumption that global education's place is at the upper end of the curriculum. In searching the literature, this writer discovered that few reviews have been conducted on existing curriculum materials regarding their global perspectives (or lack of same), which would tend to support the idea that more attention is needed in this area. Tucker (1979) cautioned, however, that education for a global perspective could not be entered into lightly in a nation where historically attitudes toward the rest of the world had been negative and isolationist, writing that social studies educators, in the selection of materials and course content, must be sensitive

to these realities. Billington (1966) warned of the dangers of nationalistic bias, referring to five forms which it commonly takes in textbooks (p.5-13):

1. *Bias by inertia* - the failure of textbook writers to keep abreast of current scholarship

2. *Unconscious falsification* - the inability of authors to divorce themselves from the natural milieu in which they have been reared

3. *Bias by omission* - the inappropriate selection of facts, which can often lead to distortion

4. *Bias in the use of language* - derrogatory type language, or the subtle nuances which often occur, such as the connotations the terms "rebels" or "patriots" carry when applied to Americans fighting in the Revolution

5. *Bias by cumulative implication* - presenting only one side of a many-sided story (overlaps with bias by omission)

Finn and Ravitch (1988, p.563) state that American history is ". . .multicultural and pluralistic. It is the story of many races, religions, and ethnic groups striving to become one society under one government. . ." Kenworthy (1967) warned that a global education program must foster the discovery of concepts, generalizations, or "Big Ideas." Fetsko (1979) concluded that the textbook reform movement of the 1960's had some influence on publishers, leading them to include some of these "Big Ideas," but

Woodward and Tyson-Bernstein (1986) point out that many social studies teachers were never made aware that these materials even existed, hence hastening their demise. They further write of the influence conservative watchdog groups have today on textbook selection processes. These groups can create a tug-of-war political situation in many communities over the selection of what texts will be used in the schools. They define this struggle as ". . .a struggle between those who want children to know about life as it is and those who want them to know about life as they think it should be (p.43)." Graham (1986), an author-editor of social studies texts, claims that textbook publishers often find themselves in the middle of this struggle, even becoming their own censors at times, a viewpoint shared by Kline (1984). However, as English (1986) points out, the aim of textbook publishers is not always to uncover absolute truth, but to reap a profit in textbook sales.

Hawke and Davis (1986) present a somewhat different viewpoint, speaking not for the big publishers, but for the small publishing industries, which see the controversy over textbooks through a different set of lenses. Rather than being defensive over charges that textbooks of the major companies do not meet student needs, these small publishers see the opportunity to create materials to fill these specific "gaps" in content, realizing they may not please the majority.

While textbooks remain the heart of American social studies (Gross, 1966), few textbooks are devoted specifically to global education. Increased demand for materials with a global perspective will, in time, bring about an increase in the quantity and quality of these materials but in the meantime, teachers must find ways to adapt existing materials for classroom use. When an educator has a global perspective he or she can help students create their own learning materials from the local library and community resources. Newspapers and magazines may both be valuable contributers to a global classroom, especially if newspapers and magazines of an international nature are used.

A potential obstacle to global education though, may appear with the teacher. Moyer (1985) points out that teachers tend to teach as they were taught, and few were taught from educators with a global perspective, so one should not be too surprised if there is some resistance to change. Collins (1977) feels the teacher determines the success or failure of a program of global education. Shaver, Davis, and Helbrun (1979) point out that the teacher is the key to what social studies will be for any student. If advocates of global studies are serious about implementing programs, they must influence the key change agent, the teacher.

SUMMARY

In conclusion, in this review of the literature the definitions, history, and goals of the global education movement

were explored. It was learned there is little consensus in the literature regarding any one definition, but the theme of *interdependence* occurs frequently in various attempts to define a global education. The Michigan Department of Education provides a definition which seems to encompass vital elements of most definitions, while focusing on the theme of interdependency.

Historically, the global education movement had its beginnings shortly before World War I, only to have that war temporarily stop its growth. After World War I, supporters kept the movement going, but the movement was again interrupted by World War II, resurfacing at the close of the war with stronger commitments to international education programs. In the 1950's, the emphasis in international education turned to military and diplomatic relations. The launching of Sputnik by the Soviets in 1957 encouraged governmental support for language and area studies centers in American universities. In the 1960's the mood seemed to encourage an emphasis on geographic and cultural studies, but the Vietnam War drained the international studies movement both financially and philosophically. The Becker/Anderson report of 1969 shifted the focus in the 1970's to a definition of *international education* reflecting the interdependency of our global society. The 1980's and the Reagan Administration pushed the U.S. toward the 1950's emphasis on military and diplomatic relations.

Goals which have been recommended in global education seem to address areas of affective attitudes toward oneself as a participant in a global "family," knowledge of the interrelatedness of problems deemed "global" in nature, and the skill of exploration of the solutions to those problems, and participation in responsible decision-making. The need for these goals became apparent from numerous assessments of global knowledge and attitudes carried out in the 1970's.

The second major area examined in the review of the literature was the implications of cultural pluralism on the curriculum. This philosophy seems to have surfaced in the early 1900's as humanists began to observe the unfairness of the "melting pot" ideology on cultures who couldn't seem to "melt in" as well as the early Anglo-European immigrants. The ideology of cultural pluralism condones the coexistence of numerous distinct ethnic, religious or cultural groups within a society, but sharing allegiance to the nation-state. Since estimates are that in six or seven generations Caucasians will no longer represent a majority of the population in America, it is imperative that this appreciation for pluralism be supported in the schools' curriculum. Central to the theme of cultural pluralism, as with global education is the notion of the interdependence of the world's peoples, emphasizing the "mosaic" of society rather then the "melting pot."

The last major area of the review focuses on the relevance of global education to the assessment and selection of text materials. Numerous studies pointed out the major role the textbook continues to play in social studies classrooms. Other studies tell us that what is seen and read about in textbooks has a major influence on student attitudes toward the world. In surveying the literature, numerous reviews of social studies texts which have been carried out in the area of bias were discovered, but few, if any, dealt with the problem of overall global perspective, thus illustrating the need for our study.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter contains a description of the methodology used in the study. The purpose of this section is to describe the sampling plan and outline the procedures in qualitative and quantitative content analyses of the textbooks selected for review. The first section of the chapter contains a description of the procedures used in determining the ten most frequently used social studies textbooks at the middle school level, the procedures used for development of the instruments used in the qualitative and quantitative analyses of the textbooks are described in the second section, and the final section contains an explanation of how qualitative and quantitative data collected by the researcher will be analyzed and utilized in the description of each textbook's reflection of the pluralistic nature of our society and the interdependent and global nature of our world (see APPENDIX F, AUTOBIOGRAPHICAL SKETCH OF THE RESEARCHER).

Description of the textbook survey

Procedure

In order to determine the ten most frequently used social studies texts at the middle school level, a stratified random sample of 120 of the approximately 580 school districts in Michigan was conducted for each grade level, sixth and seventh. The samples were designed to reflect various geographic areas as well as community types (urban, rural, and suburban). Each sample contained twenty urban schools, fifty suburban schools and sixty rural schools. Questionnaires containing space for the respondent to identify the title, publisher and copyright date of the textbook(s) currently in use at either the sixth or seventh grade level were then prepared and mailed to the building principal or person in charge of social studies curriculum (see Appendix B for SAMPLE OF SURVEY). Identical letters were used for each sample, with the exception of the grade level designated. Responses were tabulated to determine the five textbooks having the highest frequency of occurrence at the sixth grade level as well as the five at the seventh grade level.

Results of the Sixth Grade Survey

Of the 120 surveys sent out, 99 questionnaires were returned. Responses showed that the textbooks of about fifteen publishers were in use at this level in Michigan. Some of these publishing companies have merged or dissolved since the mid-1970's, when school districts bought some textbooks still in

use. Although copyright dates of in-use textbooks ranged from 1975 to 1988, the survey showed that somewhat more than three-fourths of the districts were using textbooks published within at least the last six or seven years. Selected for review were the following five most frequently used textbooks at the sixth grade level:

Heath Social Studies: Latin America and Canada, D.C. Heath

Latin America and Canada, Macmillan Publishing Co.

Latin America and Canada, Scott Foresman and Co.

The Western Hemisphere: Yesterday and Today, Silver Burdett and Ginn, Inc.

The World, McGraw Hill Book Company

Results of the Seventh Grade Survey

Of the initial 120 surveys mailed out, 98 were returned. The remaining 22 schools of the original sample were approached by telephone to obtain the needed data. Information from an additional 10 districts was obtained through questionnaires circulated at a State Social Studies Departmental meeting in March of 1988. This brought the total number of responses to 130. From these 130 responses, a few interesting details emerge: *first,* fifty different titles emerged in the total tally; *second,* ninteen different publishers were represented in those fifty titles; *third,* the subject matter which these texts cover is as varied as one could possibly imagine, ranging from texts on Michigan's geography and history, to the geography and history of the United States, to

the geography and peoples of both the Western Hemisphere and the Eastern Hemisphere; and *finally*, copyright dates for the texts range from 1969 to 1988, a span of almost twenty years.

In order to arrive at the five leading textbooks, all titles and copyright dates under one publisher were combined into one unit. Many textbook companies re-issue books periodically as "new editions" which may have different titles than previous copyright dates, but contain much of the same textual information. The breakdown of percentages by publisher can be seen in Figure 3.1.
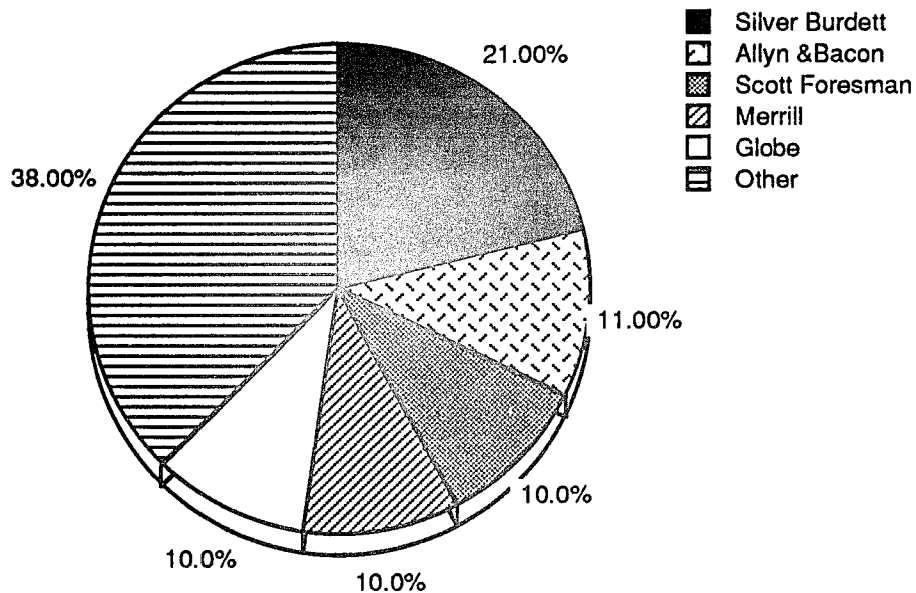
Figure 3.1 Percentage of Choice by Publisher

As one can see from Figure 3.1, Silver Burdett amassed the largest percentage of representation; followed by Allyn & Bacon, Scott, Foresman & Co., Charles Merrill, and Globe, which run extremely close in percentages. Although it might seem at first glance that the 38% "Other" is too large a category, consider that this particular percentage represents fourteen separate publishers. Information concerning the breakdown of publishers by district size is found in Table 3.1. Please note that many schools use more than one textbook throughout the year, some reporting a separate book for each semester, others using a multiple-text approach. For this reason, the numbers in Table 3.1 total more than 130.

Table 3.1 Breakdown of Publisher Choice by District Size

Publisher	Urban	Suburban	Rural
Silver Burdett & Ginn	7	13	11
Allyn & Bacon	4	6	6
Scott, Foresman & Co.	6	5	4
Charles Merrill	0	7	8
Globe Book Co.	4	4	6
Other	5	25	28

By looking at Table 3.1, we can see that, except for Charles Merrill, the representation across urban, suburban, and rural districts remains evenly divided with Silver Burdett being the leader in all three categories.

On the basis of survey data, the following five textbooks from the seventh grade survey were selected for study:

The Eastern Hemisphere: Yesterday and Today, Silver Burdett and
    Ginn, Inc.

Exploring a Changing World, Globe Book Company, Inc.

People on Earth: A World Geography, Scott Foresman and Co.

World Geography, Allyn and Bacon

World Geography: People and Places, Merrill Publishing Co.

Procedures in development of instruments:

Qualitative Analysis: Question 1.0

The first question identified to guide the study was: How do the middle-school level social studies textbooks currently in use in the state of Michigan reflect our culturally pluralistic society?

In order to conduct a qualitative analysis of the ten textbooks to determine the extent to which they reflect our culturally pluralistic society, the researcher worked in conjunction with the Michigan Department of Education in the selection of experts from area universities to take part in a review of the textbooks identified by this study.

The reviewers selected as experts in this study were professionals with specialized knowledge and expertise, interest in the academic area of investigation, and commitment to social studies education. Some of the reviewers were professors and/or out-reach activities directors at international area studies centers. Their task in this study was to complete a narrative report, using criteria developed by the Michigan Department of Education for its 1978 Textbook Study (MSBE, 1980), and a final summary of recommendations for action.

The Michigan Department of Education, in its 1978 textbook study, had developed criteria for evaluating textbooks to determine the degree to which they accurately and fairly portrayed people from other areas of the world (see Appendix C, REVIEWERS' EVALUATIVE CRITERIA). Areas of concern reflected on the scale in order that the textbook should convey cultural and geographical diversities as well as human commonalities in a positive way, were noted as follows:

Biased and stereotypical descriptions of people of other cultures, including ones relating to sex roles, religious customs, etc. was avoided.

Eurocentric Western Bias in the presentation of history, was avoided, presenting all phases of the area's history as important in and of themselves, not just as they relate to the West.

Accuracy in charts, maps, and illustrations was adhered to.

Value-laden negative descriptions in terminology used to describe other cultures was avoided.

Fairness in presentation of controversial issues, presenting diverse viewpoints without bias was evident.

Positive presentation of the Humanities, showing diversity and beauty in the cultural context occurred.

Relevance of the commonalities in human experience to the reader are made.

Areas of concern regarding the textbook's reflection of quality scholarship were as follows:

The textbook should reflect contemporary scholarship, including views of scholars from the area under study.

The facts, charts, maps, and illustrations should be up-to-date.

Geography should be presented with reference to human culture and the area's political and economic concerns.

Political, social, and economic issues should be treated honestly, describing peoples with diversity of social, political, and economic interests, rather than homogenous citizens of a nation or area.

Using these items as a guide, each reviewer was asked to complete a summary of recommendations for action, and a narrative summary report of his/her findings and recommendations. The recommendations indicated whether the textbook should be (1) used as is, (2) used with minor modifications, (3) used in ways which would counteract the bias

and/or other deficiencies in the materials, (4) used if the materials were redeveloped, or (5) not used at all.

Since the recommendations made by the reviewers depend upon whether or not the textbooks accurately and positively depict the area of the world under scrutiny, as described by the guidelines they were given, we can logically infer that any textbook receiving a recommendation of (1) use as is, or (2) use with minor modifications, could be expected to be "generally acceptable" to the reviewers in terms of cultural perspective. Likewise, textbooks receiving a rating of (3) use in ways to counteract the bias and/or deficiencies, (4) redevelop materials, or (5) do not use, can be considered "not acceptable" by the reviewers.

Cultural areas selected for review were: North Africa and the Middle East, Asia, Canada, Latin America and the Caribbean, and Sub-Saharan Africa. The narrative reports and recommendations furnished by the experts in each of these areas supplied a subjective, but detailed, description of each textbook's overall perspective in regard to these particular cultural areas. This information provides one piece of the qualitative analysis of the ten textbooks.

Qualitative Analysis: Question 2.0

The second question identified to guide in the study was: How do middle-school level social studies textbooks currently in

use in the state of Michigan positively reflect the interdependent nature of our world in the presentation of the global issues outlined in the Michigan State Board of Education's Essential Goals And Objectives For Social Studies In Michigan (K-12)?

In order to determine the extent to which global issues were being addressed, it was necessary to develop a checklist containing questions corresponding to the global issues identified in the Michigan State Board of Education's social studies guidelines to guide the analysis. The checklist was submitted to both the Indiana Department of Education and the Michigan Department of Education for scrutiny and/or criticism. Representatives from each department approved the checklist (see Appendix D for GLOBAL ISSUES CHECKLIST). In order to establish reliability with the instrument, the researcher received the cooperation of three experts in the field of education, who agreed to rate one of the textbooks using the instrument. An interrater reliability coefficient of .93 was established, using an analysis of variance. The researcher then used the checklist to rate each of the ten textbooks. A Likert (1967) scale with ratings from "0" (no extent) to "4" (great extent) identified the extent to which each textbook addressed the issues identified by the researcher from a global perspective. An overall score was then obtained for each text by adding up the degree of positive response on all items. The researcher then used statistical measures of variability and central tendency to determine how the textbooks compared to one another in degree of global perspective.

Description of Global Topics

The following descriptions served as guidelines in determining whether or not a particular passage of text should be considered "global" in its discussion of the aforementioned issues:

1. Arts and Culture: A discussion of arts and cultures from a global perspective will focus on the idea that people create social environments and systems comprised of unique beliefs, values, traditions, language, customs, technology, and institutions as a way of meeting basic human needs, and shaped by their own physical environments and contacts with other cultures (Kniep, 1986c).

2. Energy: A discussion of energy from a global perspective will focus on worldwide distribution of energy sources, and the fact that these resources are finite in nature (Wieber, 1982).

3. Environment: A discussion of the environment from a global perspective will take into account the delicate balance of biological systems on Earth. An emphasis should be placed on the threat the deterioration of biological systems around the world pose to support systems, such as crop and grazing lands, forests, and fisheries (Shabecoff, 1982).

4. <u>Human Rights and Responsibilities:</u> A discussion of human rights and responsibilities from a global perspective will emphasize the rights of all peoples to live with access to adequate nutrition, shelter, clothing, education, and training for employment (Vickers, 1978). In addition, the loss of life and property, torture, and death which may result under authoritarian governments which deny citizens a voice in decision making must be addressed.

5. <u>International Monetary and Trade Relations:</u> A discussion of international monetary and trade relations from a global perspective will emphasize the interrelatedness of the economies of the world's nations. In addition, the fact that industrialized nations are often in competition for finite resources and the influence this has on the world market should be explored.

6. <u>Language:</u> A discussion of language from a global perspective will emphasize language as an aspect of culture. An emphasis should be placed on the similarities of the many language families on the Earth, and the tremendous influence these languages have had on our spoken English.

7. <u>Poverty:</u> A discussion of poverty from a global perspective will focus of the widening gap between the rich and the poor

on Earth and the attendant hunger, disease and injustice which accompanies it; highlighting the threat it poses to global security and the environment (Kniep, 1986a).

8.   Race and Ethnicity: A discussion of race and ethnicity from a global perspective recognizes the value of cultural diversity and differing personal roots, while emphasizing the commonalities of humanity. Van Til (1976), in his chapter "The Crucial Issues in Secondary Education Today," pointed to the problem of racism that persists worldwide. Racial stereotyping and scapegoating must be identified, and the injustices they lead to exposed.

9.   Relations among Nations/States: A discussion of the relations among nations and states from a global perspective will emphasize the linkages between peoples of the Earth, and the importance of understanding the social, psychological, and historical settings that cause them to think and act as they do.

10.   Religion: A discussion of religion from a global perspective will emphasize the common characteristics of the world's major religions, underscoring the important role religion plays in global affairs.

11. <u>War, Peace and Armaments:</u> A discussion of war, peace and armaments from a global perspective will emphasize the need for international agreements to settle disputes as an alternative to war, which is viewed as an outmoded instrument to settle disputes among nations (Wieber, 1982).

12. <u>World Food Supply:</u> A discussion of world food supply from a global perspective will be centered on the distribution of food throughout our global society, and the responsibility of nations which maintain food surpluses to aid nations suffering from food shortages.

13. <u>World Health:</u> A discussion of world health from a global perspective will point out the accomplishments of the World Health Organization as a cross-cultural effort in fighting disease.

14. <u>World Population:</u> A discussion of world population from a global perspective will focus on the stress put on environmental support systems (energy sources, food sources, natural resources, etc.) by our globe's overabundant population.

Quantitative Analyses

In addition to the qualitative analyses, the researcher also conducted a quantitative analysis, utilizing a word-count of

passages devoted to each cultural area (North Africa and the Middle East; Asia; Canada; Latin America and the Caribbean; and Sub-Saharan Africa), and to each global issue (Arts and Culture; Energy; Environment; Human Rights and Responsibilities; International Monetary and Trade Relations; Language; Poverty; Race and Ethnicity; Relations among Nations/States; Religion; War, Peace and Armaments; World Food Supply; World Health; and World Population). Each textbook was then assigned a rank-order designation from 1 to 10 (1 signifying the lowest rank) for passage length devoted to each cultural area and to each global topic.

Utilization of Quantitative and Qualitative data

Using the qualitative data (the narrative reports and summary recommendations obtained from reviewers, and the checklists completed by this researcher) and the quantitative analyses of the content of each textbook with respect to the areas of the world and the global topics, the researcher constructed a descriptive profile of each of the ten textbooks, focusing on areas of greatest strength and areas of greatest deficiency.

SUMMARY

This chapter contained an explanation of the methodology used in the study. A brief description of the sampling technique utilized to determine the ten most frequently used textbooks at the middle school level was presented. In addition, a description

of the two pieces of qualitative data and the method of obtaining quantitative data was included. Finally, the procedures followed in determining the degree of global perspective and overall strengths and weaknesses of each text were explained. Chapter IV contains an analysis of the data gathered in this investigation.

CHAPTER IV

DATA ANALYSIS

Introduction

The purpose of this research project was to collect, analyze, and compare data related to the degree to which social studies textbooks used in grades six and seven throughout the state of Michigan positively reflect the pluralistic, multiracial, and multiethnic nature of our society past and present, and to assess the degree to which those materials reflect the interdependent and global nature of our world. Data were obtained from a quantitative analysis of passage length devoted to the global topics and areas of the world identified by the research questions; analysis of responses to a qualitative checklist based on global topics identified in the research questions, and narrative responses and ratings of the textbooks by area studies centers experts from the five areas identified in the research questions.

The procedure for collecting and analyzing the data pertinent to selection of a representative sample of textbooks most frequently used in grades six and seven, along with the design and methodology utilized in collection of quantitative and qualitative data was described in Chapter III. Statistical analysis of data was confined to measures of central tendency, variability,

and rank-order designation. Results of the analysis of data as they relate to the research questions are presented in this chapter. In order to simplify the reporting of data, the textbooks have been alphabetized and assigned letter-name designations as they appear below:

Book A   The Eastern Hemisphere: Yesterday and Today,

              Silver Burdett and Ginn, Inc.

Book B   Exploring a Changing World,

              Globe Book Company, Inc.

Book C   Heath Social Studies: Latin America and Canada,

              D.C. Heath

Book D   Latin America and Canada,

              Macmillan Publishing Co.

Book E   Latin America and Canada,

              Scott Foresman and Co.

Book F   People On Earth: A World Geography,

              Scott Foresman and Co.

Book G   The Western Hemisphere: Yesterday and Today,

              Silver Burdett and Ginn, Inc.

Book H   The World,

              McGraw Hill Book Company

Book I   World Geography,

              Allyn and Bacon

Book J   World Geography: People and Places,

              Merrill Publishing Co.

Degree of Cultural Pluralism: Question 1.0

The first research question posed in the study was, "How do the middle school level social studies textbooks currently in use in the state of Michigan reflect our culturally pluralistc society?" Data reported here were collected from reviewers' recommendations as described in Chapter III. When reading the reporting of data results, one must note that not all of the textbooks are designed to include all of these areas of the world. Only those texts which could be logically expected to include discussion of the area in question will be referred to in the results.

Qualitative Data

Question 1.1   Do middle school social studies textbooks positively reflect the culture of North Africa and the Middle East?

Reviewers found two textbooks were acceptable, while four were not acceptable.

Question 1.2   Do middle school social studies textbooks positively reflect the culture of Asia?

Reviewers found one textbook acceptable, while five were not acceptable.

Question 1.3   Do middle school social studies textbooks positively
              reflect the culture of Canada?

Reviewers found six textbooks were acceptable, while three were
not acceptable.

Question 1.4   Do middle school social studies textbooks positively
               reflect the culture of Latin America and the
               Caribbean?

Reviewers found two textbooks were acceptable, while seven
were not acceptable.

Question 1.5   Do middle school social studies textbooks positively
              reflect the culture of Sub-Saharan Africa?

Reviewers found two textbooks were acceptable, while four were
not acceptable.

In conclusion, no single textbook was found to be totally
acceptable to all of the reviewers, while each reviewer did find at
least one textbook of the total to be acceptable. A summary of the
reviewers' responses is shown in Table 4.1. In cases where a
textbook was not included in a particular reviewer's report, "NA",
which indicates "Not Applicable" will appear.

Table 4.1 Summary of Reviewers' Recommendations for Action

Textbook	Areas Reviewed				
	North Africa & the Mideast	Asia	Canada	Latin America & the Carribean	Sub-Saharan Africa
A	4	3	NA	NA	3
B	2	2	1	3	2
C	NA	NA	2	2	NA
D	NA	NA	1	5	NA
E	NA	NA	1	2	NA
F	5	4	3	3	2
G	NA	NA	2	3	NA
H	3	4	5	3	3
I	2	4	4	3	3
J	5	4	2	4	3

1. Use as is
2. Use with minor modifications
3. Use the materials in ways which will counteract the deficiences
4. Redevelop the materials
5. Do not use materials

The ten textbooks can be divided into two groups. The first group, which consists of most of the sixth grade textbooks, focuses on the history and geography of the Western Hemisphere. Those texts are:

Heath Social Studies: Latin America and Canada, D.C. Heath (Textbook C)

Latin America and Canada, Macmillan Publishing Co. (Textbook D)

Latin America and Canada, Scott Foresman and Co. (Textbook E)

The Western Hemisphere: Yesterday and Today, Silver Burdett and Ginn, Inc. (Textbook G)

The second group consists of one sixth grade textbook and the majority of the seventh grade textbooks. This group of textbooks focuses on general world geography. Those texts are:

Exploring a Changing World, Globe Book Co., Inc. (Textbook B)

People On Earth: A World Geography, Scott Foresman and Co. (Textbook F)

The World, McGraw Hill Book Co. (Textbook H, and the only sixth grade text in this group)

World Geography, Allyn and Bacon (Textbook I)

World Geography: People and Places, Merrill Publishing Co.
World Geography
(Textbook J)

The remaining seventh grade textbook, The Eastern Hemisphere: Yesterday and Today, Silver Burdett and Ginn, Inc. (Textbook A), seems to put more emphasis on a cultural approach to peoples

living within the Eastern Hemisphere. All of these books, however, can be considered primarily geography textbooks. For a complete treatment of the reviews of each of the five areas in this study, the reader is directed to consult the Michigan State Board of Education's Michigan Social Studies Textbook Study. (1988): A Study of Selected Seventh and Sixth Grade Social Studies Textbooks.

Summary of Reviewers' Comments

North Africa and the Middle East

The reviewers responsible for assessing these textbooks for their treatment of North Africa and the Middle East found four major problem areas which seemed to indicate a Western rather than pluralistic cultural perspective. The treatment of these issues seemed to determine the acceptability/non-acceptability of the textbooks for classroom use.

The first of these problems focused on the use of the term "Middle East." A lack of definition of this term in textbooks tended to contribute to a Western ethnocentric view of the region, one which seemed to group all peoples who inhabit this area into one stereotypical category. As one reviewer points out,

"... the people from this region do not refer to themselves as 'Middle Easterners,' for that term reflects a European and/or American perspective..." (MSBE, 1988).

The second issue of concern dealt with the treatment of Islam, particulary the association of Islam with violence, and the tendency to present it as less sophisticated than Judaism and Christianity.

The third topic to which attention must be paid, according to these reviewers, is the distinction between Semitic, Indo-European, and Ural-Altic language and culture groups in the region. These textbooks tend to ignore the cultural diversity within these groups of peoples.

The final concern of the reviewers focused on the inclusion of out-dated and sometimes inaccurate material in the textbooks.

Asia

In the treatment of Asia, many concerns surface, but the major concern of the reviewer seemed to be the lack of passage length committed to an area that includes almost half of the world's population. Another related problem deals with the gross oversimplification of historical events in Asia. The narrative report notes that the publishers attempt to incompass too many concepts related to Asia in a few pages. As a result, the reviewer found the treatment to be shallow, superficial, and uninteresting. In addition, it was noted that the diversity of cultures within Asia was ignored in these textbooks.

Canada

The reviewer assessing the textbooks for their cultural fairness with regard to Canada seemed the least negative in the recommendations, but found three textbooks unacceptable for use: Scott Foresman's People On Earth: A World Geography, McGraw Hill's The World, and Allyn and Bacon's World Geography. The general opinion of the reviewer was that little was done in most texts to treat Canada as a nation with an identity separate from that of the United States. In one case, McGraw Hill's The World, coverage was so minimal as to be practically non-existent. Also, the cultural diversity within Canada seems to be an area many of these textbooks tend to neglect.

Latin America and the Caribbean

The concerns of the reviewer, charged with the task of assessing the textbooks in light of the cultural perspective with which Latin America and the Caribbean are presented, are centered on the lack of information dealing with the role of the United States in Latin American internal affairs. In the opinion of the reviewer, students using these textbooks could easily develop misleading and erroneous conceptions regarding events in Latin America and the Caribbean.

Sub-Saharan Africa

In the opinion of the Africanist reviewer,

> "...the continent of Africa, particularly sub-Saharan Africa, is still not represented adequately, qualitatively or quantitatively, in length, breadth or objectivity in the textual narrative." (MSBE, 1988)

The major concerns seemed to focus not so much on the content of what was included, though the reviewer also found culturally biased and inaccurate information in some cases, but more on what had been excluded. The reviewer highlighted three issues which were either not addressed or were misrepresented in these texts:

1) Four of the textbooks misrepresented the nature of the historical relationship between North Africa and the area south of the Sahara

2) All of the textbooks, with the exception of Silver Burdett's The Eastern Hemisphere: Yesterday and Today, ignore the history of the region before the arrival of European traders and adventurers

3) Only Merrill's World Geography: People and Places, and Allyn and Bacon's World Geography offered any critique or review of the colonial era in Africa

In summary, the reviewers tended to agree that many of the textbooks simply try to encompass too much information. This leads to oversimplification of concepts and an inundation of facts which do very little to promote a real understanding of the cultures which exist on our globe. Adequate development of

significant concepts is necessary for the development of objectives which deal with students' understanding of themselves and others.

Quantitative Data

In addition to the qualitative data, word-counts of text passages devoted to discussion of the global areas were taken in order to obtain a quantitative measure of the "value" placed on a particular area by the publisher of the textbook. The research questions were used as a guide in determining topics for analysis. In cases where the textbook would not logically be expected to contain discussion of a certain area, "NA" (not applicable) appears in the reporting of findings.

North Africa and the Middle East

Results:

Book A	Book B	Book C	Book D	Book E
11,600	10,250	NA	NA	NA

Book F	Book G	Book H	Book I	Book J
18,720	NA	1555	5740	4775

Asia

Results:

Book A	Book B	Book C	Book D	Book E
16,500	17,400	NA	NA	NA

Book F	Book G	Book H	Book I	Book J
12,740	NA	5180	11,068	8820

Canada

Results:

Book A	Book B	Book C	Book D	Book E
NA	6770	18,207	23,305	20,152

Book F	Book G	Book H	Book I	Book J
8400	39,895	300	4631	2875

Latin America and the Caribbean

Results:

Book A	Book B	Book C	Book D	Book E
NA	10,975	87,465	71,390	131,912

Book F	Book G	Book H	Book I	Book J
27,300	115,735	9045	8368	17,225

Sub-Saharan Africa

Results:

Book A	Book B	Book C	Book D	Book E
9895	300	NA	NA	NA

Book F	Book G	Book H	Book I	Book J
16,522	NA	1555	5740	4775

Summary of Data Pertaining to Question 1.0

There appears to be little relationship between acceptability of a particular textbook with regard to its cultural perspective and amount of passage devoted to that area. Table 4.2 contains a summary of textbook rank-ordering according to space alloted to areas of the world. When one looks at North Africa and the Middle East, one notes that Textbook F, which contains the greater amount of space devoted to discussion of that area of the world, is also rated "do not use" by that reviewer. Conversly, the two textbooks the reviewer for this area found "acceptable" represent the middle of the rank-ordering.

The only textbook rated "acceptable" by the Asian reviewer was also the textbook which devoted the greatest amount of space to that topic.

Table 4.2 Summary of Textbook Rank-Ordering according to Passage Length Devoted to Areas of the World.

AREAS OF THE WORLD	TEXTBOOKS									
	A	B	C	D	E	F	G	H	I	J
North Africa and the Mideast	5	4	NA	NA	NA	6	NA	1	3	2
Asia	5	6	NA	NA	NA	4	NA	1	3	2
Canada	NA	4	6	8	7	5	9	1	3	2
Latin Am. & the Caribbean	NA	3	7	6	9	5	8	2	1	2
Sub-Saharan Africa	4	5	NA	NA	NA	6	NA	1	3	2

1 - denotes lowest ranking
10 - denotes highest ranking
NA - denotes Not Applicable

The reviewer for Canada found most of the textbooks acceptable for use. The most unacceptable textbook, Textbook H, represents the lowest ranking, while the two remaining textbooks found not acceptable, F and I, come from the center to lower ends of the ranking.

The reviewer for Latin America and the Caribbean found only two textbooks, C and E acceptable for use. These represent the higher end of the rank-ordering.

The two textbooks ranked highest in passage length devoted to Sub-Saharan Africa also happen to be the only two textbooks acceptable to that reviewer, Textbooks F and B.

Degree of Global Perspective: Question 2.0

The second question posed in the study was: "How do middle school level social studies textbooks currently in use in the state of Michigan positively reflect the interdependent nature of our world in the presentation of the global issues outlined in MSBE's Essential Goals and Objectives For Social Studies in Michigan (K-12)?

Again, the quantitative analysis of passages devoted to the global topics provides a portion of the answer for us. In addition, the qualitative instrument described in Chapter III (see appendix for GLOBAL ISSUES CHECKLIST) gives data pertaining to the degree of global perspective of the presentation of each of the global topics.

<u>Qualitative Data</u>

The following results were obtained from the application of the checklist described in Chapter III. Response values range from "0, no extent" to "4, great extent". Responses of "4" represent presentations of these topics from a truly "global" perspective. The mean for each set of responses was computed, along with the Standard Deviation for each set of responses.

Question 2.1   To what extent do the textbooks emphasize the problems of world food distribution?

Mean: 1.6   Standard Deviation: 1.4

Two textbooks met the criteria for presenting this issue from a global perspective.

Question 2.2   To what extent do the textbooks discuss the activities of the World Health Organization?

Mean: 0.4   Standard Deviation: 1.3

No textbook met the criteria for presenting this issue from a global perspective.

Question 2.3   To what extent do the textbooks address the topic of world population in relation to distribution of world resources?

Mean: 2.0   Standard Deviation: 1.3

Two textbooks met the criteria for presenting this topic from a global perspective.

Question 2.4   To what extent do the textbooks facilitate analysis of problems such as war, peace, and military armaments?

Mean: 1.4   Standard Deviation: 1.2

No textbook met the criteria for presenting these problems from a global perspective.

Question 2.5   To what extent do the textbooks give recognition to the world's environmental ecosystems?

Mean: 2.0   Standard Deviation: 1.3

Two textbooks met the criteria for presenting this issue from a global perspective.

Question 2.6a   To what extent do the textbooks encourage the appreciation of individual and group differences around the world?

Mean: 2.8   Standard Deviation: 1.3

One textbook met the criteria for presenting this issue from a global perspective.

Question 2.6b   To what extent do the textbooks avoid racial slurs or stereotypes?

Mean: 3.4   Standard Deviation: 1.3

Three textbooks met the criteria for dealing with these issues from a global perspective.

Question 2.6c   To what extent do the textbooks emphasize that each person has a unique perspective on the world that may not be shared by others?

Mean: 1.8   Standard Deviation: 1.3

One textbook met the criteria for presenting this issue from a global perspective.

Question 2.7a   To what extent do the textbooks emphasize that there are basic needs, concerns, activities, rights and responsibilities common to humanity?

Mean: 1.9   Standard Deviation: 1.3

Two textbooks met the criteria for presenting these issues from a global perspective.

Question 2.7b   To what extent do the textbooks develop an understanding of how one's personal choices can affect others around the world?

Mean: 1.5   Standard Deviation: 1.3

No textbook met the criteria for presenting this issue from a global perspective.

Question 2.8   To what extent do the textbooks facilitate discussion of concerns dealing with the mental and spiritual welfare of all humankind?

Mean: 1.2   Standard Deviation: 1.3

No textbook met the criteria for presenting these concerns with a global perspective.

Question 2.9a To what extent do the textbooks promote discussion of the influence that geographical features of an area have on the history, culture, and living conditions of a people?

Mean: 3.4   Standard Deviation: 1.3

Four textbooks met the criteria for presenting these issues from a global perspective.

Question 2.9b To what extent do the textbooks encourage appreciation and understanding of the arts and culture of other nations?

Mean: 2.3   Standard Deviation: 1.3

No textbook met the criteria for presenting this issue from a global perspective.

Question 2.9c: To what extent do the textbooks inspire students to see that all persons are members of one global family as well as members of localities, cultures, and nations?

Mean: 1.2   Standard Deviation: 1.3

No textbook met the criteria for dealing with this issue from a global perspective.

Question 2.10   To what extent do the   textbooks facilitate
discussion of international monetary and trade
relations and their affect on our global economy?

Mean: 1.8   Standard Deviation: 1.3

No textbook met the criteria for presenting these isses from a global perspective.

Question 2.11   To what extent do the textbooks address the topic
of language as an aspect of culture?

Mean: 2.8   Standard Deviation: 1.3

Three textbooks met the criteria for presenting these issues from a global perspective.

Question 2.12   To what extent do the textbooks give recognition
to the fact that the world's energy resources are
finite?

Mean: 2.3   Standard Deviation: 1.3

Two textbooks met the criteria for presenting these issues from a global perspective.

Question 2.13   To what extent do the textbooks give recognition
to the fact that the world's wealth is unequally
distributed?

Mean: 2.8   Standard Deviation: 1.2

One textbook met the criteria for presenting this issue from a global perspective.

Question 2.14a To what extent do the textbooks help students to make comparisons and look for interrelationships across cultures, nations, or subgroups of societies?

Mean: 1.3   Standard Deviation: 1.2

No textbook met the criteria for presenting this issue from a global perspective.

Question 2.14b To what extent do the textbooks foster an understanding of how human organizations such as governments, religious groups and corporations interact globally?

Mean: 1.6   Standard Deviation: 1.2

No textbook met the criteria for presenting these issues from a global perspective. For a comparison of the individual textbook's ratings, please refer to Table 4.3.

Table 4.3 Summary of Checklist Responses

	Book									
Item	A	B	C	D	E	F	G	H	I	J
2.1	0	1	1	3	1	4	0	1	4	1
2.2	1	1	0	0	0	0	0	0	0	2
2.3	1	2	1	3	1	4	1	1	4	2
2.4	0	1	2	2	2	1	3	1	1	1
2.5	1	1	4	1	2	4	0	1	3	3
2.6a	2	3	3	3	3	4	3	1	3	3
2.6b	3	3	4	4	3	4	3	2	2	1
2.6c	1	1	3	3	1	4	2	3	3	4
2.7a	1	2	4	1	2	4	2	0	2	1
2.7b	2	1	3	0	1	3	2	0	2	1
2.8	2	2	2	1	0	1	0	1	2	1
2.9a	3	4	4	3	3	4	4	3	3	3
2.9b	1	3	3	3	3	3	3	3	0	1
2.9c	1	1	2	0	1	3	2	1	1	0
2.10	1	2	2	0	3	3	2	1	2	2
2.11	3	3	4	4	3	4	3	2	0	2
2.12	1	2	2	4	1	4	2	1	3	3
2.13	2	3	2	4	3	3	2	3	2	4
2.14a	0	0	2	2	1	3	2	2	1	0
2.14b	1	1	3	1	2	2	2	2	1	1

Totals:	27	37	51	42	36	62	38	29	39	36
Mean:	1.4	1.9	2.6	2.1	1.8	3.1	1.9	1.5	2.0	1.8
Rank:	1	5	9	8	3	10	6	2	7	4

1 - denotes lowest ranking
10- denotes highest ranking

In conclusion, this group of textbooks came closest to meeting the criteria for maintaing a global perspective through their presentations of the infuence geographical features have on culture, history and the living conditions of a people. There is also a considerable evidence of the avoidance of racial slurs and stereotypical presentations of racial and ethnic groups, which indicates a movement toward a global perspective. Most issues, however, were not presented from a global perspective. Discussion of issues such as efforts of the World Health Organization or concerns dealing with the mental and spiritual welfare of all humankind were virtually non-existent. The top-ranked textbook in terms of global perspective met criteria on ten of twenty items on the checklist.

Quantitative Data

In order to obtain quantitative data reflecting the amount of passage devoted to each topic, a word-count was conducted. The following results were obtained:

World Food Supply

Results:

Book A	Book B	Book C	Book D	Book E
225	1848	594	217	1060

Book F	Book G	Book H	Book I	Book J
1025	3849	370	2442	685

World Health

Results:

Book A	Book B	Book C	Book D	Book E
270	427	1259	208	154

Book F	Book G	Book H	Book I	Book J
103	706	101	466	425

World Population

Results:

Book A	Book B	Book C	Book D	Book E
330	1527	577	1068	1804

Book F	Book G	Book H	Book I	Book J
3400	1847	490	3564	1820

War, Peace, and Armaments

Results:

Book A	Book B	Book C	Book D	Book E
2230	6709	12,394	8315	4475

Book F	Book G	Book H	Book I	Book J
2115	12,687	298	775	625

Environment

Results:

Book A	Book B	Book C	Book D	Book E
550	1441	7214	768	1938

Book F	Book G	Book H	Book I	Book J
4850	661	1483	7556	3495

Race and Ethnicity

Results:

Book A	Book B	Book C	Book D	Book E
1200	4372	2458	3058	3634
Book F	Book G	Book H	Book I	Book J
3312	3561	540	750	185

Human Rights and Responsibilities

Results:

Book A	Book B	Book C	Book D	Book E
725	1629	2936	1632	2799
Book F	Book G	Book H	Book I	Book J
1521	2035	150	375	400

Religion

Results:

Book A	Book B	Book C	Book D	Book E
6700	4699	917	336	1542
Book F	Book G	Book H	Book I	Book J
3512	335	1455	575	713

International Monetary and Trade Relations

Results:

Book A	Book B	Book C	Book D	Book E
675	4538	3035	1590	2802

Book F	Book G	Book H	Book I	Book J
1750	2164	480	2755	1785

Language

Results:

Book A	Book B	Book C	Book D	Book E
2355	1643	1534	542	2128

Book F	Book G	Book H	Book I	Book J
2314	2147	1055	355	925

Arts and Culture

Results:

Book A	Book B	Book C	Book D	Book E
1495	3025	4382	1986	3971

Book F	Book G	Book H	Book I	Book J
3160	2879	865	835	875

Energy

Results:

Book A	Book B	Book C	Book D	Book E
500	2286	934	847	1407

Book F	Book G	Book H	Book I	Book J
750	2860	260	5224	3200

Poverty

Results:

Book A	Book B	Book C	Book D	Book E
125	3471	2153	462	2278

Book F	Book G	Book H	Book I	Book J
750	2090	465	480	650

Relations Between Nations/States

Results:

Book A	Book B	Book C	Book D	Book E
175	3098	4735	1154	3085

Book F	Book G	Book H	Book I	Book J
2195	3081	420	350	925

In conclusion, the topic which occupies the greatest passage length is the topic of War, Peace and Armaments. The topic of World Health occupies the least total passage space. The topic with the widest range in passage length was the topic of War, Peace, and Armaments: from 298 words in Textbook H to 12,687 words in Textbook G. For a summary of the rank-ordering of the textbooks, according to passage length, see Table 4.4.

Table 4.4 Summary of Textbooks Rank-Ordering According to Passage Length Devoted to Global Topics.

GLOBAL TOPICS	TEXTBOOKS									
	A	B	C	D	E	F	G	H	I	J
World Food Supply	2	8	4	1	7	6	10	3	9	5
World Health	5	7	10	4	3	2	9	1	8	6
World Population	1	5	3	4	6	9	8	2	10	7
War, Peace, and Armaments	5	7	9	8	6	4	10	1	3	2
Environment	1	4	9	3	6	7	2	5	10	6
Race & Ethnicity	4	10	5	6	9	7	8	2	3	1
Human Rights and Responsibility	4	6	10	7	9	5	8	1	2	3
Religion	10	9	5	2	7	8	1	6	3	4
Int'l Monetary and Trade Relations	2	10	9	3	8	4	6	1	7	5
Language	10	6	5	2	7	9	8	4	1	3
Arts and Culture	4	7	10	5	9	8	6	2	1	3
Energy	2	7	5	4	6	3	8	1	10	9
Poverty	1	10	8	2	9	6	7	3	4	5
Relations Between Nations/States	1	9	10	5	8	6	7	3	2	4

1 - denotes lowest ranking
10 - denotes highest ranking

Summary of Data Pertaining to Question 2.0:

In trying to determine how textbooks emphasize the interdependent nature of our world, one sees that abundance of passage length did not necessarily guarantee global perspective. In only three cases did the textbook devoting the greatest amount of passage to a topic meet the criteria for a truly global perspective in its presentation of that topic: Textbook I, in presentation of World Population; and Textbook C, in presentation of Human Rights and Responsibilities, as well as presentation of the topic of Arts and Cultures of other nations. Textbook F, definitely the textbook with the most global perspective overall, in no instance provided the greatest amount of passage devoted to that topic. On the other hand, rarely is it possible to meet the criteria for having a global perspective on a topic without giving it substantial passage length. The presentations meeting criteria for presentation from a global perspective required at least 450-500 words, or about one page of text. When one looks at the rank-ordering of textbooks according to global perspective (Table 4.3) and compares that to total number of items receiving a "4", denoting a truly global perspective, it can be clearly seen that only one textbook, Textbook F, met the criteria for a global perspective in ten of twenty items on the checklist. The second-ranked textbook, Textbook C, met the criteria for a global persective on only five of the twenty items.

<u>Descriptive Profile of Textbooks</u>

Using the qualitative and quantitative data obtained, it is now possible to construct a descriptive profile of each textbook, according to the methodology presented in Chapter III:

Textbook A

Textbook A achieves its strongest ratings in amount of passage length devoted to discussions of <u>Religion</u> and <u>Language</u>, and to discussion of <u>North Africa and the Middle East.</u>

The overall global perspective in this text however was the weakest of the ten textbooks. Likewise, this textbook's cultural perspective on <u>North Africa and the Middle East</u> was somewhat biased. Areas of greatest deficiency in global perspective occur in discussions of <u>World Food Supply</u>; <u>War, Peace and Armaments</u>; and <u>Relations Between Nations/States.</u> Length of passage devoted to discussion of <u>World Population</u>; <u>Environment</u>; <u>Poverty</u>; and <u>Relations Between Nations/States</u> seems likewise deficient.

Textbook B

Textbook B presents a strong, unbiased cultural perspective in its discussion of <u>Canada,</u> and devotes the greatest amount of passage to its discussion of <u>Asia</u>. The global perspective present in discussion of <u>Arts and Culture</u> is another of this textbook's strengths, along with the more than adequate length of passage devoted to the issues of <u>Race and Ethnicity</u>; <u>International Monetary and Trade Relations</u>; and <u>Poverty</u>.

Areas of greatest deficiency occur in the biased cultural perpective in the discussions of Latin America and the Caribbean, as well as a deficiency in the length of passage devoted to that area of the world. Also, a lack of global perspective is evident in discussions of Relations Between Nations/States, and a lack of sufficient passage length is devoted to discussion of Environment.

Textbook C

Areas of strength in Textbook C include; presentation of the issues of Environment, Race and Ethnicity, Human Rights and Responsibilities, Arts and Culture, and Language from a global perspective; and the great length of passage devoted to discussion of issues related to World Health, Human Rights and Responsibilities, Arts and Culture, and Relations Between Nations/States.

Areas of greatest deficiency in this text occur in length of passage devoted to discussion of Canada, World Food Supply, and World Population. Likewise, the global perspective is weak in presentation of the issues related to World Food Supply, World Health, and World Population.

Textbook D

Areas of greatest strength for Textbook D are the unbiased cultural perspective in the presentation of material on Canada, and the global perspective present in discussion of the topics related to Race and Ethnicity, Language, Energy, and Poverty.

Areas of greatest deficiency for Textbook D are the somewhat biased cultural perspective in the presentation of Latin America and the Caribbean, and the lack of global perspective in discussion of issues related to World Health, Human Rights and Responsibilities, and International Monetary and Trade Relations.

Textbook E

Textbook E appears strong in the fair cultural perspective with which Canada was addressed. Also, the length of passage devoted to discussions of Latin America and the Caribbean, Race and Ethnicity, Human Rights and Responsibilities, Arts and Culture, and Poverty is quite substantial.

Areas of greatest deficiency occur in the presentations of issues related to World Health and Religion, which fail to meet the criteria for a global perspective, as well as the lack of adequate passage length devoted to a discussion of World Health.

Textbook F

The cultural perspective with which Textbook F presents the material related to Sub-Saharan Africa is one of its strengths, along with the large length of passage devoted to discussions of North Africa and the Middle East, and Sub-Saharan Africa. This textbook also achieves the highest degree of overall global perspective. Issues which are particularly strong in their global presentation are World Food Supply, World Population,

Environment, Race and Ethnicity, Human Rights and Responsibilities, Arts and Culture, Language, and Energy.

The areas in which this textbook appear weakest are the somewhat biased cultural perspective from which discussions of North Africa and the Middle East are presented, and the lack of global perspective in the presentation of issues related to World Health.

Textbook G

Textbook G presents material dealing with Canada from an unbiased cultural perspective. This textbook also provides the greatest length of passage devoted to Canada. Global perpsective in the presentation of Arts and Culture is also quite strong, as well as a more than adequate length of passage devoted to discussion of World Food Supply, and War, Peace and Armaments.

Areas of greatest deficiency are a lack of global perspective in the presentation of issues related to World Food Supply, World Health, Environment, and Religion; as well as lack of adequate passage length alloted to discussion of Religion and Environment.

Textbook H

Areas of greatest strength in Textbook H are the global perspective in presentation of issues related to Arts and Culture, and discussions of Poverty. This text also devotes an adequate amount of passage length to discussion of Religion.

Areas of greatest deficiency occur in the lack of unbiased cultural perspective with which Canada is presented, as well as the lack of global perspective in the presentations of issues related to World Health, and Human Rights and Responsibilities. Inadequate passage length is devoted to discussions of World Health, War, Peace and Armaments, Human Rights and Responsibilities, International Monetary and Trade Relations, and Energy.

Textbook I

Areas of greatest strength for Textbook I are the unbiased cultural perspective in presentation of materials dealing with North Africa and the Middle East, as well as the strong global perspective present in discussions of the issues related to World Food Supply, and World Population. Adequate amounts of passage are devoted to discussion of issues related to World Population, Environment, and Energy.

Areas of greatest deficiency are the lack of unbiased cultural perspective in the presentations of materials on Asia and Canada, and the lack of adequate passage length devoted to Latin America and the Caribbean. Likewise, there is an absence of global perspective in presentation of the issues related to World Health, and Language, and inadequate passage length devoted to discussion of Language, and Arts and Culture.

Textbook J

Textbook J presents material dealing with <u>Canada</u> from a fair and unbiased cultural perspective. Another of its strengths is the global perspective present in presentations of the issues related to <u>Race and Ethnicity</u>, and <u>Poverty</u>. There is also a more than adequate amount of passage length devoted to discussion of the topic, <u>Energy</u>.

Areas of greatest deficiency occur in the somewhat biased cultural perspective with which material on <u>North Africa and the Middle East</u> is presented, the lack of global perspective in the presentation of issues related to <u>Relations Between Nations/States</u>, and the lack of adequate passage length devoted to discussions of <u>Race and Ethnicity</u>.

<u>SUMMARY</u>

In answering the first question, "How do the middle school level social studies textbooks currently in use in the state of Michigan reflect our culturally pluralistic society?", a wide range of opinions from reviewers was reported, ranging from "use as is" to "do not use". It should be noted however, no textbook was found to be totally acceptable for use with all reviewers.

Upon examining the data gathered pertaining to the second question, "How do middle school level social studies textbooks currently in use in the state of Michigan positively reflect the interdependent nature of our world in the presentation of the global issues outlined in MSBE's <u>Essential Goals and Objectives for</u>

<u>Social Studies in Michigan (K-12)</u>?", it was observed that the book meeting the most criteria for having a truly global perspective appears to be Textbook F, <u>People On Earth: A World Geography</u>, Scott Foresman and Company.

The researcher also compiled a descriptive profile of each textbook examined in the study, describing areas of greatest strength as well as areas of greatest deficiency.

Chapter V contains a summary of the purpose of the study, and the major findings and conclusions based on the data gathered in the study, as well as recommendations for future research.

CHAPTER V

SUMMARY OF FINDINGS, IMPLICATIONS,
AND RECOMMENDATIONS

Summary

The purpose of this study was to gather and analyze data related to the degree to which social studies textbooks used in grades six and seven throughout the state of Michigan positively reflect the culturally pluralistic and interdependent nature of our global society. A rationale was established for the need to evaluate educational materials due to the strong influence they exert in social studies classrooms (NCSS, 1977). The results of this study will be shared with the Michigan Department of Education in the hope that they may contribute to the data that have been amassed for the design and implementation of global education concerns. The results may also be useful to curriculum planners and educators in the evaluation of current programs and materials related to stated goals in global education programs. Findings will also be shared with authors and publishers, (see APPENDIX E, SUGGESTIONS TO PUBLISHERS) in order to aid in the improvement of social studies textbooks. The sampling procedure used in this study was designed to represent the various

geographic areas in Michigan as well as reflect the ratio of community types (urban, rural, and suburban).

In the previous chapters the background and rationale for the study was described, related research was reviewed, a description of the instruments used and data collected was provided, along with the methodology used in analyzing data. Results of the data analysis as they related to the research question were also reported. Major findings of the study and discussion of the implications of the results, along with recommendations for future research are discussed in this chapter.

Major findings

In this section the major findings of the study are discussed within the limitations of the population and methodology.

Degree of Cultural Pluralism

The findings of all reviewers seemed to concur with regard to the lack of focus on the cultural diversity within various areas of the world, as well as a tendency to focus only on aspects of the relationships these countries have with the United States, ignoring their relationships one to another. In addition, all reviewers expressed concern over the inundation of facts which seemed to dominate the passages with little discussion of the interrelatedness of those facts. No relationship was found between length of passage related to specific areas of the world and degree of cultural pluralism.

Degree of Global Perspective

Only two textbooks approached the criteria for presenting material from a global perspective: Scott Foresman's People On Earth: A World Geography, and D.C. Heath's Latin America and Canada. Overall, however, no topic was adequately developed from a global perspective in any text. While discussions related to cultural issues such as race and ethnicity or the influence of arts and language on cultural were presented from a global perspective in most texts, discussions of world food supply, world health, and world population were not developed in a manner in which one could see the interrelationship of these issues. Discussion of resources in these textbooks tended to focus on the imports and exports of countries. The World Health Organization was mentioned by name in only three of the books, and only one textbook, Merrill's World Geography, provided any discussion of its worldwide efforts to eradicate disease. Two of the textbooks, Heath's Latin America and Canada, and Scott Foresman's People On Earth: A World Geography, presented environmental issues from a global perspective, emphasizing the various environmental systems at work on our globe and humankind's influence on those systems.

Overall, what seems to be lacking in the presentation of the various topics is their interrelatedness. Although most of the texts mentioned the concepts of interrelatedness and interdependence, few other than Scott Foresman's People On

Earth...... followed through with presentation of examples of those concepts.

Discussion and Implications of the Findings

Cultural Pluralism

When presenting information about other countries, textbooks tend to focus on lists of facts and statistics about areas of the world. All of the textbooks in this sample take a traditional geographical approach to organization. While traditional geographic knowledge is certainly necessary, the approach can lead to a presentation of a litany of facts related to countries of the world, region by region, in the same repetitive fashion.

In some cases, the material becomes so superficial that students can not possibly understand the source of conflicts in these areas of the world. Recent studies in the review of literature (Hill, 1981; Wyniemko, 1982; Demps, 1983; and Wagner, 1986) support this idea. Students in this age group (sixth and seventh grade) tend to be primarily interested in people, according to Johnson and Benegar (1983). Torney (1979) and Carnie (1972) indicate that this age is the critical period for development of a global perspective. Publishers and teachers can use this to their advantage by supplementing textbooks with materials such as newspaper articles, news magazine pieces, and literature pertaining to these areas of the world with a focus on the human drama that takes place there daily.

America is rapidly expanding its immigrant population, and estimates are that within six or seven generations Caucasians will no longer constitute a majority in the United States (Gifford and Gillett, 1986). Students in schools must become aware of cultural diversity around the globe. A flaw reported by all the reviewers was that these books tended to ignore the cultural diversity present in other regions of the world. Americans have finally accepted the fact that they live in a land of many cultures, but they tend to lump "Asians", or "Africans", or people from the "Middle East", or "Latin America" into one category, not fully recognizing the tremendous diversity present within these regions. Cortes and Fleming (1986a) spoke of this problem, warning of the dangers of failing to present the diversity which exists within foreign cultures. It is quite understandable that this might occur given the fact that textbooks try to include a study of the whole world in one book. When this happens, it is necessary to resort to generalizations in order to get through it all. What would make more sense is an in-depth examination of a few areas of the world at a time, such as Silver Burdett's <u>Eastern Hemisphere</u> text attempts to do with an emphasis on their relationships to the global family as King (1970) advocated.

Another strong implication of the findings in this study is that the interrelatedness of regions tends still to be overlooked in textbooks. This would tend to corroborate the findings of Cortes and Fleming (1986a) that although attention is given to the relationship which these countries have to the United States, their

relationships with one another are sometimes neglected in discussion. These textbooks alone will not furnish the necessary material to teach this interrelatedness. Educators must become aware of strengths and weaknesses in these areas and find the necessary materials to do the job.

Global Perspective

When looking at the presentation of the topics identified in the study as those related to formulation of a global perspective, one sees that more is not necessarily better. The best example of this is the presentation of material related to discussion of war, peace and military armaments. Of all the topics, this one amassed most passage length, but the topic was presented in a manner which in most cases would not lead to the understanding of why a particular conflict occurred in the first place, much less how one might go about peacefully resolving that conflict without the use of military aggression. These findings support those of Cleveland (1986) who proposes a need for lessons from history illustrating that it is possible for people to resolve conflicts and work together for peaceful solutions to problems.

Another interesting implication relates to the subtle way in which what is left out of a textbook may shape our perceptions as well as what is put in the narrative. This is an illustration of what Billington (1966) referred to as "bias by omission". The example of this phenomenon occurs in the discussion of world health. Only three of these textbooks mentioned the World Health Organization

by name, and only one gave it so much as a paragraph of discussion! If there is one outstanding example of how international cooperation has worked to solve world problems, it is the World Health Organization. Yet, seven of these textbooks chose to ignore its efforts and instead presented discussion of world health problems in a way which tended to lack any focus on the relationship among health, nutrition, government health care, immunization, and population concerns. The efforts of the Red Cross/Red Crescent Society, WorldVision, and the World Health Organization could serve as models of international cooperation. Why are these topics and the other topics identified in the study not found more readily in the textbooks? As English (1986) points out, the aim of textbook publishers is to make a profit in sales. When school districts and curriculum directors demand textbooks that include these topics, they will begin to appear. When looking at this list of fourteen global topics though, one must keep in mind that they may not all be appropriate for discussion at every age level. Some are more appropriate for the middle school student than others. What is necessary is that the teacher decide which of these issues relates to a particular topic of discussion and supplement classroom instruction with the necessary materials to promote understanding of the concept.

Projected Outcomes of the Study

The study will be shared with Dr. John Chapman, Social Studies Specialist at the Michigan State Department of Education, so that results can be disseminated to curriculum planners and teachers using these textbooks in classrooms. Through the use of this study they might be made aware of the major strengths and weaknesses of textbooks with regard to cultural and global perspectives.

By sharing the findings with the publishers of textbooks, one hopes the efforts already underway to add a global dimension to the content of social studies textbooks will be enhanced. There is evidence that America Revised (FitzGerald, 1979) and other similar studies have had much influence on the content of American history books in the areas of bias, prejudice, and stereotyping. Perhaps this study and others like it will have similar effects upon the inclusion of a global perspective in social studies textbooks, particularly at the middle school level.

Recommendations for Future Study

The following recommendations are presented for future studies:

1. This study should be replicated periodically in order to detect progress made by publishers in infusing a culturally pluralistic and global perspective into curricular materials.

2. More research is needed in the area of appropriateness of various global topics to student populations of varying age and stage of social development. Additionally, a closer analysis of topic areas, such as War, Peace, and Armaments could be subdivided into further units of analysis. Specific attention should be directed to evidences of peaceful means of settling conflict, as opposed to consistently violent ones.

3. There is a need for more research into the progress made in expanding the global perspective of classroom teachers. Since they are ultimately in charge of what will be taught in classrooms, they must have the knowledge and desire to impart concepts from a global perspective. More effort should be made to study and analyze the effects of travel and overseas exchange experiences on the development of a global perspective in educators.

4. Periodically, data should be collected regarding students' knowledge and attitudes toward various cultural groups in order to monitor progress or lack of progress in the development of a culturally unbiased perspective in the student population.

5. There is a need for a comprehensive historical study that would trace the development of global education. Much of the existing literature on global education is in the form of position papers, evaluative reports, and government documents. A

definitive study, which would analyze the various stages and component parts of global education would help to promote its inclusion into the school curriculum.

6. As the concern for a global perspective in education is not unique to the United States, research should be conducted to determine the level of foreign interest in the global perspective reflected in textbooks. Comparative studies examining non-American curiculum materials would contribute a great deal of knowledge to the existing body of data.

7. Because the perspective of the authors of textbook materials greatly influences what appears in textbooks, analysis of the backgrounds of the authors of social studies textbooks would contribute to the body of knowledge related to the improvement of classroom materials.

APPENDICES

APPENDIX A

PERSONAL CORRESPONDENCE

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

MEMORANDUM

TO: Ms. Sharon Lee

FROM: John M. Chapman, Ph.D.
        Social Studies and
        International Education Specialist

FROM: John M. Chapman, Ph.D.
        Social Studies and
        International Education Specialist

RE: Global Issues Checklist

I have reviewed the Global Issues Checklist which you have asked
me to comment on.

The instrument does give significant attention to the issues and
topics which are recommended in the Essential Goals and Objectives
For Social Studies Education In Michigan, K-12 document. Thus,
we would be interested in your findings and recommendations based
on either this instrument as it is now constructed or an adaptation
of it.

Indiana Department of Education
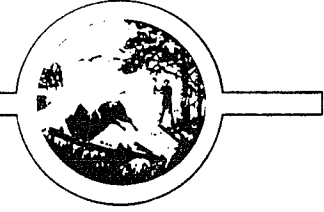
July 14, 1988

Sharon D. Lee
College of Education
Department of Teacher Education
Michigan State University
East Lansing, MI   48824-1034

Dear Ms. Lee:

I am glad that the materials evaluation checklist from <u>Indiana</u>
<u>in the World</u> has been helpful to you.

You will not need the permission of the Indiana Department of
Education to use an adapted version of the checklist in your
doctoral research. It will be sufficient to cite <u>Indiana in</u>
<u>the World</u> as the source of the checklist in your bibliography.

Thank you for your inquiry. Best wishes for the swift and
successful completion of your dissertation.

Sincerely,

Mary Fortney
Social Studies Consultant

mw

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APPENDIX B

SAMPLE OF SURVEY QUESTIONNAIRE

SURVEY OF SOCIAL STUDIES TEXTBOOKS
USED IN GRADE 7

SEVENTH GRADE LEVEL
TEXTBOOK USED: AUTHOR: _____

                        TITLE: _____

                     PUBLISHER: _____

                COPYRIGHT DATE: _____

Is this book part of a series used in your school? _____

If yes, name of series: _____

Is your school district planning to purchase a new book for this level?_____

If yes, when? _____

NAME OF PERSON COMPLETING FORM: _____

                       SCHOOL: _____

                      ADDRESS: _____

                                      _____

                        PHONE: _____

RETURN THIS FORM AS SOON AS POSSIBLE TO: Dr. John Chapman
Social Studies Specialist
Michigan Department of Education
P. O. Box 30008
Lansing, Michigan 48909

APPENDIX C

REVIEWERS' EVALUATIVE CRITERIA

EVALUATIVE CRITERIA

Title:_____
Publisher:_____
Copyright:_____
Reviewer:_____

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.				
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context				
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions				
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied				
B. The facts are accurate and up-to-date and not presented in misleading ways				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date				
D. The terminology used to describe other cultures is acceptable · and accurate; value-laden negative descriptions are avoided				
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment				

APPENDIX D

GLOBAL ISSUES CHECKLIST

GLOBAL ISSUES CHECKLIST

_____   _____
Title of Material being reviewed   **Publisher/Copyright**

Directions: Circle the appropriate response.

WORLD FOOD SUPPLY
2.1   To what extent do the materials emphasize the problems of world food distribution?

      no extent   0   1   2   3   4   great extent

WORLD HEALTH
2.2   To what extent do the materials discuss the activities of the World Health Organization?

      no extent   0   1   2   3   4   great extent

WORLD POPULATION
2.3   To what extent do the materials address the topic of world population in relation to distribution of world resources?

      no extent   0   1   2   3   4   great extent

WAR, PEACE AND MILITARY ARMAMENTS
2.4   To what extent do the materials facilitate the analysis of problems such as war, peace, and military armaments?

      no extent   0   1   2   3   4   great extent

ENVIRONMENT
2.5   To what extent do the materials give recognition to the world's environmental ecosystems?

      no extent   0   1   2   3   4   great extent

RACE AND ETHNICITY
2.6a   To what extent do the materials encourage the appreciation of individual and group differences around the world?

      no extent   0   1   2   3   4   great extent

2.6b To what extent do the materials avoid racial slurs or stereotypes?

no extent   0   1   2   3   4   great extent

2.6c To what extent do the materials emphasize that each person has a unique perspective on the world that may not be shared by others?

no extent   0   1   2   3   4   great extent

HUMAN RIGHTS AND RESPONSIBILITIES

2.7a To what extent do the materials emphasize that there are basic needs, concerns, activities, rights and responsibilities common to humanity?

no extent   0   1   2   3   4   great extent

2.7b To what extent do the materials develop an understanding of how one's personal choices can affect others around the world?

no extent   0   1   2   3   4   great extent

RELIGION

2.8 To what extent do the materials facilitate discussion of concerns dealing with the mental and spiritual welfare of all humankind?

no extent   0   1   2   3   4   great extent

ARTS AND CULTURE

2.9a To what extent do the materials promote discussion of the influence that geographical features of an area have on the history, culture, and living conditions of a people?

no extent   0   1   2   3   4   great extent

2.9b To what extent do the materials encourage appreciation and understanding of the arts and culture of other nations?

no extent   0   1   2   3   4   great extent

2.9c To what extent do the materials inspire students to see that all persons are members of one global family as well as members of localities, cultures, and nations?

no extent   0   1   2   3   4   great extent

INTERNATIONAL MONETARY AND TRADE RELATIONS

2.10   To what extent do the materials facilitate discussion of international monetary
        and trade relations and their affect on our global economy?

        no extent   0   1   2   3   4   great extent

LANGUAGE

2.11   To what extent do the materials address the topic of language as an aspect of
        culture?

        no extent   0   1   2   3   4   great extent

ENERGY

2.12   To what extent do the materials give recognition to the fact that the world's
        energy resources are finite?

        no extent   0   1   2   3   4   great extent

POVERTY

2.13   To what extent do the materials give recognition to the fact that the world's
        wealth is unequally distributed?

        no extent   0   1   2   3   4   great extent

RELATIONS AMONG NATIONS/STATES

2.14a   To what extent do the materials help students to make comparisons and look for
        interrelationships across cultures, nations, or subgroups of societies?

        no extent   0   1   2   3   4   great extent

2.14b   To what extent do the materials foster an understanding of how human
        organizations such as governments, religious groups and corporations interact
        globally?

        no extent   0   1   2   3   4   great extent

                                        Total points for the twenty items _____

Checklist based on: INDIANA IN THE WORLD: TEACHING ACTIVITIES
                        PACKET (1981). Indiana Department of Education.

        and   ESSENTIAL GOALS AND OBJECTIVES FOR SOCIAL
                        STUDIES EDUCATION IN MICHIGAN, K-12 (1987).
                        Michigan State Board of Education.

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APPENDIX E

SUGGESTIONS TO PUBLISHERS

SUGGESTIONS TO PUBLISHERS

Within the last decade, much progress has been made in depicting the multicultural nature of American society. Textbooks treat the diversity of various ethnic within the population with fairness and respect. These positive strides should not be overlooked. To encourage further improvement of social studies textbooks, the following suggestions to publishers are offered:

First, place more emphasis on the diversity within other cultural areas of the world. Publishers are beginning to do a fine job of emphasizing the multicultural aspects of American society, but more must be done to emphasize the diversity within other regions, such as Asia, Africa, and Latin America.

Second, provide substantive content which encourages understanding of the interrelatedness of facts about a region rather than inundating the reader with sheer volume.

Third, provide enough background on all perspectives of crucial issues so that they may be studied and discussed objectively.

Fourth, emphasize the interrelatedness of all countries. In order to produce a generation of citizens cognizant enough of the world's problems to go about solving them, progress must be made in stressing that what happens anywhere on the globe directly affects not only the United States, but other nations.

Fifth, emphasize the world system involving each individual; **biologically**, through our common species; **ecologically**, through our common location in the the earth's biosphere; **socio-culturally**, through our cultural linkages in our human environment; **historically**, through our links with the past; and **psychologically**, through our ability to see the world beyond our borders through our perception, attitudes, and beliefs, as our nation is viewed through the perceptions, attitudes and beliefs of others (Anderson, 1986). Try to include all branches of the social sciences

in textbooks, rather than an exclusive focus on history and geography.

Sixth, include experts in global education on editorial advisory boards.   International specialists from various areas are excellent as advisors concerning scholarship of material with regard to specific areas of the world, but someone with a global orientation is able to transcend political boundries to see the "global village" shared by all.

APPENDIX F

AUTOBIOGRAPHICAL SKETCH OF RESEARCHER

Autobiographical Sketch

SHARON ANN LEE has spent fourteen of the last fifteen years in a classroom: public, private, and university. Five of those years involved teaching social studies to middle-school students at the International School of Kuala Lumpur, Malaysia, where the researcher experienced first-hand the frustration of being unable to locate classroom materials without an exclusively American perspective. This experience created interest in this topic as an area of research.

While working as a graduate teaching assistant at Michigan State University in 1987, this researcher was fortunate enough to have come in contact with Dr. John Chapman of the Michigan Department of Education, who extended to her the opportunity to participate in the 1987-88 textbook study then underway in Michigan. Ms. Lee served as a bias reviewer on the fifth and sixth grade study and collected survey data for the seventh grade study, from which much of the data in this study was gathered. At the conclusion of the textbook review, the researcher worked with the Department of Education as a technical writer on a revision of global education documents in the capacity of consultant.

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