

APPROVAL FORM

(A)

- 1) An approval Form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

Proposal Title Teaching Global Perspectives in Elementary School Social Studies

Sponsor(s) Betty Brannan Dept. Curriculum and Instruction: Early Childhood/Elementary Education

Check One { Course Credit/Level/Title Change 3 s.h. Grad. Other _____

Concentration _____ Specialization _____ Major Program _____ Certification _____

Graduate Undergraduate _____ No. of Credits 3 s.h.

REVIEWS		
Department Curr. Comm.	Division Curr. Comm	Dean of Division
Reviewed <u>April 6, 1979</u> Date	Reviewed <u>4/20/79</u> Date	Reviewed <u>4/25/79</u> Date
Approved <input checked="" type="checkbox"/> Not Approved _____ Date <u>April 6, 1979</u>	Approved <input checked="" type="checkbox"/> Not Approved _____ Date <u>4/20/79</u>	Approved _____ Not Approved _____ Date _____
<u>Betty Brannan</u> Chairperson Dept. Curr. Comm.	<u>Ms. [Signature]</u> Chairperson Div. Curr Comm.	<u>[Signature]</u> Signature

SENATE CURRICULUM COMMITTEE

SCC # _____ Proposal Received 4/1/79 Open Hearing Held 5/10/79

Returned to the department for the following reason(s):
with corrections

Approved by the Curriculum Committee: Date 5/13/79

Presented to Executive Committee of the Faculty Senate as information: Date 5/14/79

Notifications forwarded: Vice President for Academic Affairs: Date 6/15/79

[Signature]
Signature: Chairperson, Curriculum Committee

Academic Dean

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services for the current academic year are inadequate for immediate implementation or implementation in the next fiscal year. The earliest that the proposal might be implemented would be

HEGIS TAXONOMY NUMBER: _____

Signature: James W. Ware
Academic Dean

Date 6/19/79

Copies forwarded: Chairperson, Curriculum Committee, Department Chairperson,
Registrar

REGISTRAR

Approved course description received

Signature: Registrar _____

DATE _____

Vice President for Academic Affairs

Official copy and approval sheet filed

Signature: Lanston J. Brown
Vice President for Academic Affairs

DATE 4-14-80

1. TITLE:

Course Title: Teaching Global Perspectives in Elementary School Social Studies

Department: Curriculum and Instruction: Elementary/Early Childhood Education

Sponsor: Department Social Studies Education Committee
Dr. Betty Brannan, Chairperson

2. ESSENCE:

Course Level: Graduate Course
Earned Credit: 3 semester hours

Prerequisite: Successful completion of an undergraduate course in Elementary School Social Studies is expected: Either prior or concurrent enrollment in Contemporary Curriculum Processes/Elementary School Social Studies will be encouraged. Though advisement students may be asked to enroll in appropriate background course(s) as needed.

Curricular Pattern: This course will be an elective offering in the Department's graduate program.

3. DETAILS:

Staff and Resources: The sponsor of this course who is presently the Director of the Glassboro State College Global Education Center (funded by the Dean's Grant of the Division of Professional Studies) has taught courses in this field and is qualified to teach the course. Several other members of the Department's Social Studies Curriculum Committee are also qualified.

Uniqueness of Course: The Department of Curriculum and Instruction: Early Childhood/Elementary Education has had requests for courses from some its cooperating teachers in the field.

In recent months the need for intercultural literacy has been recognized as a high-priority curricular concern. The United Nations had designated 1979 as the International Year of the Child; the President's Commission on International Studies is emphasizing the need for including Global Education in the curriculum from the earliest levels through graduate school; and the New Jersey State Board of Education has just passed a resolution which calls for "the infusion of global perspectives into the curriculum at all levels." This course will attempt to carry out that charge.

Specific

Objectives:

This course is not designed to make participants into content specialists nor will it give any "pat" answers to complex global issues. Rather, it will introduce graduate students to a variety of pressing issues and critical world problems, and attempt to provide them with general background knowledge to assist in developing a deeper quality of awareness for themselves and their elementary school students. It will hopefully assist them in drawing some valid conclusions and initiating some effective techniques for curriculum development at all elementary school levels.

Students will be able to:

1. develop and extend a working modern philosophy and goals for effective teaching-learning programs in global education;
2. demonstrate improved awareness, knowledge and teaching skills in the area of global education through research, demonstrations and the compilation of resource materials;
3. develop curricula and activities in the area of global studies which are up-to-date, appropriate and exciting for their pupils;
4. increase the concepts and background knowledge, ethical reasoning and critical thinking skills of pupils in this area of global studies;
5. design, organize and actively participate in the implementation of an appropriate global education curriculum project in the employing school or district using units, lesson plans, micro-plan segments, modules, learning stations, materials, etc.
6. demonstrate and model classroom teaching strategies that are based on an understanding of current concepts and knowledge in the field of global education.

Evaluation:

1. Record of accomplishments or activities and students' evaluation in relation to the Global Education Program of the employing school or district.
2. Observation reports by instructor of activities within the school or district (if undertaken).

3. Instructors assessment, recommendations for further study and final grade for course activities and those developed in the employing school or district. Letter grades to be used.

4. TOPICAL
OUTLINE:

Elementary curriculum teaching strategies related to:

1. Unity and Diversity of Mankind
2. International Human Rights
3. Global Interdependence and the Globalization of Society
4. International Cooperation
5. Intergenerational Responsibility
6. The World As a Planetary Ecosystem
7. The Global Life Support System - Air, Water, Soil
8. Global Issues and Problems Common to All Nations and Societies
 - a. Population Growth
 - b. Availability, and Equitable Distribution and Pricing of Energy Sources and Raw Materials
 - c. Equitable Distribution of Food
 - d. Pollution Control and Preservation of the Environment
 - e. Safe Water
 - f. Balance of International Trade
 - g. Regulation of International Monetary Systems
9. International Organizations and Multi-National Corporations
10. The Global Challenge to Education and Educators

5. RATIONALE:

In the past few decades the nations and peoples of the world have become more and more interdependent - economically, politically, environmentally. They are closely linked in a variety of ways - through science, technology, trade and business, monetary systems, transportation, communication and international organizations. Technology, transnational organizations and multi-national corporations are greatly accelerating the emergence of a world society.

In this emerging world society, where every decision seems tied to every other decision, where every action sends ripples out across the globe and into the future, there is an urgent need for more global literacy on the part of all our citizens, not just that of a few trained experts, as has been the case. To an increasing degree today, every American and every citizen of every other country must become knowledgeable about global affairs. It is important to have a globally literate population that understands how decisions made in foreign capitals affect them, and how their choices and votes can affect the lives of people they will never know. These

facts of global interdependence and the spreading globalization of culture require that ordinary, everyday acts of citizenship include and be governed by a global perspective.

There is a growing movement in New Jersey, in the United States and across the world today for the teaching of global education in the schools. As early as possible our youth should learn to break out of ethnocentric barriers and understand a world which is increasingly interdependent.

In recent months the need for intercultural literacy has been recognized as a high-priority curricular concern. The United Nations has designated 1979 as the International Year of the Child; the President's Commission on International Studies is emphasizing the need for including Global Education in the curricula from the earliest levels through graduate school; and the New Jersey State Board of Education has just passed a resolution which calls for "the infusion of global perspectives into the curriculum at all levels." This course will attempt to carry out that charge in one area of graduate education.

6. RESULTS OF
CONSULTATION:

Dr. Janice Weaver, Dean of Professional Studies.
Reaction: Favorable

Dr. Marion Hodes, Chairperson and members of the Departmental Social Studies Education Committee - Professors Esther Alvino, Jean Anderson, Gabriel Buzash, Charles Page, Ruth Span, Donald Zimmerman.
Reaction: Favorable

Dr. Gabriel Buzash, Chairperson and members of Departmental Committee for Graduate Programs - Dr. Robert Blough, Dr. Betty Brannan, Dr. George Brent, Dr. Livingston Cross, Professor Larry Gurst, Dr. Melvin Kramer, Dr. Elaine Lee, Dr. Louis Molinar, Professor Charles Page, Dr. Randall Robinson, Professor Yvonne Rodriguez, Dr. Judy Washington, Dr. Donald Zimmerman.
Reaction: Favorable

Professor Chester Zimolzak, Chairperson and Dr. Charles Stansfield, Department of Geography/Anthropology.
Reaction: Favorable

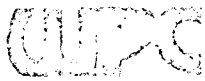
Dr. Robert Becker, Chairperson, Political Science/
Economics Department and Professor Benjamin Hitchner,
Director of The Center for Economic Education.
Reaction: Favorable

7. ADDITIONAL
INFORMATION,
COMMENTS:

None to date

8. CATALOGUE
DESCRIPTION:

This course is designed to improve teacher awareness of current issues in today's closely-linked inter-dependent world for incorporation into the social studies curriculum. Curriculum design, methodology and resources for educating pupils for participation in the emerging global society will be considered.



Conference on Global Learning for Young Children
February 17 and 24, 1979

This conference responds to a growing movement for the teaching of global education. As early as possible, children should learn to break out of ethnocentric boundaries and understand a world which is increasingly interdependent. In recent months the need for intercultural literacy has been recognized as a high priority concern; the United Nations has designated 1979 as the International Year of the Child, and the New Jersey Board of Education has just passed a resolution which calls for the infusion of global perspectives into the curriculum at all levels.

At the conference, highly experienced and committed individuals will share their materials, methods, and insights with professionals in education who work with children from pre-school to age ten. Workshops exploring the internationalist components of specific disciplines within the school curriculum are also provided.

PROGRAM

February 17, 1979

- 8:30- 9:00 Registration and Coffee
9:00- 9:15 Welcome: Seymour C. Hyman
President, William Paterson College
Theodore L. Provo, Dean,
School of Education and
Community Services, William
Paterson College
9:15- 9:45 Keynote Speech: GLOBAL STATE
OF THE CHILD
Speaker: Fred G. Burke,
Commissioner of Education,
State of New Jersey
9:45-10:15 Question and Answer Period
10:15-10:30 Break
10:30-12:00 PANEL DISCUSSION: LOCALIZING
THE GLOBAL PERSPECTIVE
Moderator: Phyllis Boyson
Participants: Workshop Leaders
(indicated below)
12:00- 1:00 Lunch (by individual arrangement)
1:00- 3:30 WORKSHOPS: (Each will be repeated
twice on the second day. Credit
participants should attend at least
three different workshops)
A. ART IN CULTURAL DIVERSITY:
A CURRICULUM OF CROSS-
CULTURAL UNDERSTANDING
Leader: Phyllis Gold Gluck, Assistant
Professor, Brocklyn College (CUNY);
President, University Council for Art
Education; President, World Council
International Society for Education
Through Art
B. FOLKLORE AND THEATRE:
CULTURAL PERSPECTIVES AND
INTERDISCIPLINARY DIMENSIONS
OF PERFORMANCE
Leader: Andrew Levitt, Artist in Residence,
Westport Public Schools, Connecticut

- C. MUSIC: THE UNIVERSAL LANGUAGE
Leader: Gloria Palanchian, Music
Enrichment Programs Specialist; Teacher
in the Gifted Child Society, Inc.,
Ridgewood, New Jersey
D. PRE-SCHOOL: AN INTERDISCIPLINARY
APPROACH
Leader: Loretta Freeman, Teacher-
Director, Montclair Co-op School
E. TEACHING OUR CULTURAL MOSAIC
Leader (Feb. 17): Frank A. Stone, Professor
of International Education, University of
Connecticut at Storrs; Director, World
Education Project
Leader (Feb. 24): Lucille Lindberg,
Professor of Early Childhood,
Queens College
F. SCIENCE AND TECHNOLOGY: GLOBAL
PERSPECTIVES
Leader: Nasrine Adiba, President, World
Education Fellowship, U.S. Section
G. SOCIAL STUDIES, INTERDEPENDENCE
AND CULTURAL STUDIES
Leader: Betty Friedman, Executive
Director of the World Council on
Curriculum and Instruction
H. VALUES AND ATTITUDE DEVELOPMENT
Leader: Jeff Brown, Executive Director,
Global Learning, Incorporated

3:30- 4:30 Film
February 24, 1979

- 8:30- 9:00 Coffee
9:00- 9:15 EVALUATION OF PREVIOUS DAY'S
PROCEEDINGS
9:15- 9:30 Film
9:30-12:00 WORKSHOPS (Same as Day 1)
12:00- 1:00 Lunch (by individual arrangement)
1:00- 3:30 WORKSHOPS (Same as Day 1)
3:30- 4:30 FINAL ASSESSMENT: FUTURE OUTLOOK

Conference Coordinators:

Dr. James Palmer, Professor and Chairperson, Urban Education Department (WPC)
Dr. Phyllis Boyson, Assistant Professor of Early Childhood (WPC)

Conference Locations:

February 17 -- Science Building 200B
February 24 -- Wilson Hall 108

PARTICIPANTS MAY REGISTER FOR:
• Noncredit

Taken from: SCHOOLING AND CITIZENSHIP IN A GLOBAL AGE: AN EXPLORATION OF
THE MEANING AND SIGNIFICANCE OF GLOBAL EDUCATION by Lee Anderson

Students now in the nation's schools are becoming citizens in an era of history in which individuals are progressively more involved and implicated in organizations, in social processes, and in human problems that cut across or transcend the boundaries of particular communities, nations, and cultures. They sense that citizenship in such an era demands new competencies, and to develop such competencies change is needed in how children and young people are educated about the world.

IV

A Definition of Global Education

These commonalities in the events outlined above point to a definition of global education.

Global education consists of efforts to bring about changes in the content, in the methods, and in the social context of education in order to better prepare students for citizenship in a global age.

This is a very simple definition, but inherent in it are three major propositions that have far-reaching implications for education. The first of these propositions concerns the character of the historical era in which today's children and youth have been born. This proposition can be summarized as follows:

The students now in the nation's schools are becoming citizens within the context of a global era in human history.

The second proposition concerns the significance of the emergence of a global age for citizenship and the education of citizens. It can be stated

this way:

The demands of citizenship in a global age call for the development of competencies that have not been traditionally emphasized by schools.

The third proposition concerns the types of change in education that seemingly must occur if schools are to become more effective agents in developing citizen competencies in a global age. It can be stated as follows:

Certain changes must take place in the content, in the methods, and in the social context of education if schools are to become more effective agents of citizen education in a global age.