

WHICH COURSE TO CHOOSE ?;
AN ANALYSIS OF THE "GLOBAL PERSPECTIVE" FOUND
IN THE NOVA SCOTIA GRADE TWELVE GLOBAL HISTORY /
GLOBAL GEOGRAPHY CURRICULUM, AND AN
EXAMINATION OF THE STUDENTS' RATIONALES USED
TO SELECT THESE COURSES.

by

WADE ERIC SELIG

Submitted as partial fulfillment of the
requirements for the degree of
Master of Arts (Education)

Faculty of Education
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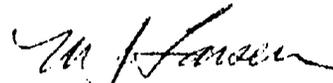
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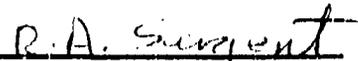


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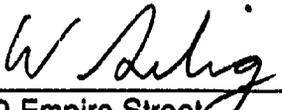
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ABSTRACT

"Which Course to Choose?; An Analysis of the *Global Perspective* found in the Nova Scotia GradeTwelve Global History/Global Geography Curriculum, and an Examination of the Rationale Students' Use to Select these Courses."

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The challenge for educating students in North America for a "global perspective" has become a mainstream concern during the last three decades as the general public has been made more aware of the unavoidable implications of global interdependence. Although few educators would argue against the necessity of including some aspect of a "global perspective" in the overall school curriculum, there tends to be a wide variety of conceptions on what "global education" should actually look like. The criteria for what constitutes a "global perspective" in education has been outlined in this study through a review of the history "global education" in North America and the current literature on the topic.

The Nova Scotia Department of Education has adopted two grade twelve courses as part of the initial stage of a "global education" program in their province. The curriculum guides for these courses, Global History and Global Geography, were analyzed in this study to determine to what degree the rationales, goals and major concepts they put forth constituted "global education" as defined by documented research.

These courses are also presented to be somewhat in competition with one

another as students are being required to successfully complete one of the two in order to graduate. The rationale used by students in their decision to select one course over another is also examined in this study in the context of their past academic experiences in Social Studies at the senior high school level. This is done through a survey of 234 grade eleven students for whom either Global History or Global Geography will be a compulsory component of their graduation requirements.

This thesis provides students, teachers and parents with some evidence as to which course provides for the possibility of more of a "global perspective" being developed. It also outlines, for educators and school administrators, a set of predictors on which potential student enrollment in the two courses may be based.

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CHAPTER ONE

INTRODUCTION

The challenge for educating students in North America for a global perspective became a mainstream concern during the last three decades as the general public was made more aware of the unavoidable implications of global interdependence through the work of a variety of authors. Fuller (1970) coined the phrase "Spaceship Earth" and with this metaphor came the vision of a world whose inhabitants would have to work together if they were to survive. McLuhan (1964) talked about how technological advances in the media had turned the world into a "global village". Toffler's (1970) Future Shock alerted us to the rapid way change can impact upon society. These "predictions" have increasingly manifested themselves over the past two decades, a succession of events, such as the OPEC oil embargo, the Chernobyl explosion, the depletion of the ozone layer, the reduction of fish stocks, the spread of AIDS, the collapse of communism in Eastern Europe and the creation of huge trading blocks such as the European Economic Community and NAFTA, illustrate the scale and scope of our changing world. How then can we not attempt to have the education of our students reflect their role as citizens in this increasingly interconnected world? In fact Robert Muller, as the U.N. Assistant Secretary-General, summarized many of the fundamental trends of our time regarding such things as population, the environment, technology, and development in his U.N. 40th Anniversary/International Youth Year statement titled "The Need for Global Education" (Redford,1986,367). Although educators have a variety of conceptions on what "global education" should look like, few would argue against its necessity. Our education system, in general,

asks that we give the future citizens of our global society the skills needed to survive in this increasingly interconnected and interdependent world; where the cultivation of one's responsible decision making skills are of the utmost importance. The concept of "global education" attempts to fulfill this mandate, but has it been successful? What does this type of education look like? Should it be subject based or should the concepts of "global education" be taught across the curriculum? What are the concepts around which "global education" should be based? The criteria for what constitutes a "global perspective" in education will be determined through a review of the history of "global education" in North America and the current literature on the topic. A comparative analysis of the rationales, goals and major concepts that constitute the "global perspective" of two courses, recently adopted by the Nova Scotia Department of Education as the initial stage of a "global education" program, will then be constructed using a modified analysis instrument initially developed for a much broader study. The overall goal of this study will then be to determine to what extent the two courses, Global History and Global Geography constitute "global education" as defined by documented research. A secondary component of this study will be to examine the rationale used by students in their decision to select one course over the other. This will be done utilizing a survey conducted with 234 grade eleven students for whom either Global History or Global Geography will be a compulsory component of their graduation requirements.

"Global education", or at least what are seen as some of its component parts, has been taught in many North American schools throughout this century. In his survey of the Cleveland school system in 1917, Herbert Miller described the role of "ethnic studies" at the time in a volume entitled The School and the Immigrant (Nelson,

1980,57-58). Long before it was politically accepted, "Black Studies" were being advocated in the U.S. as early as 1906 and steadily into the 1930's by individuals such as Thomas Jesse Jones, Horace Mann Bond and Carter Woodson (Nelson,1980,57). The Rugg Social Studies Curriculum of the 1920's and 1930's stressed such "global" concepts as interdependence (Nelson,1980,57). Day's (1986) study of images of the world as illustrated in the official U.S. organ of the National Council for the Social Studies, Social Education, showed that a global perspective as conveyed by visual images remained pervasive in the journal over the entire 42 year period of his study, from 1937-1979. It was not, however, until the 1960's and 1970's that the challenge of educating for a global perspective become a mainstream concern when writers such as Fuller (1970), McLuhan (1964), Toffler (1970), and Carson (1962) began to alert the public of the implications of global interdependence (Cistone,1991,3-4). Ward and Dubos (1974), after reporting on the U.N. Conference on the Human Environment in Stockholm, coined the now familiar phrase "think globally and act locally" (Cistone,1991,4).

As the public became increasingly aware of the world as a highly interconnected place, the idea of "global education" began to take its shape through numerous books and articles (Anderson,1979; Becker,1973,1979; Hanvey,1976). The movement grew out of a belief that there was a critical need to prepare young people to live in a rapidly emerging and changing global society (Kniep,1985,17). Although many have worked at coming up with a comprehensive definition for global education since the seminal work of Hanvey (1976), (Kniep,1985; Alger and Harf,1986; Alladin,1989; Goodlad,1990; Lamy,1990; K. Tye,1990; and Anderson,1991), considerable need for determining what explicitly constitutes a global perspective still remains

(Massialas,1991, 448-450).

DEFINING GLOBAL EDUCATION

Although as Popkewitz (1980, 304) notes, the term global education operates as an educational slogan, it has the ability to create a positive umbrella of support for what might otherwise be a disparate group focussing on a variety of different goals. Case (1993, 318), however, points out, citing the work of Becker (1982, 228-229), that despite the potential merits of conceptual vagueness, the opportunity to capitalize on the present reform movement status of global education requires a clarity of purpose if a sound global component is to be institutionalized in all aspects of the educational system. Vocke (1988,18) also points out that its unrefined nature and unsettled definitional status leave "global education" vulnerable to a variety of interpretations and thus a variety of attacks.

An example of the variety of definitions educators attach to the term "global education" can be found in the Fall, 1994 edition of Aviso: The Magazine for Nova Scotia's Teaching Profession. In her opening editorial Monica Maloney quotes the Nova Scotia Teachers' Union Challenge 2000 document in support of a curriculum that:

... will have a global perspective that recognizes inter-dependence, sustainability, tolerance and understanding as crucial to the development of our world, thus fostering culturally, economically, environmentally, politically, and socially responsible citizens. (Maloney, 1994, 3)

In her article, "Opening Windows and Scaling Walls", Susan Aliphat, a senior high school Social Studies teacher and co-author of Viewpoints a textbook written for the grade twelve Global History course, asks "What is global education?". Aliphat questions whether "global education" is merely an attempt to "green" current

curriculum; or just another name for "modern world problems" or a "world geography course"(Aliphat, 1994, 16). Aliphat goes on to define "global education" as:

...the process of somehow getting beyond our walls, taking advantages of the "gaps" when they occur and throwing the cap over when necessary, creating windows and gateways to allow for a broader basis of exploration and understanding. (Aliphat, 1994, 17).

She sees this approach as "an attitude that spans the curriculum" (Aliphat, 1994, 17).

In this attempt to encourage **all** teachers in their effort to teach with a global perspective, David Ferns, the director of the Nova Scotia Global Education Project is quoted as promoting "global education" as a process where students are helped to develop into "globally educated citizens" -- individuals who "are aware of a variety of rights and responsibilities at personal, local and global levels, and can come and go between them and make informed choices" (Aliphat, 1994, 18). Peter Straubel, a senior high school Social Studies teacher, adds a sense of urgency to his definition in his article, "Global Studies: A Metaphor for the End of History". He agrees with Aliphat in that "Global Studies is not your Grade 12 Modern World Studies program with a different name"; nor does he promote a superficial look at the multicultural make-up of our globe (Straubel, 1994, 25). Rather Straubel stresses that : "Global Studies is the great challenge we have been given as educators to help change the way we look at all of creation so that perhaps we can help the planet survive" (Straubel, 1994, 25).

The idea of creating "active citizens", students who will become knowledgeable stakeholders in their own future, is the goal of global education that elementary

teacher, Glynis Ross advocates. Ross envisions "global education" as providing educators a "rare chance to involve children in an education that prepares them both to care wisely for all the resources which will sustain them, and to care passionately about social justice" (Ross, 1994, 26). David Cook, a high school Social Studies teacher and co-author of Viewpoints, in his article "Seeking Truth in a Shrinking World" stresses that it is imperative that "global education" causes our students to become knowledgeable about "global interconnections, their backgrounds, and their consequences" (Cook, 1994, 22). Students must be taught to "identify and evaluate the biases in different versions of a reported event, so that the truth, as far as it can be known, can be found" and subsequently that the appropriate action can then be taken (Cook, 1994, 22).

Although these authors profess basically the same message -- educating students with the goal of creating globally conscious citizens who will become active participants in the sustainability of our world, for the most part their definitions of "global education" are merely jargonistic. How one conceptualizes goals such as: "fostering culturally, economically, environmentally, politically, and socially responsible citizens" (Maloney, 1994, 3); with students who are to be given the "gateways to allow for a broader basis of exploration and understanding" (Aliphat, 1994,17); which will create individuals who "are aware of a variety of rights and responsibilities at personal, local and global levels" (Aliphat, 1994,18); who will be enabled to "change the way we look at all of creation so that perhaps we can help the planet survive" (Straubel, 1994, 25); and allow them "to care wisely for all the resources which will sustain them, and to care passionately about social justice" (Ross, 1994, 22); while at the same time teach these students the skills necessary to

find "the truth, as far as it can be known" (Cook, 1994, 22); is the much more difficult task. It is the question of how these goals are to be operationalized through the curriculum which will form the basis for the majority of this study.

Most provinces in Canada have introduced some elements of a global perspective to their curriculum. On the surface these Ministry of Education initiatives have helped to give Canada, along with Sweden, the status of one of "the most globally aware educational systems in the world" (Tooke, 1986, 74). However the results of a national global perspective survey, conducted in the Summer and Fall of 1988 with 12,535 Canadian students in grades 7, 9 and 11 dispersed among 129 different schools in 43 school districts across the country, indicated that this "global awareness" did not necessarily translate into "global understanding". Canadian students in this study were for the most part found to be "relatively ignorant of contemporary affairs, recent historical events and political geography" (Roald, 1991, 168). Although some students indicated a perception of "opportunity ...to learn about global affairs, the study suggests that these opportunities are not seized; students were found to not be "characterized by strength of knowledge, conviction or sensitivity to issues" (Roald, 1991, 169). Successful curriculum planning needs to begin with a set of assumptions that are shared about the future, and about the kind of information, skills and attitudes that will be needed by students (Tooke, 1988, 74). As John Goodlad (1979) stated, there exists no "readily available, comprehensive, self-contained definitions, descriptions and analyses of what global education is" (Vocke, 1988, 18). It appears that the same can still be said today. The question therefore arises; on what conceptual basis do these provincial initiatives operationalize their global education curriculum?

Although various authors echo the need to infuse global perspectives into schools, in practice, it is the curriculum planners who often determine their own vision of global education. Such is the case in Nova Scotia where the Report of the Advisory Committee on the Public School Program in June 1987 recommended the implementation of a compulsory global education component at the senior high school level. Consequently two new grade twelve Social Studies courses, one called Global History and the other Global Geography were designed (Milosevich, 1991, 10). In an examination of the challenges faced by teachers implementing new provincial ministry of education guidelines that call for an infusion of a "global perspective" into the curricula, Moyra Tooke states that "curriculum planning begins with a set of assumptions that are shared about the future, and about the kinds of information, skills and attitudes" that are central to an understanding of the subject matter in question (Tooke, 1989,74). In Nova Scotia, however, initial attempts to create a single "global studies" course at the grade twelve level, saw instead an eventual fragmentation between advocates of the more traditional subject areas of history and geography. This type of competition over who would control the limited amount of time in the school day, led to what can be described as a series of "turf wars" (Smith, 1990,34), over which discipline could best advocate a global perspective. Although not the focus of this paper, the power relationships involved in this struggle over control of the curriculum would make for a fascinating study on how the scope of an innovation is negotiated between groups that see themselves as being in competition with one another. For the purpose of this study, the initial split that resulted in the creation of two separate and competing courses, Global History and Global Geography, will be examined only as to how the perceived vagueness that the initial curriculum planners

had regarding what global education is and what it should seek to accomplish (Milosevich, 1991), reveals itself in the respective curriculum guides. This contextual "vagueness" will also be examined through a study of the rationales used by grade eleven students in their decision to choose one course over another. Were their decisions based upon a thorough understanding of the goals and objectives of each course or were they instead made using more subjective criteria such as "teacher preference", "past experience in the discipline" and "anticipated level of difficulty"?

Both Global History and Global Geography have been adopted by the Nova Scotia Department of Education and have been approved for final implementation in September of 1995. Although courses which advocate a "global perspective" are seen as being desirable, it is questionable to what degree these particular courses constitute global education as defined by documented research. This study will present a comparative analysis of the rationales, goals and major concepts that constitute the "global perspective" of the two programs using information outlined in the provincial curriculum guides. A modification of an analysis instrument, which was adapted by Haskett (1992) from an earlier instrument developed by Case, Werner and Daniels (1988) for evaluating curriculum units and materials concerned with global education, will be used to analyze the two curriculum guides. Further modifications were made to narrow the focus of this instrument so as to include only areas of concern relevant to the research questions of this study. The key areas of analysis covered by the instrument will be: key "global" concepts, key "global" goals, and the stated rationales for the "global" component of the courses. As students must take one or the other of these two courses as part of the new provincial graduation requirements, it is important to determine which, if either, best fulfills the mandate

advocated by global education literature. It is also hoped that through a comparative analysis of the rationales, goals and major concepts of these two courses that some legitimacy will be given to what otherwise may be perceived by some teachers as a sloganistic, externally mandated politically correct, unnecessary reform (Barak, 1991).

"Global education is a bundle of ambiguities," says Werner, in part because "definitions of global education are various and lack coherence" (1990, 1). An understanding of what constitutes "global education" is plagued by the vagueness that often accompanies the generic definitions that are often used to describe it. As well there seems to be a lack of consensus of how "global education", regardless of how it is defined, should be implemented in schools. One of the most consistent principles put forth by proponents of global education are those who argue that to be effective "global education" must include a transformation of teaching methodologies that will allow a "global perspective" to permeate every subject and every grade level (Anderson, 1991; Flemming, 1991; Gilliom, 1981; Hanvey, 1976; Kniep, 1989; Tucker, 1991; and Weaver, 1988). Gilliom (1981, 170) writes that:

Global education should not be viewed as the private domain or responsibility of any one teacher or any single subject area. Nor should it be equated with discrete subjects such as history, Spanish, or geography. The subject matter of global education permeates the total curriculum. It can be drawn from all subject areas and can be studied in a wide variety of ways. Global education should be viewed as pervasive -- a thread that runs throughout a student's entire school experience.

This type of "thread" is seen to cultivate in young people a global perspective which seeks to deal with the world as an interconnected global web. A perspective "where

nations and peoples have become increasingly interdependent -- a world in which more people than ever before are sharing a common history and are fated to share a common destiny" (Gilliom, 1982,170).

It was Robert Harvey who first wrote on what constituted some of the elements of a "global perspective". In his introduction, Harvey (1972, 2) states that "this is an attempt to describe certain modes of thought, sensitivities, intellectual skills, and explanatory capacities which might in some measure contribute to the formation of a global perspective." The five themes or dimensions around which Harvey feels global education should be built, are meant to be part of the development of a "collective" global perspective. Harvey (1976,2) feels that "diversified talents and inclinations can be encouraged and that standardized educational effects are not required." Harvey's (1976) five dimensions include:

Perspective Consciousness.

The recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own. (4)

"State of the Planet" Awareness.

Awareness of prevailing world conditions and developments, including emergent conditions and trends, e.g. population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, etc. (6)

Cross-Cultural Awareness.

Awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including

some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points. (8)

Knowledge of Global Dynamics.

Some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change. (13)

Awareness of Human Choices.

Some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands. (22)

Harvey sees these dimensions, whether studied as a whole or in part, as providing students with an increase in "awareness", the development of a "global perspective, from which other things may flow" (1976, 28).

In "Towards a Defensible Conception of a Global Perspective", Coombs (1988) feels that Harvey does not go far enough in his description of what should constitute a "global perspective". Coombs (1988,4) states that Harvey's "instrumental conception of a global perspective... implies nothing about what attitude one should take toward human problems." Coombs calls for a "normative" component as part of one's development of a global perspective. Coombs (1988,3) states that having a "perspective" should mean that one's observations focus on a particular "object of attention" and are analyzed through various "points of view". According to Coombs (1988,3), these differing viewpoints are not to be classified as "true or false", but rather as being "more or less fruitful, adequate, responsible or humane."

Case (1993), takes the work of both Harvey and Coombs even further in his

article on what the "Key Elements of a Global Perspective" should entail. Case (1993,318), defines the objects of a "global perspective" as constituting the "substantive dimension", whereas the points of view by which we all perceive our worlds as being the "perceptual dimension". Under the substantive dimension, Case combines the work of Harvey (1976), with that of Kniep (1986), to outline "the range of global topics about which people should be informed (1993, 318). In his article "Defining A Global Education by its Content", Kniep (1986), makes the claim that the goals of global education are similar to other disciplines and movements in education and that it is its content that makes it distinctive. The elements which Kniep feels make global education an unique educational endeavor include the study of :

- 1) Human values that includes universal human values that transcend group identity and diverse values that define group membership and contribute to our unique perspectives and worldviews....
- 2) Global systems that includes global economic, political, ecological and technological systems ... (with) a focus on the interdependent nature of our world....
- 3) Global issues and problems that are transnational, ...persistent, and ...interconnected,...(The major areas of concern being) peace education, development education, environmental education and human rights education....
- 4) Global History that includes a grasp of the evolution of universal and diverse human values, the historical development of our contemporary global systems, and the antecedent conditions and causes of today's global issues and problems....(Kniep, 1986, 437-446)

Case (1993), then combines the content criteria put forth by Harvey and Kniep to outline what elements he feels an understanding of the substantive dimension of a global perspective would include. They are as follows:

1. universal and cultural values and practices (Kniep's "human values" and Harvey's "cross-cultural awareness");
2. global interconnections (Kniep's "global systems" and Harvey's "global dynamics");
3. present worldwide concerns and conditions (Kniep's "global issues and problems" and Harvey's "world conditions");
4. origins and past patterns of worldwide affairs (Kniep's "global history");
5. alternative future directions in worldwide affairs (Harvey's "knowledge of alternatives").
(Case, 1993, 320)

Case (1993) then goes on to identify the five elements which he feels are essential to the perceptual dimension or what constitutes the lens through which a global perspective is developed. In an attempt to reduce the distortion through which students perceive the world around them, Case advocates the following interrelated elements as making up the perceptual dimension:

Open-mindedness, (which) identifies a willingness to base our beliefs on the impartial consideration of available evidence...

Anticipation of complexity, (which) refers to the inclination to look beyond simplistic explanations of complex ethical and empirical issues and to see global phenomena as part of a constellation of interrelated factors....

Resistance to stereotyping, (which) refers to a skepticism about the adequacy of accounts of people, cultures, or nations that either are limited to a narrow range of characteristics...or depict little or no diversity within them....

Inclination to empathize (which) identifies a willingness and capacity to place ourselves in the role or predicament of others or at least imagine issues from other individuals' or groups' perspectives....

Nonchauvinism (which) refers to the inclination neither to prejudice our judgements of others because we are not affiliated with them, nor to discount unfairly the interests of others even if, on occasion, they are incompatible with our own interests.
(Case, 1993,320-323)

The National Council for the Social Studies took a more general position than Case in their recommendations for global education. The N.C.S.S. feels that a "global perspective" should be found throughout the social studies curriculum and that:

the purpose of global education is to develop in youth the knowledge skills , and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence.
(N.C.S.S., 1982,37)

Although the N.C.S.S. goes on to make further recommendations, their position statement on global education does not however give specifics regarding what "skills and attitudes" will need to be developed in students.

The recommendations of the N.C.S.S. include that the social studies should emphasize "that the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, multi-ethnic interactions" (N.C.S.S., 1982,37). That there are a "variety of actors on the world stage " and "that humankind is an integral part of the world environment" (N.C.S.S., 1983,38). The N.C.S.S. also feels that students should perceive the close relationships between past, present and future in order to see "the linkages between present social, political, and ecological realities and alternative

futures" (N.C.S.S., 1982,38). Finally they feel that the curriculum should demonstrate that individuals and groups can influence and be influenced by world events, emphasizing "citizen participation in world affairs" (N.C.S.S., 1982,38).

The National Council for the Social Studies advocates the teaching of skills, but does not give specifics on what these skills should encompass. Case, on the other hand, when referring to the perceptual dimension of a global education, identifies elements which he defines not as skills, being not "what students can do as much as what students are disposed to notice and accept" (Case, 1993,320). Lamy (1987) however feels that there are basic skills which students need to master in a global education program. Lamy presents a list of sixteen competencies and skills which he feels must be considered by an educator interested in developing a global perspective. There are many similarities between Case's (1993) outline of the substantive and the perceptual dimensions of a global perspective, and the elements which Lamy refers to as "basic skills for a world in transition" (Lamy, in Kniep, 1987,133). The following sixteen competencies Lamy states constitute the basic skills that students need to develop in a global education program:

1. Students should develop the ability to understand decision-making processes in public organizations and agencies and in private organizations and corporations. This involves understanding how power and influence are distributed, and how to gain access to those with the authority to make decisions. (Case's substantive "worldwide concerns" and perceptual "anticipation of complexity".)
2. Students should understand both the costs and benefits of interdependence and dependence in the international system. (Case's substantive "global interconnectedness" and perceptual "anticipation of complexity".)

3. Students should learn to map out a strategy which considers costs and benefits of action or inaction. This involves planning for the present and anticipating future conditions and events (Case's substantive "present worldwide concern" and perceptual "anticipation of complexity".)
4. Students need to develop an awareness of how achieved and ascribed identities influence our perceptions and actions. (Case's perceptual "resistance to stereotyping" and "nonchauvinism".)
5. To develop (in students) a good sense of community, a social ethic or a good sense of global stewardship. (Case's perceptual "inclination to empathize".)
6. Students need to develop the capacity to analyze and evaluate contending perspectives or worldviews on all issues of controversy. (Case's perceptual "open-mindedness".)
7. Educators need to encourage the development of skills related to cross-cultural and comparative analysis. (Case's substantive "universal and cultural values and practices" and perceptual "open-mindedness".)
8. Students need to understand how our societies are influenced by their geographic location and physical environment. (Case's substantive "present worldwide concerns and conditions".)
9. Need to develop (in students) an information acquisition strategy which encourages the weighing of evidence from contending ideological, cultural and gender perspectives. (Case's perceptual "open-mindedness".)
10. Educators must help their students develop an empathy for those for whom the facts (critical data about world issues) describe. (Case's perceptual "inclination to empathize".)
11. Students need to develop an appreciation of the benefits of nationalism and patriotism; but, they need to be aware of the danger of patriotism descending into chauvinism. (Case's perceptual "nonchauvinism".)
12. Develop research skills which will enable students to find their own evidence to defend or refute statements

made by public officials or private citizens. (Case's perceptual "open-mindedness".)

13. Any attempt to effectively respond to the problems and crisis situations which cut across national boundaries will require a global perspective in problem solving. (Case's substantive "global interconnections", "present worldwide concerns and conditions", "origins and past patterns of worldwide affairs", "alternative future directions" and perceptual "open-mindedness" and "anticipation of complexity".)

14. Students should develop bargaining and decision-making skills which do not always emphasize winner-take-all outcomes or potentially dangerous competition. (Case's perceptual "anticipation of complexity".)

15. Students need to develop the ability to cope with change. They also need to learn how to respond to conditions, problems and institutions which seem to persist and never change. (Case's substantive "origins and past patterns of worldwide affairs" and "anticipation of complexity".)

16. The need for the basic skills of reading, writing, critical thinking and computation. In addition a good sense of history and competence in basic geography are critical skills. (Case's substantive "origins and past patterns of worldwide affairs".)
(Lamy, in Kniep, 1987, 133-135)

Although Lamy and Case have much in common regarding the components needed to teach a global perspective to students, their differences lie in the amount of specific details each requires in terms of necessary skills. Lamy infers that his list of "skills" can be acquired through repeated practice, whereas Case refers to the elements of his "perceptual dimension" as being "not the sort of traits that are acquired predominantly through repeated practice, especially if this is performed out of context" (Case, 1993, 320). It is my belief that for some elements such as open-mindedness and critical thinking have certain skills or methods that can be taught through repeated practice. How well one transfers these skills to various contexts is,

however, dependant upon the individual and the opportunities they are given to do so.

Lamy's goal to have students develop "a good sense of community, a social ethic or a good sense of global stewardship", can be incorporated under what Pike and Selby call "involvement consciousness and preparedness" (1988, 34). The aim of Pike and Selby is to have students engage in the development of independent moral reasoning and to utilize critical thinking skills so as to participate effectively in various forms of social action (1988, 34). These views are seen by numerous authors as constituting a crucial element of educating with a global perspective (Berman, 1990; Werner, 1990; N.C.S.S., 1982; Kniep, 1986; Anderson, 1979; Carson, 1989; Pike and Selby, 1988). In his article, "Educating for Social Responsibility", Sheldon Berman states that "schools must help students fight their feelings of powerlessness by developing their sense of community and their confidence that they can make a difference in the world" (Berman, 1990, 75). Berman goes on to define social responsibility as "a personal investment in the well-being of others and of the planet" and emphasizes that this "doesn't just happen", but rather takes "intention, attention, and time" (1990, 75). Werner supports this view in that :

Unless learning and action are combined, an analysis of problems can become little more than "ambulance-chasing", leading to cynicism and even despair rather than a deeper grasp of what the problems are, how they came to be, and what we individually and collectively can do about them.
(Werner, 1990, 5)

An overview of some of the elements contained in the process of combining "learning and action" which is seen to lead to the development of "social consciousness" is best illustrated in the chart constructed by Berman (1990, 77) and

shown in Figure One (see appendix C). The various elements seen to be necessary by Berman for this process to occur involves having teachers help their students to "understand our global interdependence, give them the experience of community, encourage them to develop basic social skills, provide them with opportunities to make contributions to others, strengthen their group problem-solving and organizational skills, and encourage them to explore the real political world" (Berman, 1990, 76).

Similarly, the National Council for the Social Studies (N.C.S.S.), in their "Position Statement on Global Education", recommends that teaching with a global perspective in the social studies should emphasize "citizen participation in world affairs" (Mehlinger, 1982, 38). The N.C.S.S. calls for a curriculum which encourages and provides the opportunity for students to individually and in groups "take personal, social and political action in the international arena" (Mehlinger, 1982, 38). This very broad mandate of the N.C.S.S. for student action and social responsibility, is made more specific by other authors who utilize the slogan "Think globally, act locally". Kniep states that the goal of social studies in educating students with a global perspective should be to equip them for "responsible and effective participation in all of the systems in which they live" (Kniep, 1986, 537). Kniep goes on to state that "global education" only becomes complete when "it moves us and provides us with the means and opportunity to act to affect local, national and global problems" (Kniep, 1986, 537). Werner concurs with the essence of the slogan "Think globally, act locally" in that it captures:

a belief that one cannot learn about poverty and starvation, racism and sexism, slavery and torture, and environmental abuse without also taking a personal stand. Appropriate action is called for -- writing letters, changing one's pattern of consumption,

volunteering time -- at the level of the local community and further afield. (Werner, 1990, 5).

Global education, should promote the need for students to "develop confidence to participate in creating a more peaceful, just, and ecologically sound world" (Berman, 1990, 80). This challenge raises questions regarding not only the content of what is taught in the classroom, but how it is taught and whether the current structure of our schools lends itself to such endeavors (Werner, 1990, 5; Berman, 1990, 80). Teachers and their classrooms must "model the values and principles of care, justice, empowerment, community, and social responsibility for their students" if this element of global education is to be successful (Berman, 1990, 76). There is also a delicate balance to strike between educating for social responsibility and indoctrination for activism. In his article, "Global History or Globe Trotting?", Russ Mclean provides commentary on the pitfalls which must be avoided during the implementation of the Global History course in Nova Scotia. He cautions that:

Doctrinaire ideologues with their road maps to utopia or compulsive crusaders flitting from cause to cause can easily inspire students to action. However, this produces what Lenin called "infantile disorder." To affect profound change we must encourage students to think critically, to weigh evidence soberly, to reflect, and then to act. It is easy to inflame students, but do that and they act as a horde. It is more difficult to foster the intellectual courage required for them to stand alone.
(Mclean, 1990, 20)

Anderson suggests a set of competencies that he feels will enable students "to participate in the world system in more responsible ways than would be possible without such competencies" (Anderson, in Kniep, 1987,137). Again one can see links between the work of Anderson and other authors such as Hanvey, (1976); Kniep,

(1986); Lamy, (1986) and most recently Case, (1993) on what should constitute a "global perspective" for students. For Anderson there are four distinct types of competencies and the first of these include: "Awareness of involvement in the world-system. (How as individuals we are involved: biologically, ecologically, socio-culturally, historically and psychologically)" (Anderson in Kniep, 1987,137-138). Case for example would consider this an understanding of "universal and cultural values and practices", "global interconnections", "open-mindedness", "resistance to stereotyping", "inclination to empathize" and "nonchauvinism" (Case, 1993, 320).

Anderson's second type of competency comes under the heading of "decision-making" and requires individuals to have proficiency in: "a) understanding their own self-interest as well as the interests of others; b) identifying possible alternative choices; and c) calculating and evaluating the consequences of different choices" (Anderson, in Kniep, 1987,138). Case would include these in his areas of "open-mindedness" and "anticipation of complexity" (Case, 1993,320). Anderson takes "decision-making" a step further in his third area of competency, "judgement-making", which includes skills such as "moral reasoning" (Anderson, in Kniep, 1987,138-139). Case would refer to this as "open-mindedness, "inclination to empathize", "nonchauvinism" and "resistance to stereotyping" (Case, 1993, 320), all of which are required to make sound moral judgements.

The last type of competency advocated by Anderson involves:

An individual who has developed some competency in exercising influence, however slight, over the institutions, processes, and problems that impinge on his or her own life, which affect the welfare of the groups to which he or she belongs and which shape the well-being

of the human species as a whole, is more likely to be an effective and responsible participant in the economic, political, and social life of humankind.
(Anderson, in Kniep, 1987, 140)

Case would see this type of action coming from an individual's understanding of "global interconnectedness" and their "anticipation of complexity" in a global context (Case, 1993, 320). Anderson draws on the work of Harvey (1976) when he concludes that the attainment of a "global perspective" is not "a quantum, something you either have or do not have. It is a blend of many things and any individual may be rich in certain elements and relatively lacking in others" (Harvey, 1976, 2). Instead of being a process of all or nothing, the attainment of a global perspective is something that these authors (Harvey, 1976; Anderson, 1979; Case, 1993) believe we all can (and should) work towards improving through the development of a variety of what they refer to as "skills", "competencies" and "elements". Becker (1982), again drawing on the work of Harvey (1976), states that what is needed is not that these elements be possessed or exercised by all citizens, but that "for responsible citizenship in a global age", they be widely distributed across the population (Becker, 1982, 231). However, not all proponents of global education agree with this statement.

Although the aims for global education offered by Pike and Selby (1988) contain many of the component parts of the other authors (Harvey, 1976; Kniep, 1987; Lamy, 1987; Coombs, 1988; Case, 1993), they differ in their belief that their aims "constitute the irreducible global perspective. If any of the five (aims) are not met, then the school is failing in part to address and prepare students for contemporary reality" (Pike and Selby, 1988, 34). Their aims include:

1) Systems consciousness, (where) students should:
Acquire the ability to think in a systems mode...acquire an

understanding of the world...acquire a holistic conception of their capacities and potential.

2)Perspective consciousness, (where) students should: recognize that they have a worldview that is not universally shared...develop receptivity to other perspectives.

3)Health of planet awareness, (where) students should: acquire an awareness and understanding of the global condition and of global developments and trends...develop an informed understanding of the concepts of justice, human rights and responsibilities and be able to apply that understanding to the global condition and to global developments and trends... develop a future orientation in their reflection upon the health of the planet.

4)Involvement consciousness and preparedness, (where) students should: become aware that the choices they make and the actions they take individually and collectively have repercussions for the global present and the global future...develop the social and political action skills necessary for becoming effective participants in democratic decision-making at a variety of levels, grassroots to global.

5)Process mindedness, (where) students should: learn that learning and personal development are continuous journeys with no fixed or final destination... learn that new ways of seeing the world are revitalizing but risky. (Pike and Selby, 1988, 34-35)

The aims put forth by Pike and Selby have become quite well known due to the proliferation of techniques they promote for achieving them in the classroom. However, their ideas regarding the totality of experience required by students in order to achieve a global perspective that will have a positive affect on society, have been shown to not be shared by all authors.

Another group of authors state that if curriculum planners were able to synthesize this multitude of goals into a course that espouses a "global perspective", that it could only be done through "drastic oversimplification and distortion" (English,

1989,50). Such courses would leave students with an enterprise that is too complicated to absorb and too abstract to relate to what they see as being the real world. Instead of creating separate "global studies" courses, that "the only realistic approach to understanding our complex and interdependent world is through the established disciplines: history, political science, geography, and international relations, with a smattering of anthropology and economics" (English, 1989,50). It is felt that trying to infuse a global perspective across the curriculum only leads to "impressionism and arbitrariness" (English, 1989, 50).

Although arguing that "global education" should not be seen as the "sole province of any one subject area", Gilliom (1981, 170), goes on to state that because of the type of academic and professional training they have received and the nature of their subject areas, "social studies teachers are in a key position to assume a leading role" in the development of a global perspective in the secondary curriculum. This is somewhat the philosophy that curriculum planners in Nova Scotia adhered to in designing two "global studies" courses that were based on the established disciplines of history and geography. Nova Scotia curriculum planners chose not to invest their resources in the construction of a single, multi-discipline "global studies" course; nor did they choose to make it compulsory that a "global perspective" be taught in all grade levels, across all subject areas. What did result however was the creation of the Nova Scotia Global Education Project, funded by the Canadian International Development Agency (CIDA), sponsored by the Nova Scotia Teachers Union (NSTU) and supported by the Department of Education, the Nova Scotia School Boards Association (NSSBA) and the Association of Nova Scotia Educational Administrators (ANSEA). With funding starting in December of 1989 and programming

being the following January, the Global Education Project "has grown to support all teachers in their efforts to help students developed into globally educated students" (Aliphat, 1994,18).

Diane Ravitch (1985,17) would take the argument of discipline based study even one step further, emphasizing that history needs to be returned to its "rightful" place as the backbone of the social studies. She holds up the recently revised California curriculum, of which she was a co-author, where history forms the core around which all social studies courses revolve (Clawson and Kenfield, 1991, 16). It is these types of differences in understanding regarding the curriculum focus required for developing a "global perspective" in students, that saw the Nova Scotia Department of Education totter between developing a "global studies" course and the separate discipline-based Global History and Global Geography courses. It was also a debate that initially saw those involved in the two disciplines of history and geography lobby the Department of Education for inclusion of their subject area as the focus around which the new curriculum would be developed.

Although the decisions regarding the creation of two separate courses, versus one global studies course, versus a commitment to seeing a "global perspective" taught across the curriculum, are matters which would provide a very enlightening window into the politics of educational change, they are however not the focus of this study. What has evolved as a key component of the Nova Scotia Department of Education's global program are two compulsory courses; students must select either Global History or Global Geography. This means that only those students who

complete grade twelve will have a year-long exposure to global issues from either a historical or a geographical perspective. What does this mean for the approximately 30% of our student population who drop-out before grade twelve? This population of our future citizenship will not have had any formal academic global awareness education.

For the purpose of this study we will also look beyond the critiques offered by authors like Tucker and Cistone (1991) who state that "a global perspective is more than courses on world geography and world history; it requires a holistic approach"(3). With the two courses becoming mandatory in September of 1995, it is more appropriate at this point to examine which of the two provides students with the rationale, goals and major concepts that the majority of authors writing in the field put forth as constituting a "global perspective". Students will be asked to choose one of these two courses, which although recommended, have no required prerequisite. For Global History it is "recommended that students who wish to take this course should have taken grade 11 history" (N.S., Global History, 1993, 86). For Global Geography the Public Schools Programs guide states, that "Students who wish to take, global geography should take grade 10 physical geography and/or grade 11 Canadian geography" (N.S., Global Geography, 1993, 88).

It is hoped that this comparative analysis of the rationales, goals and major concepts of the two courses, as outlined in their curriculum guides, will offer students more information upon which to base their choice. A survey of a sample of grade eleven students will also be examined to determine on what basis student choices are being made in regards to this mandatory "global studies" graduation requirement.

Students' prior Social Studies background in high school will also be analyzed to determine whether they have any of the recommended prerequisites thought necessary for success in these courses. Prerequisites which, on the other hand, cannot be enforced due to the compulsory nature of the two courses. Hopefully student choices will be made on more than the traditional conceptions of geography being about "maps and the study of far away places" and history being about "textbooks and the study of the past". Determining how much more than this these two courses actually will attempt to provide students in terms of the development of a "global perspective" is, however, the overall goal of this study.

CHAPTER TWO

ANALYSIS OF RATIONALES, GOALS AND KEY CONCEPTS FOUND IN THE GLOBAL HISTORY AND GLOBAL GEOGRAPHY CURRICULUM GUIDES

Rationales, goal statements and an identification of key concepts not only give direction to a curriculum, but also explicitly indicate what is to be held as important. The rationale should provide a framework for understanding why certain content and methodologies are selected for inclusion in the curriculum and why it is structured in a particular manner. Goal statements or aims are broad statements of educational intentions, often expressing what the teacher or curriculum is intending to do for the learner. Key concepts are the abstractions of ideas or thoughts that indicate the particular focus of the component parts of a unit of study. This section of the paper will first examine the rationales offered by the Nova Scotia grade twelve Global History and Global Geography curriculum guides and then proceed to an analysis of their goal statements and key concepts.

RATIONALES

As discussed in the preceding literature review, there are various rationales that provide justification for including particular content and methodologies in global education. Table One, found on page 36, provides a comparative summary of the reasons why the study of Global History and Global Geography should be undertaken

by grade twelve students in Nova Scotia. The categories used in Table One were taken from similar analysis of the global content found in Canadian social studies curriculum guides done by Haskett (1992, 56-57). Only the last category, "links with the past aid in our understanding of the present" was added under the "other" category provided by Haskett.

The rationale section of each curriculum guide is comparative in length, approximately one and one half pages, with approximately one half page given to quotations in each case. Reasons for undertaking the courses were categorized as a listing of fifteen different references related to the rationales offered in the global education literature. It was found by Haskett, that three main rationales dominate the literature: "1) prudential rationales stressing national self-interest, 2) moral rationales emphasizing internationalism, and 3) factual claims highlighting our changing world"(Haskett, 1992,59). In both the Global History and Global Geography curriculum guides, factual claims about our changing world are given the dominant position in regards to why global studies courses are important. This supports Haskett's findings in his analysis of 47 curriculum guides current during 1988, from ten provinces and the Northwest Territories. Haskett's study found that references to an "interdependent world", "shared problems/needs" and a "changing world" were the top three reasons given by the curricula, making up half of all reasons given (Haskett, 1992,59). For Global Geography the three reasons which were extensively discussed in the rationale were "interdependent world", "shrinking world" and "changing world". The two dominant reasons given in the Global History rationale were "changing world" and the more specific "links with past to aid in our understanding of the present". The last reason is reflected in the key question for both courses, which is stated repeatedly

throughout the Global History curriculum guide, "How did the world arrive at its current state at the close of the 20th century?".

Although the two courses were developed separately, indications of the original focus to develop one common global studies course for grade twelve students are found in the rationales. Both include as being central to their list of reasons the same quote from Fred Hoyle, "once a photograph of the Earth, taken from the outside, is available....a new idea as powerful as any in history will be let loose" (Nova Scotia, Global Geography, 1993,7 and Nova Scotia, Global History, 1993,3). This vision of "one earth" (N.S., Global History, 1993,7) where "borderlines are artificial, that humankind is one single community on board Spaceship Earth" (N.S., Global Geography, 1993,7) also attempt to stress the more general rationale found in the literature regarding morality that emphasizes internationalism. Although this ideal is mentioned in both curriculum guides, the Global History guide provides very little evidence that a "less ego/ethnocentric world view" will be encouraged in students. In fact the rationale includes in its final paragraph the **encouragement** of a egocentric world view in that the course will enable students to examine the world so that they can "benefit from and (be able) to enjoy their full potential within this global framework" (N.S., Global History, 1993, 5). At what costs to the rest of the world are the already privileged positions of these students to be encouraged to be further exploitive? The Global Geography course on the other hand, states that students "should achieve a new sense of global responsibility, both to their fellow humans, wherever they may be, and to Earth's environments, large and small, local and distant" (N.S., Global Geography, 1993, 8). This ethic of caring is seen to be a key element in terms of moral rationales for global education as put forth particularly by authors such as Nel

Noddings (1992).

The emphasis on a "changing" and "interdependent" world found in both curricula, tend to emphasize the more factual aspects of the impact of technology on society. The Global Geography guide opens with the statement "Humanity has reached a most challenging moment in its occupation of planet Earth. The challenge originates in knowledge, and that knowledge originates in technologies most fully developed in the last five or six decades (N.S., Global Geography, 1993, 7). Does this mean that those societies who do not have access to technology, therefore have no knowledge worthy of consideration by our students? The rationale then proceeds to discuss the importance of events such the launching of Sputnik and the telecommunications technology that soon followed. The subsequent success of the United States' Appollo program is then noted for its contributions to the technology utilized by the physical sciences who now have the ability to "probe the secrets, conditions, and problems of our immediate world" (N.S., Global Geography, 1993, 7). The underlying premise being that yes, "ours is an interdependent world wherein the forces of nature and humanity are inextricably linked"; a world whose problems can be understood and therefore corrected through the appropriate use of a "geographic perspective" (N.S., Global Geography, 1993, 8). A perspective that includes a "working knowledge of geographic methods, techniques and skills", a "body of geographic information" and an understanding of "planet management awareness" (N.S., Global Geography, 10).

The Global History guide also refers to technology as a reason for studying

global issues. The focus for this course is however on how technology has not only made the world "interdependent," but that it forms the basis for "power" relationships as well. The issue of "global extinction" is eluded to in the discussion of how political power is affected by "the fact that a small number of nations possess immense military power" (N.S., Global History, 1993, 6). The linking of the world through telecommunications technologies are shown to affect the dynamics of economic power, which has seen the world over time be divided into "identifiable zones of poverty and affluence, both of which are reflected in forms and degrees of development" (N.S., Global History, 1993, 7). A reassessment by "governments, transnational corporations, small businesses and individual citizens" of their "economic roles and practices" is advocated as worthy of study, not because of fundamental inequality between the citizens of the world, but rather because of the "global environmental problems" that have been caused by past practices (N.S., Global History, 1993, 6). This focus on "prudential rationales, stressing national self-interest" (Haskett, 1992, 59), are not given a prominently displayed position in the Global History rationale, but rather are found more subtly throughout the document.

The statements "higher standards of education have affected marriage patterns and family profiles" and "medical science has changed life expectancy, child mortality, and fertility rates around the globe", both continue to illustrate the ethnocentric focus for the Global History rationale (N.S., Global History, 1993, 6). Have higher standards of education and advances in medical science had the same level of impact between what has come to be known as the "developed" and "developing" worlds? The Global History guide states that issues of "power, perspective, equity and justice" are said to "constitute and enrich the social dynamics of our times" through such areas as "anti-

racism, anti-sexism, multiculturalism, human rights, the rights of the individual, (and) the rights of the child" (N.S., Global History, 1993, 6). These critical elements of any global education course have been shown to be fundamental for engaging students in the development of a global perspective. Although stated as being important elements of our present day world, some elements only received "some discussion" in the rationales, while others were "merely mentioned" (see Table One). As Global History could amount to the only course taken by students that formally contains a "global perspective", the focus question for the course seems somewhat lacking. Instead of limiting the perspective of the course to the guidelines set by the question "How did the world arrive at its *current state* at the close of the 20th century?", a supplemental question might be: "From an understanding of how and why the world arrived at its current state at the close of the 20th century, what must be done to make it a more equitable and just society for all of its inhabitants?". This type of expansion of perspective is required to address the goals advocated by the literature on global education. The emphasis on "prudential rationales stressing national self-interest" and "factual claims highlighting our changing world", that the Nova Scotia Global History and Global Geography curricula both put forth, ignores the more critical "moral rationales emphasizing internationalism"(Haskett, 1992, 59). In order to have the potential to impact upon our students and therefore our world, courses in global studies, regardless of whether the pedagogical focus is history, geography or interdisciplinary in nature, need to utilize values education and encourage student action. Werner (1988) states that:

The first purpose, then, of global education is to raise awareness of issues and problems from the perspective of global interdependencies/interrelationships. A second purpose is to help students

articulate and reason about moral questions...
students need to be taught how to make defensible
judgements about what is fair and just. The third
purpose is to encourage reflection and responsible
action.... Global education does not really leave one
with the option of remaining neutral.
(in Haskett, 1992, 29)

A further analysis of the goals and key concepts stated in the Nova Scotia grade
twelve Global History and Global Geography curricula will attempt to assess how close
they come to providing support for these rationales.

TABLE ONE: EXPLICIT REFERENCES TO REASONS FOR GLOBAL HISTORY OR GLOBAL GEOGRAPHY AS FOUND IN RATIONALE SECTIONS OF CURRICULUM GUIDES.

	Extensive Discussion	Some Discussion	Merely Mentioned
a) Interdependent world **	G	H	
b) Shared problems		H,G	
c) Global extinction		G	H
d) National self-interest		H	
e) Solutions require co-operation		G	H
f) Changing world	H,G		
g) Justice/fairness			H
h) Fundamental/human rights/dignity			H
i) Less ego/ethnocentric world view		G	
j) More enlightened/future looking decisions		G	
k) Gross inequality		H	
l) Shrinking world	G	H	
m) Responsibility		G	
n) Multiculturalism		H	
o) Links with past aid in our understanding of present.	H		

"H" = found in Global History rationale (N.S., 1993, 6).

"G" = found in Global Geography rationale (N.S., 1993, 7-8).

**"Extensive discussion" meant that there was a paragraph or more devoted to explaining a particular reason for global content. "Some discussion" referred to one or two sentences, whereas "merely mentioned" meant that a reason was stated without any supporting discussion.

**Interdependent world: reasons for global content emphasize the linkages (e.g., economic, political, social, technological, environmental) that tie the world more closely together.

Shared problems/needs: reasons emphasize problems, issues or needs that extend across national boundaries (e.g., acid rain, overpopulation, underdevelopment).

Global extinction: reasons emphasize issues that threaten life itself (e.g., nuclear holocaust, environmental degradation, depletion of the ozone layer).

Solutions require cooperation: reasons recognize that international cooperation is essential for the resolution of many global problems.

Changing world: reasons emphasize changes in the world that necessitate changes in perception and action (e.g., decline of Cold War, rise of new technologies).

Justice/fairness: reasons recognize that justice and fairness should be guiding principles in our interactions with the world's peoples, especially in the face of such issues as poverty, hunger, and development.

Fundamental human rights/dignity: reasons recognize the human rights and dignity should be guiding principles in our relations with the world's peoples, especially in the face of issues such as poverty and hunger that degrade human dignity.

Gross inequality: reasons recognize that inequality and disparity are rampant across the world and that we have a responsibility to attempt to diminish them.

Shrinking world: reasons recognize that some events (e.g., technological advances) are increasing international interaction and interdependence.

Responsibility: reasons recognize that we have a responsibility for our actions in the world and to other peoples.

Effective citizenship: reasons recognize that there are essential understandings and dispositions for living in a world less characterized by national boundaries.

Multiculturalism: reasons recognize that many nations are increasingly multicultural.
(Haskett, 1992, 56-57)

GLOBAL GOALS

In his study of the "Global Content in Canadian Social Studies Curriculum Guides", Haskett determined that six goals were prevalent across the provinces. These goals included: "1) knowledge of facts, 2) understanding of concepts, and the ability to engage in 3) problem solving, 4) value reasoning, 5) empathy and 6) action" (Haskett, 1992, 61). These are similar to the goals put forth in the literature by authors

who advocate the teaching of a "global perspective". For these reasons the inventory used by Haskett (1993, 161) for identifying "global goals" and instructions which would help teachers in promoting and developing these goals, was modified only in terms of organizational structure to reflect the more narrow focus of this study and not in terms of its content, which is strongly supported by the literature.

A basic knowledge of "physical/cultural facts", as well as an understanding of key concepts is central for building a basis of understanding for the development of a global perspective. This forms the basis of Case's "substantive dimension" of a global perspective which built on previous work of Harvey (1976) and Kniep (1986) (Case, 1993,320). Anderson includes this in the need for students to have an "awareness of involvement in the world-system", which is to include an understanding of the "social-cultural and historic" facts that make up our world. (Anderson, in Kniep, 1987, 137-138). The goal of "critical value reasoning" also dominates the literature. Kniep includes this in his need for students to understand the diversity of human values that contribute to unique perspectives and worldviews (1986, 437), and Case advocates it as part of the interrelated elements that make up what he describes as the "perceptual dimension" needed to develop a global perspective (1993, 320-323). Anderson refers to it as "judgement making", which includes skills such as "moral reasoning" (Anderson, in Kniep, 1987, 138-139). Lamy more specifically refers for the need for "critical value reasoning" as a goal for global education in his call for students to develop the skills and capacity to analyze controversial perspectives as they relate to an individual's or culture's worldview (Lamy, in Kniep, 1987, 133-134).

The specific goal of problem-solving is also advocated as being necessary by a

number of authors (Lamy, in Kniep, 1987; Anderson, in Kniep, 1987,) and inferred in the literature of most other authors. Case specifically refers to need to "empathize" with others (1993,323), as does Lamy (in Kniep, 1987,134). The goal of developing a sense of commitment in students towards social action is implied in the nature of developing a "global perspective", by authors such as Pike and Selby, who refer specifically to this as "involvement consciousness and preparedness". Their conception, however, calls for the development of "social and political action skills necessary for becoming effective participants in democratic decision-making at a variety of levels, grassroots to global" (1988, 35). It is Werner who explicitly states that one of the three purposes of global education is to encourage "responsible action" on the part of our students (in Haskett, 1992, 29). Other authors such as Kniep (1986), Carson (1989), Anderson (1979) and Berman (1990) also comment on the need for "educating for social responsibility" (Berman,1990,75).

A comparative summary of the "global goals of the Nova Scotia, grade twelve Global History and Global Geography courses are outlined in Table Two. A preliminary survey of the findings as outlined on Table Two indicate that the goals stated for Global Geography reflect those outlined in the inventory as being important for developing a global perspective, in a more significant manner than for Global History.

TABLE TWO: CONTENT GOALS AND LEVELS OF DEVELOPMENT FOR CORRESPONDING CLASSROOM ACTIVITIES AS IDENTIFIED IN CURRICULUM GUIDES FOR GLOBAL HISTORY AND GLOBAL GEOGRAPHY.

Global Goals	Global History		Global Geography	
	I	II	I	II
Critical value reasoning	A	C	A	C
Technical/Practical problem solving	A	C	A	C
Knowledge of physical/cultural facts	B	S	A	C
Understanding of key concepts	A	C	A	C
Empathy/Concerns	O	N	B	S
Commitment/Action:	B	S	A	C
Other: communication skills for defense of historical thesis	A	S	O	N
Other: Geographic skills and techniques	O	N	A	C

Key I) A = Significant Goal	II) C = Considerable indication for teacher development
B = Minor Goal	S = Some indication for teacher development
O = Not identified as a goal	N = no identification for development

The goals as stated in the curriculum guide for Global History were shown to be weak in the areas of "knowledge of physical/cultural facts", "commitment/action" and almost non-existent for the goal of developing "empathy/concern". Global Geography was also weak in the area of "emphathy/concern", but not to the same degree as the history course. Both courses were respectively strong in the goal of developing technical

skills and techniques that were particular to their separate disciplines. Exemplars of the findings outlined in Table Two will help to justify whether this differential rating is an adequate one.

Both curriculum guides also list what they consider to be the "aims of global education". For Global History these aims are stated as being developed by the Nova Scotia Global Education Project (1990) and Dr. Robert A. Sargent (1992), a global education specialist at Saint Mary's University. For the aims given in Global Geography guide only the Nova Scotia Global Education Project (1990) is cited. For Global History the relative importance of these goals is reflected in part by their location in the curriculum guide on pages 148 and 149. For Global Geography they are more strategically located near the front of the document on page 12. Although crediting an additional author in Dr. Robert Sargent, for the global education aims in the history guide, both lists are almost identical and basically repeat the five dimensions developed by Hanvey in 1976. Even the headings: perspective consciousness, 'state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices (Hanvey, 1976, 4-22) are used in both curriculum guides with no reference given to Hanvey. This seems out of place and questionable, as sources are referenced in other areas throughout both guides. This does, however, indicate that some attention was given to some of the literature available on developing a global perspective, but as a closer examination of the goals identified in the two guides will indicate, that this review was cursory at best. In fact it was after the draft of the Global History curriculum was designed, that Dr. Bob Sargent was asked to produce a list of skills that should be taught when approaching the study of history through a "global perspective". This "list" was however never incorporated

into subsequent materials distributed by the Department of Education. The development of the Global History course always centered around the debate of whether this was "another history course" or a "global education course". It appeared to Dr. Bob Sargent, who was a member of the Advisory Committee on Global History, that the driving force behind any and all decisions seemed to be "would the universities accept it as a credit for history, if it were developed as a true, global education course" (Sargent, 1995).

Both guides indicate the importance of "critical value reasoning" as a goal for their courses. For Global History this is partly contained in the aim to "help students recognize that human choices...affect fellow humans both at home and abroad" (N.S., Global History, 1993, 8). More specifically students in the Global History course will be asked to "recognize the role of historical and contemporary values and value systems in natural and human environments and to reflect upon personal values, responsibilities and commitments in the context of emergent global realities" (N.S., Global History, 1993, 8). The Global Geography guide also acknowledges as a goal a need to examine the impact that individual "human choices" have on the world and need to "acknowledge various perspectives... that are generated by cultural diversity" (N.S., Global Geography, 1993, 9). The idea of how to critically examine the role of perspective is promoted in a fair amount of detail in similar fashion in Appendix A of both guides under the title of "educating for the respect and dignity of all persons". It is stated that students will be made "aware of the role of perspective in our lives, and how perceptions add to or detract from the respect and dignity which all persons seek to enjoy" (N.S., Global Geography, 1993, 151). The role of "gender", "race", "ethnicity", "cultural diversity" and "quality of life" are all put forth as being necessary

components for students to critically examine the role that their own values play in their understanding of the world (N.S., Global History, 1993, 142-143). The overall

challenge in this area, as stated for Global History will therefore be:

for the student to confront the unexamined perhaps even unrecognized consequences of the lifestyles and expectations of dominant peoples upon others. This should allow them to see the very real connection between exploitation and the diminished human dignity that has been and is the daily reality for hundreds of millions of people worldwide. (N.S., Global History, 1993, 144)

Similarly, for Global Geography:

The challenge, therefore, will be for the student to confront the unexamined perhaps even unrecognized consequences of western lifestyles and expectations. This should allow them to see the real connection between their material comforts and the diminished human dignity that is the daily reality for hundreds of millions of people worldwide. (N.S., Global Geography, 1993, 155).

Although both of these aims focus on the interconnected nature of the world and how the values and expectations of one group affects another, the aim of Global History is to have students probe a little deeper and examine the inherent power relationships, the "exploitation" of "dominant peoples upon others". Students are also to be assessed on this "understanding and appreciation of the role of values attitudes in human behavior" as part of the overall aims of evaluation prescribed for both courses (N.S., Global History, 1993, 173; Global Geography, 1993, 193).

In order to help them achieve this level of "critical value reasoning", both courses also promote "problem solving" as a significant goal. For Global History this comes under the goal of having students being able to utilize the skills and resources

of historical research" (N.S., Global History, 1993, 7). Similarly, Global Geography states as one of its significant goals for students to "achieve a working knowledge of geographic methods, techniques and skills: (N.S., Global Geography, 1993, 9). The skills required by students to effectively engage in problem solving activities are quoted directly in both guides from Alberta Education (1990) Teacher Resource Manuals for Senior High Social Studies. In fact Appendix C of both the Global History and Global Geography guides, titled "Shared and Specific Skills of Historical/Geographic Study", are identical, except for the substitution of the words geography or geographic and history or historical, where appropriate (N.S., 1993, Global History, 152-169; Global Geography, 174-191). They both also include examples of three rather generic models which can be used to further develop the skills required by students to engage in the processes of inquiry, research and problem solving. Examples of how one of the models can be developed to serve as an illustration of an inquiry activity in both history and geography can be found in Appendix B.

Both Global History and Global Geography list in their respective curriculum guides the "knowledge of physical/cultural facts" and the "understanding of key concepts" as being significant goals. For Global History these goals include:

To develop an understanding of historical events that have shaped the political, economic, and social development of the world since 1945...

To assess how these political, economic and social developments were **interrelated** and whether or not these developments confirm that humanity has emerged into a world whose actions are governed more by **interdependence at the global level** than by dependence or independence at the national or international level...

To develop further an **understanding of the concept of power** and its role in the political, economic and social developments of the post-World War II era. (emphasis mine)
(N.S., Global History, 1993, 7)

The two focus concepts of the Global History course are stated as being "power and interdependence". In a section of the guide titled "Managing the Focus Concepts", teachers are given examples illustrating how these two concepts are interrelated and that "by striving to understand them within and between each unit, students will develop a deeper appreciation for the dynamics which underlie modern history" (N.S., Global History, 1993, 31). Teachers are instructed that students should learn something about "power" in each of the five units of the course. The following outline is given to enable them to see the central nature that this concept has to the structure of the course:

Unit One focusses primarily on **superpower**, a manifestation of political (and military) power that is unique to the 20th century. Variation in **economic power** has helped to create glaring contrasts between the "North" and "South", the theme of Unit Two. Unit Three, The Pursuit of Justice, considers the **power of the individual, the group, and the state**, and how each may accommodate or threaten the other. The power which comes from "keeping up" and being "**equipped**" underlies the study of change in Unit Four. Unit Five examines the nature of **shared power**, interdependence. (emphasis theirs)
(N.S., Global History, 1993, 31)

The other focus concept, interdependence, is to be addressed throughout the curriculum in a more general sense wherever students are asked to develop a more

critical understanding of the complex "role of interdependence among nations, in time and in space" (N.S., Global History, 1993, 8). The Global History curriculum guide is also very specific on what primary concepts need to be addressed in each unit. The five to seven primary concepts stated for each unit will be examined in more detail later in this paper.

The goals found in the Global Geography curriculum guide indicate that an "understanding of key concepts" and a "knowledge of physical/cultural facts" that are seen to be significant, include enabling students to :

explain and illustrate the interrelationships among, and the interdependence of, global mechanism and systems...

recognize, examine and explain changing world conditions, and to identify and discuss emerging global trends...

recognize, appreciate, and describe the great geographic diversity within and among the nations and regions of the world...

acknowledge various perspectives on human and natural environments, and on global affairs and issues, that are generated by cultural diversity. (emphasis mine)
(N.S., Global Geography, 1993, 9)

The Global Geography guide also identified six key concepts or themes which have guided the development of the course. They include: "location, region, pattern, spatial interaction, human/environment interaction, and culture" (N.S., Global Geography, 1993, 14). It is noted in instructions to teachers in a section on "The Nature of Geographic Studies", that these themes "occur naturally and are integral to the course.

To help teachers realize the full potential of unit lesson plans, the themes are identified in the sub-sections of the detailed course outline" (N.S., Global Geography, 1993, 14).

A description of how one of these key concepts or themes, that of "culture", is integrated into the course content is contained in the following example:

Each society in each era perceives and interprets its surroundings, including its physical setting, through the prism of its own way of life (culture). The nature of a "resource" reflects that fact. What one culture views as a valuable resource another culture views quite differently. As the interpretation of the environment and the manner in which it is exploited depends upon human circumstance, it is important for geography students to be aware of cultural differences. As we come to appreciate people's culture, we come to understand their particular human responses to the environment.

For example, an indigenous tribe in the remote reaches of the Amazon rainforest view the land as the giver of life as an integral part of their cultural heritage. The Brazilian government looks to the forests as a source of land for poverty-stricken urban dwellers. A multinational corporation hopes to use the region's warm humid climate to grow trees for a pulp and paper industry.

A critical process will be under way when Nova Scotia students are asked to assess the impact of their own environmental practices in relation to any number of issues, e.g. rainforest destruction, decline in world fish stocks, growth of acid rain.

Because most of their wants and needs are either culturally driven or culturally met, the students of this global geography course should be given the opportunity to examine their culture and lifestyles, and to assess critically the opportunities and responsibilities that lie in front of them to make a substantial

contribution to improve the well-being of the planet and its inhabitants.
(N.S., Global Geography, 1993, 17).

The above example of how the concept/theme of "culture" should be integrated into the Global Geography course, helps to illustrate how the global goals of "empathy/concern" are only given a minor role in both curricula. In this particular section the Global Geography guide explains how "it is important for geography students to be aware (emphasis mine) of cultural differences: As we come to appreciate peoples' culture, we come to understand their particular human responses to the environment" (N.S., Global Geography, 1993, 17). At this point it appears that students are on their way towards developing an "inclination to empathize", described by Case as being "a willingness and capacity to place ourselves in the role or predicament of others or at least to imagine issues from other individuals' or groups' perspectives" (1993, 323). Case goes on to critique Harvey's (1976, 11-12), concept of "transspecion" which requires that we attempt to feel exactly what another feels, instead more realistically promoting an attempt to relate, or identify with, another's feelings. Where the Global Geography guide falls short in this particular example, is not that it does not ask of students to "appreciate" others' cultures, but that the focus of this understanding is not to "relate to, or identify with" their feelings, but that it uses that information to "assess critically the opportunities and responsibilities that lie in front of them" as students living in the developed world (N.S., Global Geography, 1993, 17). What this does instead of creating an appreciation of equality in terms of thought and humanness between Nova Scotia students and people from around the world, is to help foster a "we - they" attitude. "We" think one way and "they" another. If only "we" can understand how and why "they" respond to their own particular environment in the way

that "they" do, then "we" can work towards making " a substantial contribution to improve the well-being of the planet and its inhabitants" (N.S., Global Geography, 1993, 17). What about the "opportunities and responsibilities" that lie in front of the people we are asking our students to study? Does not the need to have our students "empathize" with others, condition itself upon the premise that the "they" are also capable of making contributions to "improve the well-being of the planet and its inhabitants"?

In regards to the goals outlined at the beginning of the guide for Global Geography, the one that specifically relates to developing an "inclination to empathize" in students calls for them to "respect diversity among the world cultures and to acknowledge various perspectives on human and natural environments, and on global affairs and issues, that are generated by cultural diversity" (N.S., Global Geography, 1993, 9). In Unit Three of the Global Geography course "The Peopled Planet --Standing Room Only?", students look at the topic of global population with the objective "to examine population distribution, density and rates of growth with a view to ascertaining the planet's capability to support and sustain life" (N.S., Global Geography, 1993, 87). When examining the cultural context of population growth a note provided in the "suggested teaching/learning strategies and activities" sections explains that:

The birth of children and population growth cannot be viewed simply as the outcome of human sexual behavior. Global geography students must be given the opportunity to examine and understand the very deep cultural and economic forces which contextualize human sexuality and resultant practical matters such as family size. (N.S., Global Geography, 1993, 90)

Students are then asked to research and prepare reports on the cultural and economic context of population studies. One would hope that this research would be directed in a manner that would include further discussion on the interconnections between population growth and such factors as: "resource distribution, patterns of wealth and social security" (Sargent, 1995).

Although these activities begin to allow students to develop a sense of empathy with those people they are studying, the next, much more substantial section of the unit looks at global population from a statistical perspective. Titled, "The Numbers Game", students are asked to examine such things as global "demographic statistics, vital rates, demographic models, and measurements of quality of life" (N.S., Global Geography, 1993, 92-95). What little empathy that the previous exercise generated, (if done at all by individual teachers, since its suggested pedagogical strategy was student research based and not direct instruction), would soon be lost in the impersonal statistical analysis that followed. Similar calls to contextualize a particular unit of study and thus create a feeling of empathy among students, are quickly superceded by a more technical analysis of the topic. Thus, for example, the role gender plays in food production around the world is illustrated by a "statistical lecture" (N.S., 1993, 101), and students are asked to "analyze an urban growth map,... to see where the world's urban growth is taking place and if there is any quantifiable differences between the growth in developed and developing countries" (N.S., 1993,133).

Although the Global Geography guide indicates some weaknesses in its attempt to have students develop an inclination to empathize with those individuals

they are studying, at least the attempt is being made and opportunity for further development of this goal is provided for the teacher. The Global History guide, on the other hand, provides very little evidence that the development of "empathy" is to be considered a goal of the course. An examination of the goals of the Global History course do not indicate any attempt to have students to relate to, or identify with, another's feelings. The development of empathy is alluded to in the goals given for the broader context of global studies in general, where students are asked "to recognize the role of historical and contemporary values and value systems in natural and human environments and to reflect upon person values, responsibilities and commitments in the context of emergent global realities" (N.S., Global History, 1993, 8). As previously stated, however, this goal does more to develop "critical value reasoning" in students than "empathy".

Unit Two in the Global History guide, for example, looks at the issue of "North - South: Origins and Consequences of Economic Disparity". A review of suggested case studies for this unit states that a number of them would be very suitable to incorporate the goal of developing "empathy" in students. These include: "the distribution of wealth in developing countries, e.g. the Somoza family in Nicaragua; the role of women in developing countries, e.g. Nigeria; ... the role of population and development, e.g. China; the role of health care in developing countries, e.g. clean water" (N.S., Global History, 1993,25). An examination of the objectives for this unit in no way identify as a goal the need to "try to understand in a vivid way what others think and how they feel" (Case, 1993, 323). The closest the objectives for this unit come to attempting to achieve this goal is to "examine ways in which nations have attempted to deal with social and economic disparity" (N.S., Global History, 1993,52). Rather than

asking students to "examine from a variety of perspectives how the attempts nations have made to deal with social and economic disparity were perceived by a variety of individuals' and groups affected by that process"; teachers are instead instructed to see the world as a complication of facts or "historical events" (N.S., Global History, 1993, 7).

Subsequent unit objectives do suggest in places that a variety of perspectives should be considered by students when examining an issue, but the overall emphasis is always on an understanding of the "historical facts" that will enable students to answer the question, "How did the world arrive at its current state at the close of the 20th century?" (N.S., Global History, 1993, 6). Isolated examples from the Global History guide include: In studying East - West relations an objective for students is to "analyze how and to what degree competition and conflict between the East and the West around the globe was created by their perceptions of themselves and of each other" (N.S., Global History, 1993, 40); in the unit on justice, students are asked to "understand that different notions and perceptions of justice have existed around the world" (N.S., Global History, 1993, 66); and when looking at the unit on societal and technological change one of the only key questions that attempts to focus on developing empathy is "in what way, since 1945, did state security, international mobility, **social awareness within and among peoples**, (emphasis mine), economic competitiveness etc. act as driving forces behind those changes?" (N.S., Global History, 1993,82). It can clearly be seen therefore, that the development of empathy in Global History students is not considered a significant goal as outlined in the curriculum guide.

The goal of "commitment/action" is also not seen to be a significant one for those students who would be enrolled in Global History. Students are again asked to gather information and develop skills that will help them to answer the question, "How did the world arrive at its current state at the close of the 20th century?" (N.S., Global History, 1993, 6). At no point in the goals section of the curriculum guide are students asked to take this information and utilize these new resources to make a conscious commitment towards taking action for change. The closest that the curriculum guide comes towards this is under the more broader goals of general studies, where students are asked to "reflect upon personal values, responsibilities and commitments in the context of emergent global realities" (N.S., Global History, 1993, 8). Support and/or encouragement for social action, however are not seen as being a significant goal for Global History. It is not until the final stated objective, of the last unit, "Acknowledging Global Interdependence: The Legacy of the 20th Century", that students are asked to "assess their own roles, responsibilities and commitments in an interdependent world" (N.S., Global History, 1993, 98) Even then only the concept of "stewardship" (environmental), calls for students to vaguely contemplate the notion of social action. It is stated that "while using it, current populations must care for and protect the natural environment, thus allowing future generations to use and enjoy it" (N.S., Global History, 1993, 99). It seems to me that a tremendous opportunity has been lost to connect our students with the reality and responsibility of their own global existence if such issues as "commitment/action" are left to be "studied" in the final week, of their final year, of public school education.

The Global Geography curriculum guide emphasizes a much more significant role for the goal of commitment/action. The first two goals stated for the course are to

"develop both an individual and shared responsibility for the well-being of the planet, its life forms, its resources, and its peoples" and to acknowledge that individually and collectively each person makes choices which have an impact upon the natural environment, locally and globally" (N.S., Global Geography, 1993, 9). Quoting a resource manual for senior high social studies (1990) for the province of Alberta, the Nova Scotia Global Geography curriculum guide lists as one of the "particular skills" students will be called upon to use and develop is "social and political participation" (N.S., Global Geography, 1993, 18). The last of eight units to be studied by students, "The Future Planet - Under New Management", lists as its unit objective "to place before students the challenge of individual and societal commitment to the effective stewardship of the planet" (N.S., Global Geography, 1993, 57). A secondary goal of this three week unit is "to facilitate student commitment to personal action based upon an understanding of various dimensions and perspectives of planetary stewardship" (N.S., Global Geography, 1993, 58). Instructions to teachers for this unit indicate that:

Global Geography teachers are required (emphasis theirs) to challenge their students to accept a commitment to stewardship. Action be it individual or group, small or large, close at hand or at a distance should, **if circumstances** allow (emphasis mine), be undertaken by the students and be part of the strategy for evaluation. (N.S., Global Geography, 1993, 138).

It is too bad that the curriculum planners for Global Geography determined that students need to spend approximately 90-95% of the allotted instructional time in a process that has them examining and manipulating data, evaluating observations, pondering and debating conclusions so as to be "prepared" to engage in social action (N.S., Global Geography, 1993, 57). Although its focus is primarily an environmental one, this unit on the "management of the planet contains a very thorough outline of

what is required for social action, including such topics as: "guidelines for action"; "principles of environmental citizenship and ecosystem management"; "stewardship perspectives"; "me as steward"; "communities as stewards"; "professional action" (including the work of government and non-government organizations); and "school, home and community based action" (N.S., Global Geography, 1993, 141-149). It is too bad this very valuable and well developed pedagogical framework is left to the end of the course and not incorporated into the structure of instruction from the very beginning.

Instead it seems the goals of developing geographical and historical skills of inquiry are to be the primary focus for the respective courses. The Global Geography curriculum guide cites as a significant goal that students should "acquire a working knowledge of geographic methods, techniques, and skills whereby they are better able to study and understand the world around them" (N.S., 1993, 9). A subsequent section is found in the guide which outlines the nature and importance of geographic studies (N.S., 1993, 13-20). It concludes by stating that:

With its key concepts, specific skills, and its own unique literacy, geographic study has the potential to contribute to the development of young people as lifelong learners and participating, thoughtful citizens in the world of the twenty-first century. (N.S., Global Geography, 1993, 20)

Similarly, the Global History curriculum guide states as a significant goal to have students "utilize skills and resources of historical research to identify and examine those events and developments that have shaped the political, economic, and social development of the world since 1945" (N.S., 1993, 7). Subsequently, one

of two main objectives for the course is to have students "utilize the skills of communication -- reading, writing, listening, speaking, thinking --in the construction, delivery and defense of historical theses" (N.S., Global History, 1993, 8). The Global History curriculum guide also contains a section which outlines the nature and importance of historical studies. (N.S., 1993, 11-20). Historical inquiry is seen as "a process with identifiable steps" (N.S., Global History, 1993, 14-16). It is concluded that "the purpose in studying history is to acquire knowledge, develop skills, and examine the role of values and attitudes in human affairs. In combination these learnings help us to understand the natural and human world around us" (N.S., Global History, 1993, 18).

In regards to the "goals" outlined in the respective curriculum guides it should also be noted that each contained a listing of identical goals for social studies in general, which reflect the aims of Nova Scotia's Public Schools Programs. (N.S., Public Schools Programs, 1993, 8-9). Both also contained general goals for engaging in "global studies", as they applied to both disciplines. These included the need to develop an understanding of the role of "interdependence of nations, in time and in space"; to develop frameworks to examine "global conditions and global issues"; and to find answers to the question: "How did the world arrive at its current state at the close of the 20th century?" (N.S., Global History, 1993, 8; Global Geography, 1993, 9). One could hypothesize that the similar, and often identical, elements of the two curriculum guides, are remnants of the initial attempt to create one "global studies" course at this level. One wonders if the similarities in packaging, from common goals, to identical models of inquiry, are an attempt by the Department of Education to portray a "separate but equal" status between the two courses? An

examination, however, of the key concepts put forth in both curriculum guides, helps to illustrate further that, beyond the "external packaging", the two courses are constructed very differently.

KEY CONCEPTS

Concepts usually act as framework around which the content of social studies curriculum is organized. Both the Global History and Global Geography curriculum guides list a number of concepts which they show as being central to an understanding of various global issues. For Global Geography the six key concepts/themes around which they suggest should guide the development of the course include: "location, region, pattern, spatial interaction, human/environment interaction, and culture", with subsequent descriptions and examples given for each (N.S., Global Geography, 1993, 14-17). These concepts are shown to occur throughout the various units and are identified as to where they are specifically found in the subsections of the detailed course outline. Each unit also identifies "secondary concepts" which are used to illustrate and explain the primary concepts/themes.

Global History identifies two "focus "concepts", "power and interdependence" around which the course is developed (N.S., Global History, 1993, 31). Each of the five units also list between six and seven primary concepts which are used to illustrate more deeply how the concepts of power and interdependence relate to the topics at hand. For the purposes of comparison I will use a list of "global concepts" that Haskett found to be prevalent in his analysis of 1988 curriculum guides (1992, 77). As only the Global Geography guide provides explanations on how these concepts could be

developed by a teacher, only a tally of how often the various key global concepts occur in the two curriculum guides will be given. An example of the modified instrument can be found in Appendix A and a summary of the results of my analysis of key concepts in Global History and Global Geography can be found in Table Three.

TABLE THREE: FREQUENCY OF IDENTIFICATION OF KEY GLOBAL CONCEPTS FOUND IN GLOBAL HISTORY AND GLOBAL GEOGRAPHY CURRICULUM GUIDES.

Concepts	Global History (Number of times identified in curriculum guide).	Global Geography (Number of times identified in curriculum guide).
Conflict	5	1
Interdependence	11	10
Change	13	15
Ideology	12	10
Diversity	3	14
Development	8	5
Co-operation	6	10
Human Rights	13	6
Inequality/Disparity	17	27
Multiculturalism	1	1
Ethnocentrism	3	1
**Global Context	1	17
Scarcity	4	11
Justice	21	2
Stewardship/conservation	10	21
Group Self-determination	11	2
Personal Autonomy	4	1
Total	143	154

*Key global concepts as identified by Haskett, 1992, 77.

**Changed from Haskett's use of "global perspective" as it was felt his use of the term "perspective" had too many intertwined conceptual implications. "Global Context" refers to the development of a portrayal of the world through a "wide angle lens" that presents a more holistic image of our planet.

For ease of comparison Table Four lists the "key global concepts" identified in the Global History and Global Geography curricula guides in order of frequency. The most frequently found concept in Global History was "justice" (21 times) followed by

"inequality/disparity" (17 times), "change"(13 times) and "human rights" (13 times). For Global Geography the most frequently identified concept was "inequality/disparity"(27 times), followed by "stewardship/conservation"(21 times), "global context"(17 times) and "change"(15). The four most frequently identified "global concepts" for each course, account for 43.5% and 52% of the totals identified for Global History and Global Geography respectively. For both curricula the concepts of "inequality/disparity" and "change" are seen to be of relatively comparative importance in terms of the frequency of their use. Whereas the concept of "justice", which was identified twenty-one times in Global History, was only identified twice in Global Geography. Conversely the concept of "global context" was identified seventeen times in Global Geography and only identified once in Global History. The concept of "human rights" was identified twice as often in Global History as it was in Global Geography.

TABLE FOUR: ORDER OF FREQUENCY OF KEY GLOBAL CONCEPTS FOUND IN GLOBAL HISTORY AND GLOBAL GEOGRAPHY CURRICULUM GUIDES.

Global History	Global Geography
1. Justice (21)*	1. Inequality/Disparity (27)
2. Inequality/Disparity (17)	2. Stewardship/Conservation (21)
3. Change (13) Cooperation (13)	3. Global Context (17)
4. Ideology (12)	4. Change (15)
5. Interdependence (11) Group Self-Determination (11)	5. Diversity (14)
6. Stewardship/Conservation (10)	6. Scarcity (11)
7. Development (8)	7. Interdependence (10) Co-operation (10) Ideology (10)
8. Co-operation (6)	8. Human Rights (6)
9. Conflict (5) Global Content (5)	9. Development (5)
10. Scarcity (4) Personal Autonomy (4)	10. Justice (2) Group Self-determination (2)
11. Diversity (3)	11. Conflict (1) Multiculturalism (1) Ethnocentrism (1) Personal Autonomy (1)
12. Multiculturalism (1)	

A number of other concepts were identified as occurring on a relatively equal basis. These include the concepts of "interdependence", "multiculturalism", "ideology" and "cooperation. For other concepts there was definitely a more dominant presence identified in one of the two curricula guides. For Global History the following concepts occurred more frequently: "conflict", "development", "ethnocentrism", "group self-determination" and "personal autonomy". For Global Geography the concepts of "diversity" and "scarcity" were identified on a comparatively more frequent basis.

The impact that the frequency of occurrence that these "key global concepts" would have on the extent to which a "global perspective" is developed in the two courses is not easily correlated. Instead of attempting to use this data to establish if there is a correlation between frequency of occurrence of key global concepts and the development of a global perspective, a more appropriate discussion would be to examine how the choice of concepts reflects the manner in which a global perspective will attempted to be constructed in the respective courses. The particular choice of key concepts is most clearly related to the overall content of the two courses as indicated in the titles of the individual units of study.

For Global Geography the eight compulsory units of study include:

- Unit 1: Our Fragile Planet - A Geographical Perspective,
 - Unit 2: Perilous Processes - Our Planet at Risk,
 - Unit 3: The Peopled Planet - Standing Room Only?,
 - Unit 4: Feeding the Planet - Food for Thought,
 - Unit 5: Global Resources - The Good Earth,
 - Unit 6: Global Factory - For Whose Benefit?,
 - Unit 7: Urbanization - A Mixed Blessing,
 - Unit 8: The Future Planet - Under New Management.
- (N.S., 1993, 6)

For Global History the five compulsory units of study are:

- Unit 1: East - West: The Role of Super Power
in The Post-World War II Era,
 - Unit 2: North - South: Origins and Consequences
of Global Economic Disparity,
 - Unit 3: The Pursuit of Justice,
 - Unit 4: Societal and Technological Change,
 - Unit 5: Acknowledging Global Interdependence:
The Legacy of the 20th Century?.
- (N.S., 1993,5)

The question of "how" each of these two courses will attempt to develop a "global perspective" in their students is clearly evident in a comparison between frequency of key global concepts and the thematic basis of their respective units of study. For example the most frequently identified concept in Global Geography, "inequality/disparity" is closely linked to five of the units of study. Units three through seven, which deal with the themes of population, food, resources, industrialization and urbanization, all have as a central focus the concept of "inequality/disparity". This is more explicitly reflected in the title of Unit six: "Global Factory - For Whose Benefit?". Questions concerning who benefits and who pays are central to the understanding of such topics. The next most frequently identified concept in Global Geography is "stewardship/conservation". This is implied in units one and two, where the fragile nature of planet is brought into question and clearly stated in unit eight where the objective put forth for the unit is "to place before the students the challenge of individual and societal commitment to the effective stewardship of the planet" (N.S., Global Geography, 1993, 57). Advocating the study of these issues from a "global context" is the next most frequently identified concept in the Global Geography curriculum guide. In all but unit seven, the words "global" or "planet" appear in the headings for the units. It is very clear that a "macro" view is being indicated as the

preferred context in which to examine various issues of a global concern.

The concept of "global context" on the other hand was one of the least identified in the Global History curriculum guide. In only two of the five units is the term "global" used, with unit five focussing on the concept of "global interdependence". Although the concept of "interdependence" was identified on a relatively equal basis in the two guides, the context with which the Global History course proposes, is the "micro" examination of particular "historical events that have shaped the political, economic, and social development of the world since 1945" (N.S., Global History, 1993, 7). For example in unit three one objective for students is to "explore and assess the role of the society/technology link in specific examples of change, both on a global scale, e.g. urbanization, and on a more limited scale, e.g. the role of feminism in changing gender roles in North America" (N.S., Global History, 1993, 80). An examination of the case studies suggested for the unit reveals that the global impact of urbanization will only be studied by looking at one particular example, that of Mexico City (N.S., Global History, 1993, 83). The role of feminism in North America is also a topic worthy of discussion, but seeing how it relates to the role women play in societies around the world is the key to the start of developing a global perspective in students. When Global Geography examines the question of urbanization in unit seven, it does so from not only a historical perspective, but in a more "macro" global context as well. Urbanization is examined under the heading of "A mixed blessing", where differences in patterns of urban growth are examined in "developed and developing countries" (N.S., Global Geography, 1993, 133); examining the "miracles and horror stories" to be found in examples from both situations (N.S., Global Geography, 1993, 135).

The most frequently identified concept found in the Global History curriculum guide is "justice" (which was also one of the least frequently identified concepts in Global Geography). In Global History an entire unit, unit three, is dedicated to the topic of "the pursuit of justice". One of the two focus concepts for the course is "power" which requires students to examine the concept of "justice" in terms of political, military, and economic power. The units particularly on "East-West", "North- South", and "Change" apply the concept of "justice" as it relates to "power". Closely connected to the concept of "justice" is the concept of "inequality/disparity" which is the next most frequently identified concept in the Global History curriculum guide. Unit two has "inequality/disparity" as its central theme in its examination of "North- South: Origins and Consequences of Economic Disparity". Inequality in terms of other previously mentioned "power" relationships is also found throughout the curriculum guide. "Cooperation" and "change" are the next two most frequently identified concepts in Global History. "Change" is the focus of unit four which looks at societal and technological change, whereas the concept of "cooperation" is most evident in the last unit of study. Unit five stresses the second "focus concept" in Global History, that of interdependence. With an acknowledgement of the extent to which the world has become interdependent in the twentieth century, students are asked to examine various forms of "cooperation" that includes such things as a sharing of resources, power and global responsibility (N.S., Global History, 1993, 98-99).

The range of concepts found in the two curriculum guides reflect those discussed in the literature. Compared to what Haskett found in his examination of provincial curriculum guides, both stress concepts that are explicitly "moral", such as justice, inequality/disparity, and scarcity. As both Global History and Global

Geography, were developed as part of a global studies program for students in Nova Scotia, it is not surprising that Haskett did not find similar results in his study of more general social studies guides (1992, 79). What is surprising, however, is the "micro" context in which global issues are presented in Global History. In terms of developing four of the five dimensions put forth by Harvey (1976), which appear in various modified forms in subsequent literature, the elements of perspective consciousness, "state of the planet" awareness, cross-cultural awareness and a knowledge of global dynamics are much more evident in Global Geography.

SUMMARY AND IMPLICATIONS

Summary

The purpose of this aspect of the study was to determine to what degree two "global studies" courses recently adopted by the Nova Scotia Department of Education constitute global education as defined by documented research. The 1993 curriculum guides for Global History and Global Geography were analyzed in terms of the rationales, goals and major concepts they put forth for providing students with a "global perspective" . To pursue this information a three page analysis instrument was modified from a similar sixteen page instrument developed by Haskett (1992) for a more extensive study. As grade twelve students must register to take one or the other of these two courses when implemented province-wide in September of 1995, it was considered important to determine if one fulfilled the mandate advocated by global education literature more thoroughly than the other.

As the two curriculum guides only make suggestions towards how the courses should be implemented, promoting one over the other should be done with caution.

However, an examination of the rationales, goals and major concepts as stated in the curriculum guides of Global History and Global Geography do indicate some notable differences in their attempts to provide students with a course of study that advocates a "global perspective". The following generalization summarizes the findings related to the research questions of this study.

The rationales, goals, and major concepts used to justify and guide the pursuit of global education varied in certain areas between the two courses in terms of content and significance, to the extent that Global Geography presented more of the desired elements of a "global perspective" than did Global History.

The three most extensively discussed reasons given in the rationale of Global Geography for the pursuit of global education were "interdependent world", "shrinking world" and "changing world". For Global History the two dominant reasons given for global education in the rationale were "changing world" and the more specific "links with past to aid in our understanding of the present". Evidence is also given to suggest that the Global Geography curriculum promotes a less egocentric/ethnocentric world view than does the Global History curriculum, asking of students to "achieve a new sense of global responsibility, both to their fellow humans, wherever they may be, and to Earth's environments, large and small, local and distant" (N.S., Global Geography, 1993, 8). A part of the rationale given to Global History students on why it is important for them to examine the world is the more egocentric notion that it will enable them to "benefit from and (be able) to enjoy their full potential within this global framework" (N.S., Global History, 1993, 5).

Although both curricula emphasize the "changing" and "interdependent" nature of the world to some extent in their rationales, they do so from different perspectives. Global Geography concentrates on the connection between knowledge, change, and technology, with technology being advocated as having the ability to "probe the secrets, conditions, and problems of our immediate world" (N.S., Global Geography, 1993, 7). The focus of technology as a reason for studying global issues in the Global History guide, is given that through an understanding of the use, misuse and unequal distribution of technology in the world, students will have a better grasp of "power" relationships between groups (N.S., Global History, 1993, 6).

Both guides indicate the importance of "critical value reasoning" as a goal for their courses. For Global History this is partly contained in the aim to "help students recognize that human choices ... affect fellow humans both at home and abroad" (N.S., Global History, 1993, 8). The Global Geography guide also acknowledges as a goal a need to examine the impact that individual "human choices" have on the world and to "acknowledge various perspectives... that are generated by cultural diversity" (N.S., 1993, 9). In order to help them achieve this level of "critical value reasoning", both courses also promote "problem solving" utilizing the skills and resources of the two disciplines, as a significant goal. Although both of these aims focus on the interconnected nature of the world and how the values and expectations of one group can affect another, the aim of Global History is to have students probe a little deeper and examine the inherent "power" relationships that underlie these situations.

Both Global History and Global Geography list in their respective curriculum guides the "knowledge of physical/cultural facts" and the "understanding of key

concepts" as being significant goals. The content of what these facts should contain differs widely between the two courses. In terms of having an "inclination to empathize" as a goal for students, this is much more evident in the Global Geography curriculum than in that of Global History. Empathy is a concept which Global Geography at least attempts to promote in a number of units, whereas, the Global History curriculum provides little evidence of this. The goal of "commitment/action" is also not seen to be a significant one for those students who would be enrolled in Global History. The Global Geography curriculum guide, on the other hand, has the goal of "commitment/ action" as the main objective in one of its eight units of study. Global Geography teachers "are required (emphasis theirs) to challenge their students to accept a commitment to stewardship" (N.S., Global Geography, 1993, 138).

The goals stated in the curriculum guide for Global History were shown to be weak in the areas of "knowledge of physical/cultural facts", "commitment/action" and almost non-existent for the goal of developing "empathy/concern". Global Geography was also weak in the area of "empathy/concern", but not to the same degree as the history course. Both courses were respectively strong in the goal of developing technical skills and techniques that were particular to their separate disciplines. Global Geography also promoted a less ego/ethnocentric world view than did the Global History curriculum. Both also focussed on "interdependence" and "changing world" in their rationales, with Global Geography focussing more on the role of technology. Although it is difficult to promote one course over another at this level of examination, in terms of providing students with the goals and rationales that the global education literature advocates as being important, the Global Geography curriculum appears to provide students with more of an opportunity to develop a global

perspective than does the Global History curriculum. This is especially evident in the areas of "commitment/action" and "empathy/concern".

A similar conclusion can be drawn when one compares frequency of occurrence of the "key global concepts" found in the two curriculum guides. The most frequently identified concepts in Global History were "justice", "inequality/disparity", "change" and "human rights". For Global Geography the most frequently identified concepts were "inequality/disparity", "stewardship/conservation", "global context" and "change". The most notable differences between the two was the lack of a "global context" found in the Global History curriculum guide. The Global Geography tended to provide a more "macro" level examination of case studies, focussing on issues such as "urbanization" from a variety of contexts in both the "developed and developing world". Global History on the other hand examined "urbanization" from the perspective of only one case study, that of Mexico City. Students would need to be able to draw parallels to the phenomenon of "urbanization" to their own context, if the dictum "Think globally, act locally" is to have any meaning. Although both curricula share the use of many similar concepts, it is this lack of a "global context" that causes the Global History course to fall short of many of the dimensions promoted by the literature, as being necessary for developing a "global perspective" in students.

CHAPTER THREE

STUDENTS' RATIONALE FOR COURSE SELECTION: ANALYSIS OF SURVEY RESULTS

The case has been established, in this thesis, that the rationales, goals and major concepts used to justify and guide the pursuit of global education varied in certain areas between the two courses in terms of content and significance, to the extent that Global Geography presented more of the desired elements of a "global perspective" than did Global History. Grade eleven students in the province of Nova Scotia will be asked in the spring of 1995 to register for one of these two courses in order to fulfill their mandatory "global studies" graduation requirement. The question that immediately comes to mind for administrators and department heads responsible for staff allocations, textbook inventory and timetabling is the breakdown of students choosing either Global History or Global Geography. As this "global studies" requirement is mandatory for all students graduating in the spring of 1996, the affect this may have on course offerings and teaching assignments could be quite substantial. For these reasons it was decided that an important corollary to the main research question of this thesis would be to survey a sample of students currently in grade eleven to determine which compulsory "global studies" course they planned to enroll in for the 1995-96 school year. As the intent of having two separate "global studies" offerings was to enable students to "pursue a sequential program" of either historical or geographical study (Nova Scotia, Public School Programs, 1993, 85-88), a secondary purpose of this survey was to determine if this was actually the case. Did students' previous (and current) experience in secondary Social Studies courses give them the recommended prerequisites for their selected program of study? Finally an

examination of the rationales students used to make their "global studies" course selection was determined to be necessary in order to help establish a set of predictors with which the two courses could be "marketed" to students in the future.

According to statistics provided by Sue LeBel, the Social Studies consultant for the Nova Scotia Department of Education (newly appointed in March of 1995), only 24 of 87 or 27.6% of the high schools in the province of Nova Scotia were offering both Global History and Global Geography during the 1993-94 school year. Nova Scotia Department of Education statistics also indicate that 30 schools or 34.5% were offering only Global Geography as compared to 13 schools or 14.9% who provided Global History as the only "global studies" credit available to students at that level. During the 1993-94 school year 20 schools or 23% were not offering either course. This can be partly explained by the "pilot" nature of the courses and the fact that they had yet to become compulsory graduation requirements. (See Appendix D for a breakdown of these statistics). For many of the smaller high schools the ability to offer only one of the global studies options is necessitated by factors such as: student enrollment, staff allocations, staff expertise, and/or the availability of funds to purchase the necessary resources. For the purpose of this survey the sample was chosen from Park View Education Centre, a comprehensive high school which at the time of the survey had been offering both courses for several years and which was planning to continue to do so. Park View Education Centre is located in Bridgewater, Nova Scotia and acts as a regional high school for the Municipality of Lunenburg. The approximately 910 students in grades ten through twelve come from a number of rural communities along Nova Scotia's South Shore and represent a diversity of backgrounds. The student population represents a good cross section of English speaking Nova Scotia high

school students, minus the urban component found in metropolitan Halifax - Dartmouth. The school offers a range of programs from International Baccalaureate to high needs and its Social Studies Department has established a strong curriculum base in both disciplines; with four department members co-authoring the Global History text Viewpoints. As Vice-Principal of the school and a former member of its Social Studies Department, access for this type of research was also very easily obtained.

The questionnaire consisted of four main items and was administered to all grade eleven students present during an extended homeroom period by their homeroom teachers. These teachers represented a cross-section of the schools teaching staff and had been briefed on the background of the survey during a previous staff meeting. The questionnaire was constructed in consultation with David Cook, the Social Studies Department Head at the school. The explanation given to students was that the survey was intended to help the Social Studies Department plan for the upcoming year. No mention that the data collected would also be used for the purpose of university research was given, as this was not the primary function of the survey. The survey introduction also included an outline of the compulsory nature of the global studies requirement and gave a recommendation regarding students following a "program of study" when it came to course selection (see Appendix E). The survey was conducted on November 15, 1994 with 234 of the 311 registered grade eleven students completing the questionnaires for a response rate of 75%. As the survey was meant to be anonymous, no attempt was made to locate the 69 grade eleven students who were either absent from homeroom that day or who chose not to complete a questionnaire. Eight questionnaires were returned with comments which

made them unsuitable for the purpose of this study.

The raw scores from the survey were hand tabulated by a grade twelve academic Sociology class on November 17, 1994 as part of an in-class research methods assignment being taught by Mr. David Cook. The results were then reviewed and verified by this researcher at a later date. The responses were graphed using the Claris Works Graphing Program and analyzed in order to describe whatever patterns were evident.

Prior to the survey taking place members of the Social Studies Department at Park View were asked to estimate what percentage of students would enrol in Global Geography as opposed to Global History. Guesstimates included: 70/30, 67/33, 65/35, 9.9/90.1, 45/55, 60/40, 25/75, 55/45 and one "I'm retiring, so it does not affect me". This range of percentages, from a group of experienced educators in the field, exemplifies the difficulty schools are faced with when it comes to predicting which courses students will enroll in. The actual survey results indicated that 130 students or 56% thought they would take Global Geography the next year. The potential enrollment for Global History was 104 students or 44%. Statistics provided from the Nova Scotia Department of Education for the 1993-1994 school year indicate that 54 schools offered a total of 90 classes of Global Geography. This compares to 37 schools that offered a total of 47 classes of Global History. The breakdown for the 1993-94 school year for the province of Nova Scotia of 65.7% for Global Geography versus 34.3% for Global History (see Appendix D) reflects somewhat the findings of the Park View survey. Table Five illustrates the relatively equitable distribution of males and females in regards to their predicted course selections. The percentage of

females choosing Global Geography was only marginally higher than those choosing Global History.

TABLE FIVE: PERCENTAGE OF MALES/FEMALES PLANNING ON TAKING EITHER GLOBAL GEOGRAPHY OR GLOBAL HISTORY.



This split of 56% of grade eleven students planning to take Global Geography, compared to 44% of grade eleven students planning to take Global History is somewhat reflective of students enrolled in a geography or history course at the grade ten level at the same time of the school year that the survey was conducted. 156 of 298 grade ten students were enrolled in a geography course at that level (either 221 - General or 421 - Academic) for a percentage of 52.3%. In regards to history, 143 of the 298 grade ten students, or 47.9% were taking a history course at that level (either 421 - Academic, 422 - Honors/Pre-International Baccalaureate, or 426 - Extended Core French). These percentages also represent that fact that some students may be taking both a history and geography course at the grade ten level and although it is not recommended, others may not be taking courses in either of these disciplines. The higher percentage of students, 52.3% to 47.9%, enrolled in geography over history

could also be due to the fact that the Department of Education offers no general level history course at the grade 10 level. It would therefore appear logical that students who saw themselves as being "weaker" academically in Social Studies at the junior high school level, that they would enroll in geography at the 221 (General) level, as opposed to history at the 421 (Academic) level. On the other end of the spectrum Park View offers an Honors/Pre-International Baccalaureate history course (History 422) at the grade ten level, as well as an Extended core French (History 426) at this level. For those students who saw themselves as being "advanced" academically in Social Studies at the junior high school level it would therefore make sense that they would choose a history option at the grade ten level. If the Department of Education's recommended "sequential program of study" (Nova Scotia, Public School Programs, 1993, 86-88) in Social Studies was then to be followed it would appear that perceived academic ability at the grade nine level could therefore be a factor in regards to whether students ultimately enroll in either Global Geography or Global History.

Students' previous experience in Social Studies at the high school level also reflected a difference between those planning to enroll in Global Geography as opposed to those planning to enroll in Global History. The survey results indicated that 94.2% of those students showing a preference for Global History had taken at least one previous course in history at the high school level. This compared to 84.6% of those students who were planning on taking Global Geography, who indicated they had taken a previous geography course at the high school level. (See Table Six for a breakdown of findings). Only 2.8% of the potential Global History students had a geography course as their previous Social Studies course. This compared to 6.9% of the potential Global Geography students who listed a history course as their only prior

Social Studies experience. One could hypothesize that although there are more students planning on taking Global Geography over Global History, the quality of student in regards to previous academic experience in social Studies is slightly lower. The survey results however do not indicate whether a student was successful in passing their previous geography or history courses. A more detailed study that examined the past academic records of students enrolled in Global History and Global Geography would be useful in providing a better indication as to the impact that a students' previous involvement in Social Studies may have had on their course selection. A student who failed history in grade 10 may decide to instead give Global Geography a try at the grade 12 level. Some of the reasons why more students decided to "switch" from their "progam of study" in history and opt instead to take Global Geography, can be found in an analysis of the responses given in question four of the survey which asked students to indicate "why" they had made their particular course selection.

TABLE SIX: NUMBER OF STUDENTS INDICATING PREVIOUS EXPERIENCE IN SOCIAL STUDIES AT THE SENIOR HIGH SCHOOL LEVEL.

GLOBAL HISTORY

No previous Social Studies Courses Indicated	Only one previous History Course	Two or more previous History Courses only	Previous Geography Course but no History	Combination of at least one History and one Geography Course	Previous Economics Course/ Previous Economics Course only
2	10	71	3	17	63/1

GLOBAL GEOGRAPHY

No previous Social Studies Courses Indicated	Only one previous Geography Course	Two or more previous Geography Courses only	Previous History Course but no Geography	Combination of at least one History and one Geography Course	Previous Economics Course/ Previous Economics Course only
5	16	82	9	12	32/6

For those students who had "switched" in their "program of study", all indicated as their reason for their particular course selection as being either "anticipated level of course difficulty" or "previous experience in the subject". Specific comments included: "cannot stand history"; "hate history"; "essays,ugh!"; and "geography is so boring". The percentages of students "switching", 6.9% from history to geography and 2.8% from geography to history, would indicate that more of these students perceived Global Geography as being more "academically agreeable" than Global History. One student who was planning on taking Global History, although their only previous experience in Social Studies at the high school level was in geography, gave as their reason that "Geography was soooo boring". A more detailed analysis of what this student meant by "soooo boring" would help to clarify whether they perceived Global Geography to be less academically challenging than Global History.

The breakdown of reasons for course selection were as follows:

"previous experience in the subject"---98 responses or 39.5%; "anticipated level of course difficulty"---73 responses or 29.4%; "teacher preference"---42 responses or 16.9%; "other"---35 responses or 14.1%; and "no response" was given in sixteen questionnaires. (It should be noted that a number of respondents checked off numerous categories for this question). In regards to "teacher preference", all of the follow-up explanations given related to positive comments regarding a particular history or geography teacher. Examples include: "Mr. Tiarks rules"; "Mr. T. is terrific"; and "Mr. Cook is great". Comments in reference to students' "previous experience in the subject" ranged from such things as "History is fun" and "History is interesting"; to "I hate history" and "Cannot stand history". In each case the students' past experiences in a subject were reflected in their decision to choose or not choose a particular

discipline in regards to their "global studies" credit. In the "other" category comments also reflected some students' frustration with the compulsory nature of the course. One student stated that they "do not believe in compulsory subjects", but chose one nonetheless. Another student indicated they "didn't like either" and chose not to indicate on their questionnaire which course they planned on taking the next year. These frustrations could also account for the eight questionnaires that were deliberately "incorrectly" filled out (for example, several students indicated that all categories, including male and female, applied to them). One student noted that they needed geography courses for "further study at university" and another said they chose Global History "just for the hell of it". A student with a previous economics course asked the question: "Where's the Global Economics"? It would appear that this is a very worthy question for those at the Department of Education who designed these "programs of study". The question needs to be answered regarding which program, either Global History or Global Geography, that the student who has fulfilled their other Social Studies requirement by taking an economics course should take.

CHAPTER FOUR

CONCLUSION/SUGGESTIONS FOR FURTHER RESEARCH

CONCLUSION

With most authors suggesting that some type of "global perspective" should permeate every subject and every grade level (Anderson, 1991; Flemming, 1991; Gilliam, 1981; Hanvey, 1976; Kniep, 1989; Tucker, 1991; and Weaver, 1988), it would appear that the Nova Scotia Department of Education's decision to focus its initial emphasis in global education on two competing courses at the grade twelve level, is an approach that was flawed from conception. One can only wonder if the interdisciplinary "global studies" course that was originally discussed for students at this level, would have provided a more adequate curriculum. However, with students being asked to choose one of the two courses as part of a mandatory program of study, starting in September of 1995, some evidence as to which better promotes a global perspective should be of some use. Although both courses have their own strengths and weaknesses as outlined throughout this paper, it is the opinion of this author that overall, the rationales, goals and key global concepts outlined in the curriculum guide for Global Geography provide for the possibility of more of a "global perspective" to be developed in students than in Global History. How these curricula play themselves out in the classrooms of Nova Scotia teachers is a further topic of study.

School administrators and department heads are attempting to plan for increased enrollment in "global studies" courses that will become compulsory for all students graduating in the spring of 1996. Survey results from a sample of 234 Nova Scotia grade eleven students indicate that 94.2% of students who planned on selecting Global History as their required course had at least one previous history course at the high school level in their background. For students choosing Global Geography, 84.6% had previously taken at least one prior geography course at the high school level. For those students who had taken courses in both history and geography at the grade ten and/or eleven level, 58.6% planned on taking Global History, while 41.4% selected Global Geography as their preferred course. These results seem to indicate that if given the opportunity, the majority of students will continue with the "program of study" they began in grade ten in Social Studies when it comes to their selection of a compulsory "global studies" course. Only 2.8% of students with solely a geography background chose Global History. For Global Geography, 6.9% of students who had only taken a previous history course instead selected the geography option for their "global studies" requirement.

The reasons listed by students for their particular course selections primarily focussed on the students' "previous experience in the subject" and the "anticipated level of course difficulty". These two categories combined to account for 68.9% of responses, compared to "teacher preference" which accounted for 16.9%. It would appear that the rationales used by students for their course selections indicates a need for schools to more clearly indicate to students what the goals and objectives of the various programs of study are so that their decisions to enroll in either Global Geography or

Global History are not based on which program on the surface seems less difficult. This study has demonstrated that the two courses are different in regards to their stated rationales, goals and key concepts and students need to be made aware of these differences if they are to be expected to select the course most suited to their needs and abilities.

FURTHER RESEARCH

Areas of further research could examine the extent to which the rationales, goals and key concepts of each of the two curricula are implemented in Nova Scotia classrooms. How closely do teachers follow the prescribed curriculum? What modifications do they make on their own to enhance what they understand as being necessary for implementing a global perspective into the curriculum. A second area of study could involve the attitudes of teachers towards the teaching of the courses in general. As the two courses are seen by many educators to be "imposed from above", with little consultation from teachers (Barak, 1991), the perceptions of what teachers think should or should not constitute global education would also be worthy of further study. A further study could involve the students themselves as to what their perceptions are regarding what global education should involve? The "politics" of curriculum development could also be more closely analyzed to determine how and why two distinct, discipline-based courses were constructed over a more general global studies course that would have followed more closely the goals prescribed by global education advocates. Finally, students' academic progress could be monitored to relate how their perceptions of their own academic success in Social Studies at the junior high school level, translates into course selection between geography and

history at the senior high school level.

In the Fall 1990 edition of Aviso: The Magazine for Nova Scotia's Teaching Profession, Dave Ferns, the Director of the Nova Scotia Global Education Project, quotes Robert Muller, when asked to reply on why we need to incorporate a global perspective in our classrooms. In 1978, as the Secretary of the Economic Council of the United Nations, Muller wrote:

A child born today will be faced as an adult, almost daily, with problems of a global interdependent nature, be it peace, food, the quality of life, inflation, or scarcity of resources. That child will be both an actor and a beneficiary or victim in the total world fabric, and may rightly ask: Why was I not warned? Why was I not better educated? Why did my teachers not tell me about these problems and indicate what my behavior should be as a member of an interdependent human race?

(Muller, 1978, In Ferns, 1990, 17)

The Nova Scotia Department of Education has attempted to provide students at the grade twelve level with a component of this type of "global education". Let us make sure that curriculum planners and educators continue to work towards the development of a "global perspective" in our schools.

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Appendix A

Rationale: Which, if any, of the following reasons for undertaking Global History or Global Geography are explicitly referred to in the rationale as found in the respective curriculum guides.

"H" = found in Global History rationale

"G" = found in Global Geography rationale

	Extensive Discussion	Some Discussion	Merely Mentioned
a) Interdependent world **			
b) Shared problems			
c) Global extinction			
d) National self-interest			
e) Solutions require co-operation			
f) Changing world			
g) Justice/fairness			
h) Fundamental/human rights/dignity			
i) Less ego/ethnocentric world view			
j) More enlightened/future looking decisions			
k) Gross inequality			
l) Shrinking world			
m) Responsibility			
n) Multiculturalism			
o) Links with past aid in our understanding of present.			

Appendix A

Global Goals	Global History I II	Global Geography I II
Critical value reasoning		
Technical/Practical problem solving		
Knowledge of physical/cultural facts		
Understanding of key concepts		
Empathy/Concerns		
Commitment/Action		
Other: communication skills for defense of historical thesis		
Other: Geographic skills and techniques		

Table Four -

Key concepts as identified in order of frequency of appearance in respective curriculum guides.

Global History	Global Geography
1. Justice	1. Inequality/Disparity
2. Inequality/Disparity	2. Stewardship/Conservation
3. Change Cooperation	3. Global Context
4. Ideology	4. Change
5. Interdependence Group Self-Determination	5. Diversity
6. Stewardship/Conservation	6. Scarcity
7. Development	7. Interdependence Co-operation Ideology
8. Co-operation	8. Human Rights
9. Conflict Global Content	9. Development
10. Scarcity Personal Autonomy	10. Justice Group Self-determination
11. Diversity	11. Conflict Multiculturalism Ethnocentrism Personal Autonomy
12. Multiculturalism	

Appendix A

Concepts	Global History (Number of times identified in curriculum guide).	Global Geography (Number of times identified in curriculum guide).
Conflict		
Interdependence		
Change		
Ideology		
Diversity		
Development		
Co-operation		
Human Rights		
Inequality/Disparity		
Multiculturalism		
Ethnocentrism		
**Global Context		
Scarcity		
Justice		
Stewardship/conservation		
Group Self-determination		
Personal Autonomy		
Total		

*Key global concepts as identified by Haskett, 1992, 77.

**Changed from Haskett's use of "global perspective" as it was felt his use of the term

"perspective" had too many intertwined conceptual implications. "Global Context"

refers to the development of a portrayal of the world through a "wide angle lens" that

presents a more holistic image of our planet.

(Haskett, 1992, 161)

Global Goals: Identify at what grade level(s) and to what extent are the following goals implicit in the content and activities dealing with Global topics.

To what extent do the guides indicate how teacher can promote/develop these goals?

N = No Indication
S = Some Indication
C = Considerable Indication

Significant Goal	Minor Goal		
Critical value reasoning	_____	_____	_____
Technical/practical problem solving	_____	_____	_____
Knowledge of physical/cultural facts	_____	_____	_____
Understanding of key concepts	_____	_____	_____
Empathy/concern	_____	_____	_____
Commitment/action	_____	_____	_____
Other _____	_____	_____	_____

Exemplars of types of treatment:

Appendix A

Exemplars of extent of significance:

(Haskett, 1992, 160)

Key Concepts: Identify at what grade level(s), how extensively, and in what context the following concepts are treated.

	Clearly Within A Global Context		Not Clearly Within A Global Context	
	Stated Only	Stated & Developed	Stated Only	Stated & Developed
a) Change	_____	_____	_____	_____
b) Conflict	_____	_____	_____	_____
c) Co-operation	_____	_____	_____	_____
d) Development	_____	_____	_____	_____
e) Diversity	_____	_____	_____	_____
f) Ideology	_____	_____	_____	_____
g) Interdependence	_____	_____	_____	_____
h) Other _____	_____	_____	_____	_____
i) Ethnocentrism	_____	_____	_____	_____
j) Global perspective	_____	_____	_____	_____
k) Group self-determination	_____	_____	_____	_____
l) Personal autonomy	_____	_____	_____	_____
m) Other _____	_____	_____	_____	_____
n) Human rights	_____	_____	_____	_____
o) Inequality	_____	_____	_____	_____
p) Justice	_____	_____	_____	_____
q) Other _____	_____	_____	_____	_____
r) Other _____	_____	_____	_____	_____

Examples of treatment -

Conflict:

Interdependence:

Human Rights:

(Haskett, 1992, 152)

For the purposes of this analysis, "Global Studies" (and by extension "global-related topics" and "global context") are defined broadly as the study of any of the following:

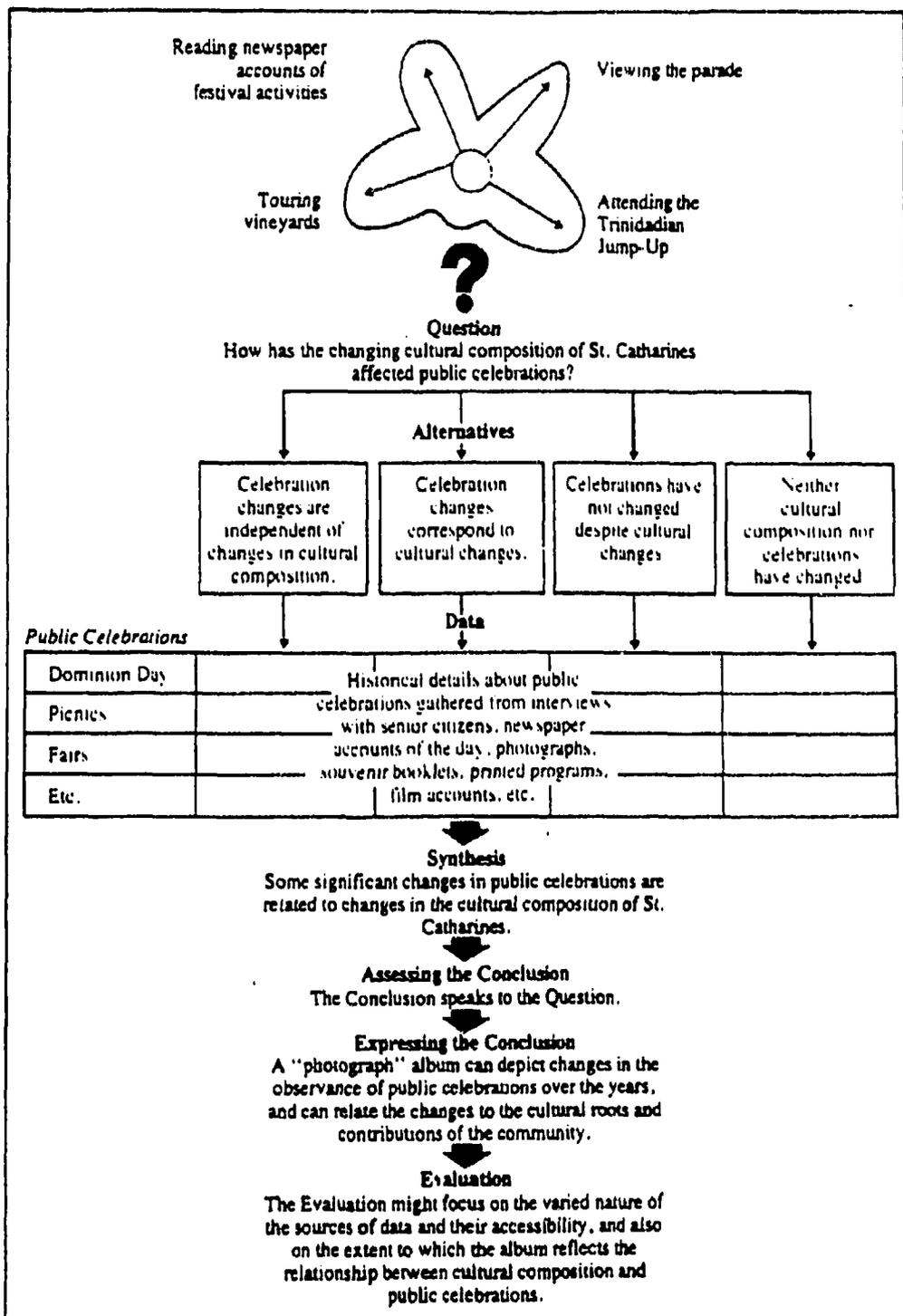
- a) foreign countries, cultures, or landscapes;
- b) universal or international issues (e.g., human rights, the United Nations, nuclear war, law of the sea);
- c) connection or comparison of Canada/Canadians with other countries/citizens.

Rationale: Which, if any, of the following reasons for undertaking Global Studies are explicitly referred to in the rationale?

	Extensive Discussion	Some Discussion	Merely Mentioned
a) Interdependent world	_____	_____	_____
b) Shared problems	_____	_____	_____
c) Global extinction	_____	_____	_____
d) National self-interest	_____	_____	_____
e) Solutions require co-operation	_____	_____	_____
f) Changing world	_____	_____	_____
g) Justice/fairness	_____	_____	_____
h) Fundamental human rights/dignity	_____	_____	_____
i) Less ego/ethnocentric world view	_____	_____	_____
j) More enlightened/future looking decisions	_____	_____	_____
k) Gross inequality	_____	_____	_____
l) Shrinking world	_____	_____	_____
m) Other _____	_____	_____	_____

Appendix B

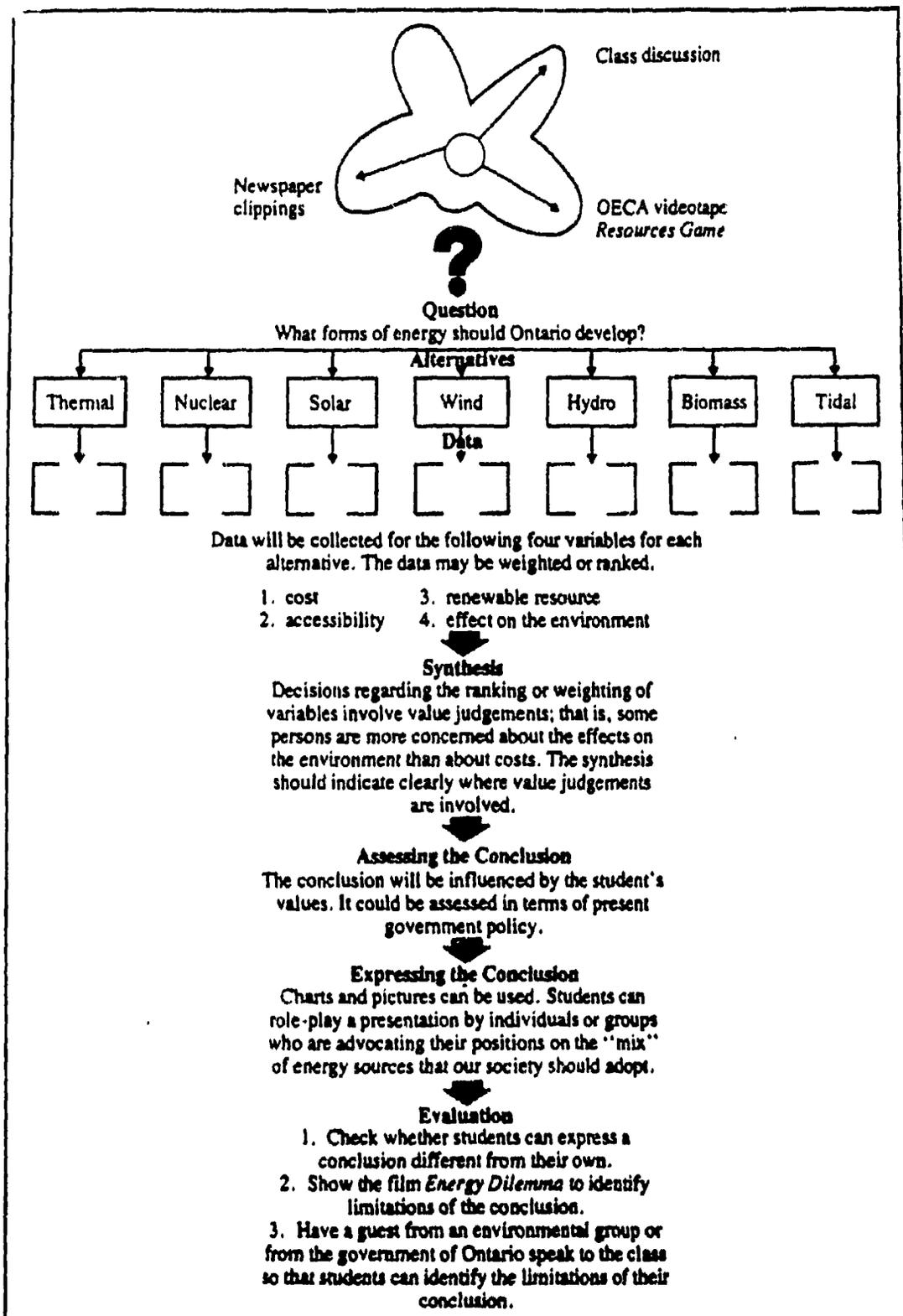
AN EXAMPLE OF AN INQUIRY ACTIVITY IN HISTORY



Curriculum Ideas for Teachers: Research Study Skills, page 22, produced by Ministry of Education (Ontario), History and Geography Intermediate Division, 1979. (c) Reproduced with permission of the Queen's Printer of Ontario.

Appendix B

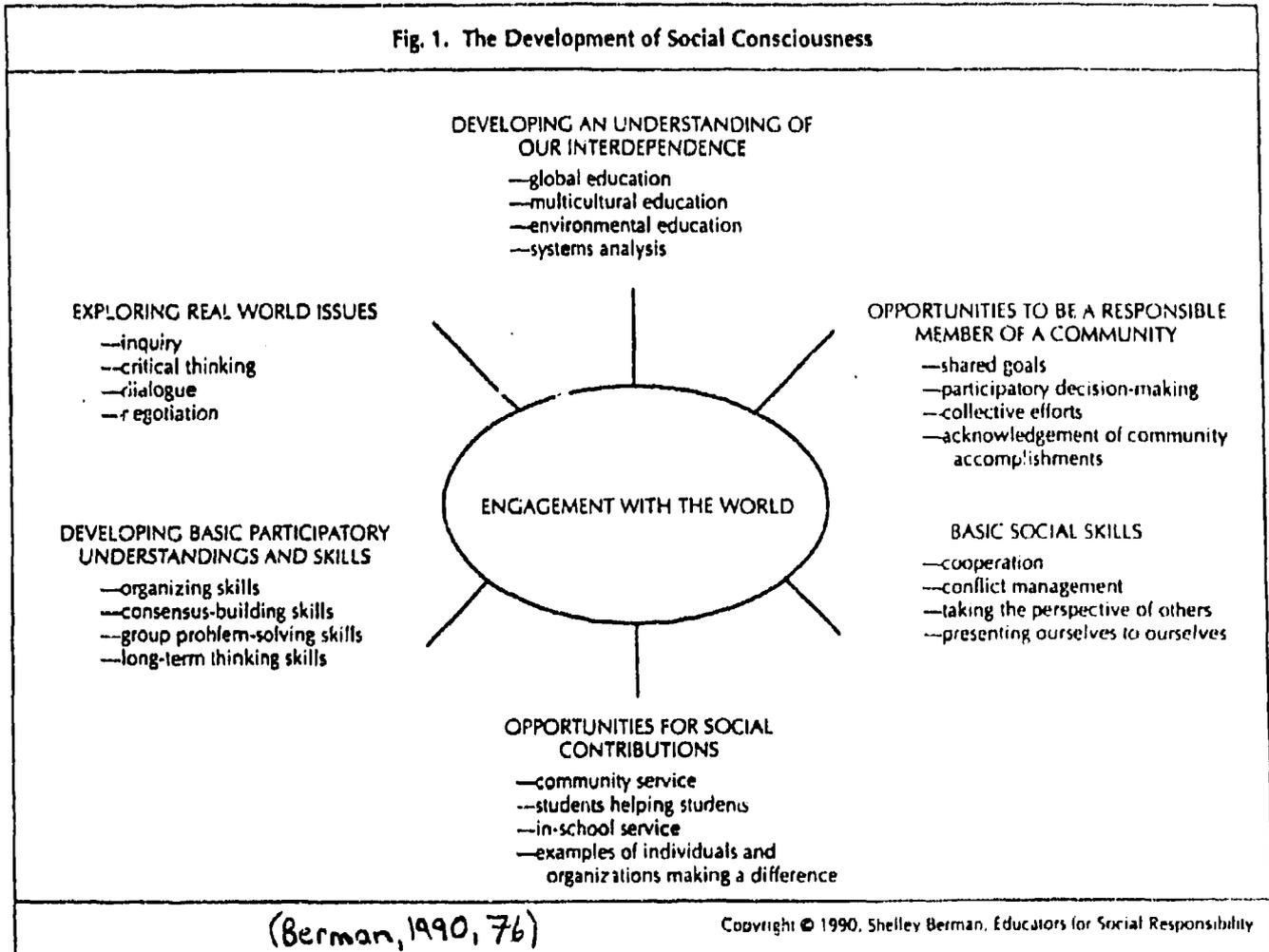
AN EXAMPLE OF AN INQUIRY ACTIVITY IN GEOGRAPHY



Curriculum Ideas for Teachers: Research Study Skills, page 24, produced by Ministry of Education (Ontario), History and Geography Intermediate Division, 1979.

Appendix C

Fig. 1. The Development of Social Consciousness



Appendix D

Sep. 08/94
DATA AS OF: OCT/93NOVA SCOTIA DEPARTMENT OF EDUCATION
1993-94 TEACHERS BY COURSE
PROVINCIAL SUMMARYPAGE: 1633
TN20BP03

SOCIAL STUDIES		12209 GLOBAL GEOGRAPHY STUDIES		GRADE: 12	PSP CODE: GGS12A	LEVEL	ACAD
		NO. OF CLASSES	MALES	ENROLMENT FEMALES	TOTAL	TCHRS	HRS/WK
ANTIGONISH DISTRICT SCHOOL BRD							
1	ANTIGONISH EAST HIGH	BREEN, JUBAN HOWARD	1.00	9	12	21	3.58
		VEITCH, LAURENT PAUL	1.00	9	13	21	3.58
2	DR JOHN HUGH GILLIS REGIONAL	KIELY, WILLIAM DANIEL	2.00	48	10	58	5.88
		MACISAAC, ALEXANDER CAMERON	1.00	25	7	32	3.33
BOARD TOTAL			5.00	90	42	132	4 17.15
CAPE BRETON DISTRICT SCHOOL BD							
3	GLACE BAY HIGH	RENNIE, JOSEPH AUGUSTINE	4.00	43	56	99	14.44
4	HOLY ANGELS HIGH	O'KEEFE, GREGORY	2.00		70	70	9.00
5	RIVERVIEW HIGH	MOORE, REID WILLIAM	1.00	21	6	27	3.58
6	SYDNEY ACADEMY	MACNEIL, JOHN ALLAN	2.00	53	11	64	8.00
BOARD TOTAL			9.00	117	143	260	4 14.11
CONS SCOL CLARE-ARGYLE DIST SB							
7	ECOLE SECONDAIRE DE CLARE	COHEAU, PAUL EMILE	1.00	7	10	17	4.11
8	ECOLE STE ANNE DU RUISSEAU	HINES, RONALD	2.00	20	36	56	7.14
BOARD TOTAL			3.00	27	46	73	1 11.33
COLCHESTER-EAST HANTS DIST SB							
9	COBEGUID EDUCATIONAL CENTRE ✓	BARRETT, WAYNE ROSS	2.00	35	27	62	7.75
10	HANTS EAST RURAL HIGH ✓	KEWACHUK, TERESA LEIGH	2.00	30	35	65	8.12
11	SOUTH COLCHESTER HIGH ✓	CHISHOLM, KEVIN JOHN	2.00	29	23	52	6.50
BOARD TOTAL			6.00	94	85	179	1 14.82
CUMBERLAND DISTRICT SCHOOL BRD							
12	ADVOCATE DISTRICT	REID, E KIRKPATRICK	1.00	4	4	8	1.00
13	PARRSBORO REGIONAL HIGH ✓	BROWN, ROGER DAVID	1.00	11	17	28	3.50
14	PUGWASH DISTRICT HIGH	SMITH, TERRANCE GARNET	1.00	4	3	7	0.88
BOARD TOTAL			3.00	19	24	43	1 0.98
DARTMOUTH DISTRICT SCHOOL BRD							
15	DARTMOUTH SENIOR HIGH	KATE, DIANE MARY	3.00	55	44	99	12.88
16	PRINCE ANDREW HIGH	MARTIN, BRADLEY SCOTT	3.00	36	46	82	10.67
BOARD TOTAL			6.00	91	90	181	2 16.11

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SOCIAL STUDIES		12209 GLOBAL GEOGRAPHY STUDIES	GRADE: 12	PSP CODE	GG512A	LEVEL	ACAD	
			NO. OF CLASSES	MALES	ENROLMENT FEMALES	TOTAL	TCMRE	HRS/WK
DIGBY DISTRICT SCHOOL BOARD								
17	DIGBY REGIONAL HIGH	JAMIESON, GREGORY EARL	1.00	18	10	28		3.25
14	ISLANDS CONSOLIDATED	GUTHOUSE, ROGER ALAN	1.00	5	5	10		3.57
14	WEYMOUTH CONSOLIDATED	GAUDET, WALTER	2.00	10	12	22		7.34
BOARD TOTAL			4.00	33	27	60	3	14.26
GUYSBOROUGH CO DISTRICT SCH BD								
20	GUYSBOROUGH MUNICIPAL HIGH	SULLIVAN, WILLIAM J	1.00	18	5	23		3.54
BOARD TOTAL			1.00	18	5	23	1	3.54
HALIFAX DISTRICT SCH BRD								
21	HALIFAX WEST HIGH	MCBURNEY, SYLVIA MARTHA	2.00	45	25	70		6.50
22	QUEEN ELIZABETH HIGH	OTCKLE, GILBERT	2.00	22	27	49		6.50
23	ST PATRICK'S HIGH	LANG, LESTER WILSON	1.00	17	16	33		3.25
BOARD TOTAL			5.00	84	68	152	3	16.25
HALIFAX CO-BEDFORD DISTRICT SB								
24	CHARLES P ALLEN	MCCLEAVE, JAMES A	2.00	31	26	57		6.66
25	COLE HARBOUR DISTRICT HIGH /	MOORE, MARK RONALD	3.00	63	42	105		12.51
26	DUNCAN MACKILLAN HIGH	MACKILLAN, SARAH	1.00	11	4	15		3.13
27	MILLWOOD HIGH	LEE, LARRY W	2.00	28	28	56		6.76
28	MUSQUODOBOIT RURAL HIGH	KELLY, HARRY W	1.00	7	10	17		4.17
		RECTOR, RICHARD JAMES	1.00	7	8	15		4.17
29	SACKVILLE HIGH	MCWILLIAMS, HELEN RUTH	1.00	23	15	38		6.77
30	SIR JOHN A MACDONALD HIGH	KING, ALLAN ERNEST	1.00	16	17	33		3.57
		REYNER, ALBERT R	1.00	17	19	36		3.57
BOARD TOTAL			13.00	203	169	372	7	51.31
HANTS WEST DISTRICT SCHOOL BRD								
31	HANTS WEST RURAL HIGH ✓	CRICKMER, ROBIN	1.00	16	14	30		3.58
32	WINDSOR REGIONAL HIGH	CAMPBELL, PETER CHARLES	1.00	17	12	29		5.56
BOARD TOTAL			2.00	33	26	59	2	9.14
INVERNESS DISTRICT SCHOOL BRD								
33	INVERNESS JUNIOR SENIOR HIGH ✓	GILLIS, LLOYD ALLAN	1.00	11	2	13		3.58
34	STRAIT AREA ED-REC CENTRE /	BEGG, DOUGLAS RALPH	2.00	29	25	54		7.14
35	WHYCOOMAGH CONSOLIDATED HIGH /	CHISHOLM, JAMES RODERICK	1.00	9	13	22		3.33

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		NO. OF CLASSES	MALES	FEMALES	TOTAL	TCHRS	HRS/WK
BOARD TOTAL		4.00	49	40	89	3	14.05
KINGS CO DISTRICT SCHOOL BOARD							
36	CENTRAL KINGS RURAL HIGH ✓	WOHLMUTH, STEVEN	2.00	32	35	67	7.84
37	CORNWALLIS DISTRICT HIGH	TAYLOR, JAMES EVERETT	1.00	9	8	17	3.33
38	HORTON DISTRICT HIGH ✓	TRITES, JOHN PATTERSON	2.00	30	13	43	8.34
39	KENTVILLE ✓	BOLLAND, MARTIN MALCROW	2.00	26	28	54	8.34
40	WEST KINGS DISTRICT HIGH ✓	GLAVINE, LEO ALPHONSUS	2.00	20	30	50	7.78
BOARD TOTAL		9.00	117	114	231	5	35.63
LUNENBURG CO DISTRICT SCH BRD							
41	BRIDGEWATER JUNIOR-SENIOR HIGH	HAILMAN, THOMAS ALLAN	2.00	13	23	36	7.22
42	FOREST HEIGHTS COMMUNITY SCH ✓	MCLEAN, LLOYD ALAN	1.00	20	13	33	3.33
43	LUNENBURG JUNIOR-SENIOR HIGH ✓	JEWERS, WAYNE DOUGLAS	1.00	8	9	17	3.33
44	NEW GERMANY RURAL HIGH ✓	TRINPER, KEITH	1.00	10	9	19	3.58
45	PARKVIEW EDUCATION CENTRE ✓	ALIPHAT, MARY SUSAN	2.00	42	18	60	7.14
BOARD TOTAL		7.00	93	72	165	5	24.60
PICTOU DISTRICT SCHOOL BOARD							
46	NEW GLASGOW HIGH	MACDONALD, SUSAN SCOTT	2.00	27	20	47	8.34
47	STELLARTON HIGH ✓	WONG, HENRY PARKER	1.00	15	10	25	3.13
48	TRENTON HIGH ✓	MACDOUGALL, JAMES LESTER	1.00	10	6	16	4.17
49	WEST PICTOU DISTRICT HIGH ✓	HOLLIS, MICHAEL WALTER	3.00	53	38	91	12.51
BOARD TOTAL		7.00	105	74	179	4	28.15
QUEENS DISTRICT SCHOOL BOARD							
50	LIVERPOOL REGIONAL HIGH ✓	MILOSEVICH, MICHAEL	2.00	27	22	49	7.14
BOARD TOTAL		2.00	27	22	49	1	7.14
SHELBURNE CO DISTRICT SCH BRD							
51	BARRINGTON MUNICIPAL HIGH ✓	MACCABE, STEPHEN LLOYD	1.00	4	3	7	3.28
52	LOCKEPORT REGIONAL HIGH	CURRY, WILLIAM EMERSON	1.00	20	20	40	6.42
53	SHELBURNE REGIONAL HIGH	HALIBURTON, MATTHEW BALCOM	1.00	15	7	22	3.54
BOARD TOTAL		3.00	39	30	69	3	13.24

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SOCIAL STUDIES		12209 GLOBAL GEOGRAPHY STUDIES	GRADE: 12	PSP CODE GG312A	LEVEL ACAD			
			NO. OF CLASSES	MALES	FEMALES	TOTAL	TCHRS	HRS/WK
YARMOUTH DISTRICT SCHOOL BOARD								
54	YARMOUTH CONS MEMORIAL HIGH ✓	HAYWARD, CATHERINE G	1.00	17	15	32		3.81
BOARD TOTAL			1.00	17	15	32	1	3.81
PROV TOTAL			90.00	1256	1092	2348	58	339.51

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SOCIAL STUDIES		12169 GLOBAL HISTORY	GRADE: 12		PSP CODE: HGS12A	LEVEL: UNIV		
			NO. OF CLASSES	MALES	ENROLMENT FEMALES	TOTAL	TCHRS	HRS/WK
ANNAPOLIS DISTRICT SCHOOL BRD								
1	BRIDGETOWN REGIONAL HIGH	✓ MARSHALL, ARTHUR TRUMAN	1.00	15	15	30		3.58
2	MIDDLETON REGIONAL HIGH	EDDY, CALVIN FRANCIS	2.00	31	29	60		8.76
BOARD TOTAL			3.00	46	44	90	2	12.34
COLCHESTER-EAST HANTS DIST SB								
3	COBEQUID EDUCATIONAL CENTRE ✓	FISHER, BRUCE HUBERT	1.00	17	8	25		3.89
4	HANTS EAST RURAL HIGH ✓	TOPSHEE, MICHAEL DENNIS	2.00	29	23	52		8.70
5	HANTS NORTH RURAL HIGH	WOODBURY, DAVID BRIAN	1.00	21	13	34		4.31
6	NORTH COLCHESTER HIGH	HENDERSON, TERENCE STEPHEN	1.00	10	9	19		4.17
7	SOUTH COLCHESTER HIGH ✓	BROWN, ANGUS GORDON	1.00	16	13	29		4.17
BOARD TOTAL			6.00	93	66	159	5	25.24
CUMBERLAND DISTRICT SCHOOL BRD								
8	OXFORD REGIONAL HIGH	CLARKE, FREDERICK A	1.00	6	5	11		3.47
9	PARRSBORO REGIONAL HIGH ✓	BROWN, ROGER DAVID	1.00	5	5	10		3.13
BOARD TOTAL			2.00	11	10	21	2	6.60
GUYSBOROUGH CO DISTRICT SCH BD								
10	CANSO HIGH	MACNEIL, DAVID J	1.00	12	7	19		3.58
11	MULGRAVE MEMORIAL	GUTHRO, BERKLEY WILLIAM	1.00	10	10	20		3.17
BOARD TOTAL			2.00	22	17	39	2	6.75
HALIFAX CO-BEDFORD DISTRICT SB								
12	COLE HARBOUR DISTRICT HIGH ✓	DEEGAN, NEAL DOUGLAS	2.00	36	24	60		8.34
BOARD TOTAL			2.00	36	24	60	1	8.34
HANTS WEST DISTRICT SCHOOL BRD								
13	HANTS WEST RURAL HIGH ✓	BISHOP, KATHRYN LYNN	1.00	11	13	24		3.58
BOARD TOTAL			1.00	11	13	24	1	3.58
INVERNESS DISTRICT SCHOOL BRD								
14	INVERNESS JUNIOR SENIOR HIGH ✓	MACDONALD, EDWARD JOSEPH	1.00	2	9	11		3.58
15	MABOU CONSOLIDATED	BEATON, LAWRENCE	1.00	7	5	12		4.17
16	PORT WOOD CONS HIGH & ELEM	GILLIES, JOHN	1.00	6	5	11		3.54
17	STRAIT AREA ED-REC CENTRE ✓	MACDONALD, JOHN KEVIN	1.00	10	11	21		3.57

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SOCIAL STUDIES

12169 GLOBAL HISTORY

GRADE: 12

PSP CODE: HGS12A

LEVEL UNIV

		NO. OF CLASSES	ENROLMENT		TOTAL	TCHRS	HRS/WK
			MALES	FEMALES			
19	WHYCOMAGH CONSOLIDATED HIGH ✓	1.00	7	5	12		3.33
BOARD TOTAL		5.00	32	35	67	5	18.19
KINGS CO DISTRICT SCHOOL BOARD							
19	CENTRAL KINGS RURAL HIGH ✓	1.00	15	9	24		3.92
20	HORTON DISTRICT HIGH ✓	2.00	22	10	32		9.34
21	KENTVILLE ✓	1.00	16	22	38		4.11
22	WEST KINGS DISTRICT HIGH ✓	1.00	13	15	28		3.89
BOARD TOTAL		5.00	66	56	122	4	20.32
LUNENBURG CO DISTRICT SCH BRD							
23	FOREST HEIGHTS COMMUNITY SCH ✓	1.00	10	13	23		3.33
		1.00	11	20	31		3.33
24	LUNENBURG JUNIOR-SENIOR HIGH ✓	1.00	17	18	35		3.33
25	NEW GERMANY RURAL HIGH ✓	1.00	10	7	17		3.58
26	NEW ROSS CONSOLIDATED	1.00	12	7	19		3.58
27	PARKVIEW EDUCATION CENTRE ✓	1.00	17	9	26		3.57
BOARD TOTAL		6.00	77	74	151	6	20.72
NORTHSIDE-VICTORIA DISTRICT SB							
28	BADDECK CONSOLIDATED	1.00	12	8	20		3.75
29	MEMORIAL HIGH	1.00	13	9	22		4.17
		2.00	36	22	58		8.34
BOARD TOTAL		4.00	61	39	100	3	16.26
PICTOU DISTRICT SCHOOL BOARD							
30	PICTOU ACADEMY/DR T MCCULLOCH	1.00	14	8	22		4.17
31	STELLARTON HIGH ✓	1.00	14	14	28		3.13
32	TRENTON HIGH ✓	1.00	13	17	30		4.17
33	WEST PICTOU DISTRICT HIGH ✓	1.00	11	17	28		4.17
BOARD TOTAL		4.00	52	56	108	4	17.64
QUEENS DISTRICT SCHOOL BOARD							
34	LIVERPOOL REGIONAL HIGH ✓	3.00	26	40	66		10.71
BOARD TOTAL		3.00	26	40	66	1	10.71

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SOCIAL STUDIES		12169 GLOBAL HISTORY	GRADE: 12	PSP CODE: HGS12A	LEVEL: UNIV		
			NO. OF CLASSES	ENROLMENT	TOTAL	TCHRS	HRS/WK
				MALES	FEMALES		
RICHMOND DISTRICT SCHOOL BOARD							
33	ST PETER'S HIGH	CAMPBELL, JOHN HILARY	2.00	13	13	26	6.66
		BOARD TOTAL	2.00	13	13	26	1 6.66
MELBURNE CD DISTRICT SCH BRD							
36	BARRINGTON MUNICIPAL HIGH /	PATON, WILLIAM	1.00	9	4	13	3.25
		BOARD TOTAL	1.00	9	4	13	1 3.25
ARMOUTH DISTRICT SCHOOL BOARD							
37	ARMOUTH CONS MEMORIAL HIGH /	EGAN, GEORGE FRANCIS	1.00	16	19	35	3.93
		BOARD TOTAL	1.00	16	19	35	1 3.93
		PROV TOTAL	47.00	571	510	1081	39 1'3.46

Appendix E

A Global Education Survey

Did you know that all students who intend to graduate from a Nova Scotian high school **must take and pass** a Global History or a Global Geography, at the grade 12 level? This is a new requirement and is compulsory for all students intending to graduate in 1996 and beyond.

In order to help the social studies staff at Park View do a bit of planning for this, would you please take a moment and respond to this survey. At Park View we are recommending that students attempt to complete a program of study. In other words, if you have already taken a geography you should continue your study by enrolling in Global Geography.

1. Are you female ___ male___
2. What of the following previous social studies courses have you taken or are you currently enrolled in?

History 421___ History 231___ History 232___ History 431___

History 540___ IB History___

 Geography 421___ Geography 221___ Geography431___ Geography231___

 Economics 331___ Economics 430___ IB Economics___

3. **Which compulsory Global Study do you think you will take next year?**

Global History ___ Global Geography___

4. Could you please tell us why you have made this selection.

teacher preference___ anticipated level of course difficulty___

previous experience in the subject _____

Other _____

THANK YOU FOR YOUR TIME.