

TEACHING ENGLISH FROM A GLOBAL PERSPECTIVE

BETWEEN
THE SOUL
AND
THE OZONE LAYER:

TEACHING ENGLISH FROM A
L O B
G A
L L PERSPECTIVE
O B

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English from a Global Perspective**

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IN JOYFUL DEDICATION

TO GIULIA AND ADAM

For reminding me daily of the
beauty and wonder of life.
May you always pursue
excellence and goodness...

*And now here is my secret, a very
simple secret: It is only with the
heart that one can see rightly; what
is essential is invisible to the eye.*

Saint-Exupéry, The Little Prince

TO JOHN

For unending patience and
compromise. Now I know
how hard you worked as a
graduate student...

*When to the sessions of sweet silent thought
I summon up remembrance of things past,
I sigh the lack of many a thing I sought,
And with old woes new wail my dear time's waste:*

*But if the while I think on thee, dear friend,
All losses are restor'd, and sorrows end.*

Shakespeare, "Sonnet XXX"

IN HUMBLE GRATITUDE

- | | |
|--|---|
| TO DR. S. NAJM (Advisor) | For providing the spark to make me continue. For wise and valid suggestions. |
| TO DR. J. FERNS (Advisor) | For support and encouragement. For sound suggestions and endless patience. |
| TO T. LYONS & THE EGP INSTITUTE | For access to invaluable research. |
| TO THE DEDICATED TEACHERS AND FRIENDS WITH WHOM I HAVE WORKED | For caring and collaborating. |
| TO THE STUDENTS I HAVE HAD THE PRIVILEGE TO HELP EDUCATE | For allowing me to make mistakes. |
| TO MY PARENTS & SISTER | For teaching me to love learning and to recognize what matters. |
| TO GOD | For His infinite mercy and guidance. |

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I n t r o d u c t i o n

Global education is a topic of timely interest and relevance as educators plunge fervently, though somewhat apprehensively, into the twenty-first century. The present decade in education, by virtue of its proximity to the second millennium and the universal demands for progress and change, will have to challenge established assumptions about learning and teaching rather than continue to validate them. In no institution other than schools is a fifty percent success rate acceptable. It is, therefore, imperative that educators stop hoping that yesterday is going to get better or that mercifully the future is coming. The future is already here.

The many parts of the world have grown closer and more interdependent than ever before. Geographically, all continents and countries have become more accessible due to innovations in transport and travel. Politically, economically, and culturally, newer and more efficacious means of communication ranging from conference-calling to

CNN Television and Internet have brought the business, political and social issues of various populations to the forefront. Common and divergent concerns as well as the impacts of decisions and actions are now communicated faster to larger audiences. Nationally, and internationally, Canada and other countries are cooperating in summits, trade agreements, peace-keeping strategies, and educational and development incentives with the goals of stimulating progress, understanding, and collaboration.

Thus, Marshall McLuhan's coining of the term "global village" takes on greater meaning as we are now on the verge of being able to talk of the whole globe as a community in the same way that we traditionally spoke of a small town, and later of a small nation, as a community. It is clear that interdependence has become at once comprehensive and indispensable.

This new reality of a global community demands a new orientation in education, one which emphasizes global matters and influences students to consider their studies and their future lives from global perspectives. Virtually all school subjects should be taught with an emphasis on global perspectives. Some progress has already been made

in the areas of Ecology and Social Studies, but so far the study of English seems to have been neglected as a viable arena for teaching from global perspectives, particularly in secondary schools. Yet, in addition to providing pleasure and cultivating aesthetic analysis, English can easily become a forum for the consideration of civic and global issues since its materials, whether classical literature, journal articles, or documentaries, exist all around us. Furthermore, one of the goals of teaching literature and language is enlightened citizenship in the forms of analytical response, clear expression, and informed social action. Therefore, since literature is a commonality which all people share, it follows that literature and language courses must change to reflect global awareness as a fundamental and core component rather than as an addendum or byproduct.

This necessity to educate from global perspectives has gained some recognition, in broad terms at least, in Ontario's educational system. The Ontario Ministry of Education has strongly advocated the evolution of liberally educated students who are capable of a wide and varied range of thought and who possess highly developed critical thinking skills. This position has been clearly articulated in the goals of education, in the

OS:IS document (Ontario Schools: Intermediate and Senior), and in the English Curriculum Guideline. The same mandate incorporates the Ministry's directives toward holistic and integrated learning and it is evident currently in the implementation of Destreaming, in the shift toward outcome-based learning, and in the writing of The Common Curriculum. Furthermore, the Ontario Teachers' Federation Education for a Global Perspective Institute and its liaisons in various provincial boards of education, the graduate level program and degree studies at OISE (The Ontario Institute for Studies in Education), the September 1994 opening of Iroquois Ridge Highschool in the Halton region whose curriculum focuses on global perspectives, the recent opening of the Ontario Curriculum Clearinghouse for the sharing of resources and documents, Ontario's collaboration with The Canadian Global Transformation Network, The World Watch Institute in Washington, D.C. and The Centre for Global Education in England, as well as the various summits, conferences, commissions and publications which are surfacing all attest to the relevance of global perspectives in education.

For these reasons as well as out of a personal interest as an English teacher to broaden the global perspective from its present

confines in Social Studies, I have chosen to focus this project on the teaching of highschool English from global perspectives. The first section presents theory, explanations and rationale. The second section delineates how and where teachers might apply significant global concepts, issues or perspectives to existing curricula in highschool English classrooms, and the third section considers some implications of establishing this approach in education.

If this work succeeds in fostering the views that global perspectives in education are not limited to multiculturalism and ecology but, in fact, transcend these areas to include curricula in which students may feel a sense of personal and universal importance (Glasser), and may access such concepts as global consciousness and awareness, and the impact and implications of human choices (Hanvey / The Education for a Global Perspective Institute), then I will have procured but a beginning to the unfathomable necessity, significance and relevance of infusing a global perspective into the highschool English classroom.

I

W h a t a n d W h y ?

The term "global perspective" may be confusing and often ambiguous given its broad and varied applications. It is therefore necessary to trace its evolution through the available literature on the subject, to establish a definition for it, and to explore its appropriateness to education, generally, and to the subject of English, specifically.

Although many educators throughout this century may have endorsed the concepts of global education and teaching from global perspectives, the significant and specific literature on the subject has all been published fairly recently. In the late 1970's, Jonathan Swift's book, Teaching English: Reflections on the State of the Art (1979) was published followed by his article, "Global Education: What's in it for Us" (1980) in which he challenged the established teaching methodologies and encouraged educators to integrate global perspectives into school curricula. Shortly thereafter, Robert Hanvey clarified the definition and

various aspects relating to the term "global perspective" in his article, "An Attainable Global Perspective" (1980). Concurrently, Charlotte Anderson asserted that "Global Education in the Classroom" was mandatory (1980) and John Cogan presented his comprehensive document entitled, "Developing a Global Perspective in the School Curriculum" (1980). Roy Pellicano's, "Global Education: A Definition and Curriculum Proposal" (1982) helped to elucidate areas that remained elusive and Robert Fowler's "Teaching Decision-Making and Global Issues: An approach to Instruction" (1983) emphasized the relationships between learning, decision-making and global dynamics. Stephen Lamy further elucidated the definition and aims of global education in "Defining Global Education" (1983). Gro Harlem Bruntland's report, Our Common Future (1987) underscored the interrelatedness of the world as well as the imperative that educational systems needed to change accordingly. Sue Greig and her associates echoed the concerns of Bruntland's report in Earthrights: Education as if the Planet Really Mattered (1987) as did Pike and Selby in their book, Global Teacher, Global Learner (1988). The emphasis on universal issues and global education continued in Robert Muller's "A World Core Curriculum" (1989) and in Willard Kniep's "Global

Education as School Reform" ((1989). In the same year, Sybil Wilson presented her paper, "As the World Turns: Teachers for a Global Society" (1989) at an international symposium on teacher education in which she directed colleges of education to prepare incumbent teachers for the complexities and responsibilities of teaching from global perspectives. At the annual meeting of the Comparative and International Education Society the following year, Stephen Hornstein put forth a challenge and indicated a dichotomy; namely, "If the World is Round, and School is Flat, Can We have Global Education in Schools?" (1990) In Ontario, Andy Hargreaves repeated the challenge and asserted that students deserve no less than to be educated from global perspectives in his book entitled, Rights of Passage (1990). Shortly thereafter, the Council Club of Rome published its comprehensive report, The First Global Revolution (1991) which focussed on the world as a community of interrelated issues and populations. As a professional body of educators, The Ontario Teachers' Federation felt that the implementation of global education was important enough to warrant the passing of Policy XVIII as an Act of Legislature (1992). In the same year, the Federation also initiated the Education for a Global Perspective Institute

headed by Thomas Lyons. In addition to supporting the implementation of global perspectives in Ontario schools, the institute provides a database of resources for classrooms and a quarterly newsletter which keeps readers informed of developments in global education. More recently, Veronica Lacey produced her article, "A Vision for Global Education -- Part 1" (1993), in which she reasserted the importance and validity of teaching from global perspectives. This list is by no means exhaustive; it is rather an overview of the significant literature which has contributed to our knowledge and understanding of educating from global perspectives.

Notwithstanding the available literature, arriving at a definition of the term "global perspectives" can be a complicated task. Various forms of media have made world issues and concerns accessible to people on a daily basis. Therefore, people tend to associate the term "global" with world issues such as war, hunger, ecology, disease, peace, justice, development, and so on. While, as Swift argues, "today's newspapers and magazines are filled with terms about global education: multi-cultural awareness, world citizenship, ethnic studies, cultural pluralism, global values, cultural parity, multi-nationals, consensus assumptions, and a

host of others" (Swift, 1980, 47), little has been done to clarify and distinguish these terms or to make the acquisition, application, and development of knowledge, and hopefully action, relating to these areas a focus of educational institutions, particularly of secondary schools. Elementary schools often integrate environmental and social studies programs. Institutions of higher learning have put in place a variety of programs and symposia which address global issues. For example, the University of York in England provides programs in Global Transformation Studies and OISE in Canada offers M.Ed., M.A., Ed.D., and Ph.D. Global Education programs in the areas of ecology, co-operative and holistic studies, peace studies, and critical pedagogy (Lyons, EGP Institute). However, there is a difference between offering courses in global education and infusing a global perspective into every discipline where appropriate. Nonetheless, before we can encourage schools to make the shift to embrace global perspectives, we must dispel some of the ambiguities and confusions associated with the term. We need to clarify its specific meaning and distinguish it from related, but different, terms.

Before establishing what a global perspective is, it may be useful

to differentiate it from what it is not. Although a global perspective necessarily involves assorted cultures, it is not, strictly speaking, a multicultural or international perspective since these terms have, as Cogan has argued, "traditionally been defined in bilateral or comparative terms. The focus has been upon an 'us-them' comparison" (Cogan, 3). For similar reasons, a global perspective should not be synonymous with or classified under comparative studies. A global perspective will acknowledge differences but not highlight or crystallize them. Further, a comparative approach narrows the focus to that of a special interest and it is more difficult to implement at the school level. It requires new resources and curricula which are neither readily available nor economically feasible given the current financial constraints. As Swift pointed out several years ago, "global education is primarily philosophical...[it] is an attitude toward daily living, not a new *course*, not a new *program*, not new *content*." He goes on to stress that it is;

a natural and holistic bridge to many disciplines ... toward the pertinence of study of life in the future; it is an emphasis for students and teachers on individual *and* group responsibility ... that illustrate[s] the notion of global interdependence, on the newly realized world culture into which all nations plug; and it is a

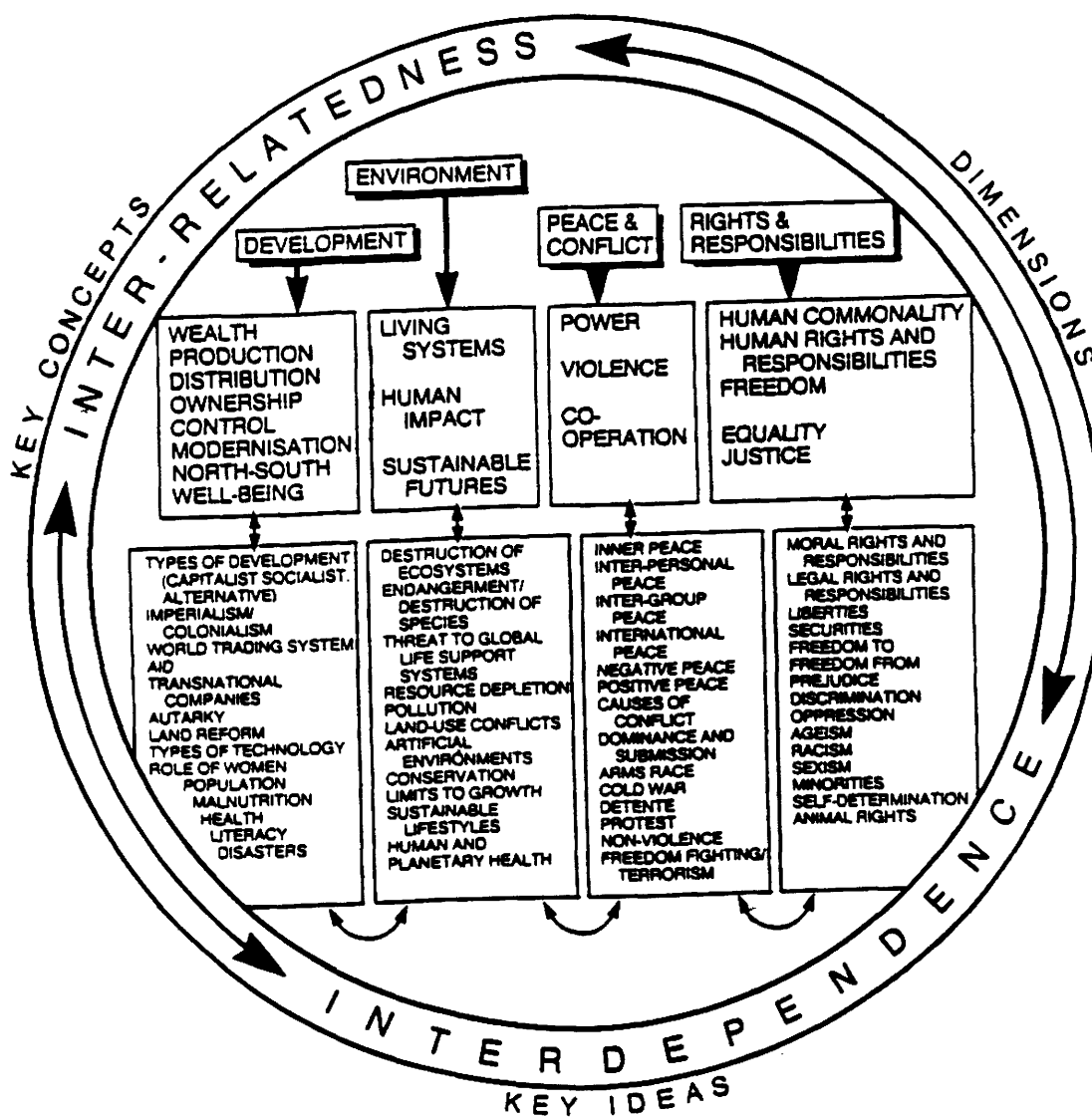
multidisciplinary way of relating knowledge, skills, attitudes, and experiences to tomorrow's living in a global community (Swift, '80, 46).

Therefore, a global perspective does not seek to compare, segregate, or fragment knowledge and curriculum but rather to unify them. There is a risk, however, of oversimplifying the global perspective and of presenting it as either the "small world" approach in which all problems and life experiences are the same or the "strange and splendid" approach in which all experiences are unique, but, nevertheless, wonderful. Either of these is too simplistic a view; while a global perspective necessarily encompasses universal implications and applications, we must avoid the polarities suggested by the two views mentioned. A global perspective in education is a way of viewing and thinking about the world from several angles with a focus on the interdependence of the various components. It is a method of viewing human beings as citizens of the larger world and of their respective nations and places within that world all at the same time. The Education for a Global Perspective Institute defines a global perspective in education as "an approach or framework to education which will help our children, adolescents and adults gain the knowledge and develop the skills to be effective participants in a world

rapidly becoming more interdependent and interconnected" (Lyons, 1992, 3). It is not an entirely new phenomenon, but it is one which is valid and logical as an educational goal. It is a process of making education more relevant, of appreciating the world as a unified system, and of underscoring the costs, privileges, responsibilities and interconnectedness of such key concepts as environment, development, peace and conflict, and rights and responsibilities. (see figure 1) Such an approach to education can promote active global citizenship in one's own community as well as in the larger world community, and can foster "...student involvement in developing an awareness, sensitivity, and respect for the interactive relationships of the world" (EGP Newsletter, April 1993, 8).

The implementation of a global perspective in education will require an approach which combines fundamental global issues with a number of key concepts and points of view. The Education for a Global Perspective Institute has delineated these areas in order to facilitate the infusion of a global perspective into teaching programs. The principal points of view to be developed include, Equity which promotes fair and

FIGURE 1



Sue Greig, Graham Pike and David Selby, *Earthrights: Education as if the Planet Really Mattered*, (U.K.: WWF, 1987), p.38.

just dealings, Biocentrism which places human beings within the planet rather than in dominance over it, Commonality in Diversity which considers the characteristics which link all humans beings, Interdependence which emphasizes sharing by all, Change in human values and activities which stresses the need to achieve a better world and ways of life, Communication which supports the listening, discussing, and sharing of decision-making, Self-esteem which fosters positive images and roles in society, Systems Thinking which views the world as a number of interactive, complex, and multi-faceted frameworks and, finally, Futures Perspective which examines the impact of present actions and the possibilities for alternative strategies (Orbit, 8).

In the final analysis, a global perspective is a method for linking knowledge and experience in universal or global terms. As Pellicano rightly argues, "It is neither a 'product' to be added on to existing curricula nor is it necessarily a quantifiable entity to be measured by 'achievement tests'" (Pellicano, 18). While sceptics may argue that it seems too general a method or that it dilutes the curriculum, it is clear that, if it is to be applied in every discipline, it will require greater

knowledge of world events, scientific discoveries, history, literature, and philosophies than is currently being delivered in school curricula. No adequate linkages or applications can occur without specific and detailed knowledge. This approach will require the use of effective research and thinking skills and a knowledge of the use of technologies to access information. Thus, far from being confusing or ambiguous, the term "global perspective" is clear enough in its mandate to manifest the interrelatedness and interconnectedness of world and human orders.

Having established what a global perspective is, it is important to address the two-fold issue of why it is essential for the educational system, and pertinent to the study of highschool English.

To begin with, the notion of a global perspective is not a new approach to education. Philosophically, at least, it has been viewed as a priority by various notable and respected educational theorists and practitioners. As early as the times of Plato, Aristotle and Socrates, there was an emphasis on humanistic and universal views, albeit limited by knowledge of the world as it was. The Renaissance fostered a renewed

and 'global' view of philosophy, science and the arts. The seventeenth, eighteenth and nineteenth centuries saw the rise of various world powers which appeared somewhat egocentric and competitive in their educational and world views; yet, they also subscribed to a "well-rounded" liberal education . The twentieth century has brought greater and more efficient methods of communication and, therefore, additional opportunities for ideologies and practices to interact. Educational philosophers such as John Dewey in the United States promoted child-centred learning; yet, it must be noted as Henley has argued that, "Dewey is not, as is often charged, advocating a strictly child-centred approach to education. He does not downplay the importance of the materials to be studied. They represent our intellectual and cultural heritage, the best that man has accomplished thus far. What he objects to is forgetting that this subject matter stems from human experience of the same kind as that of the child in the classroom" (Hendley, 23). Therefore, Dewey's laboratory school sought to unite 'worldly' and intellectual knowledge with experiential learning. In Schools of Tomorrow (1915), Dewey argued for cultural contact, not separation. Later, Brazilian Paolo Freire sought an educational framework which departs

somewhat from Dewey's 'knowledge as experience' to demarcate 'knowledge for critical consciousness'. In his book entitled, Education for Critical Consciousness, Freire advances the notion of education as empowerment, social support, responsible leadership, and effective transformation, with a dual focus on reflection and action (Freire, 1973, 1983), all of which have been identified as components of a global perspective. In the United States, noted psychiatrist and educational theorist, William Glasser continues to advance humanist education in which students feel valued and motivated, and the curriculum is relevant. In The Quality School, Glasser's Control Theory stresses the concept that "all human beings are born with five basic needs: survival, love, power, fun, and freedom" (Glasser, 1990, 432). In addition to being basic human needs, or perhaps because they are, most of these are also key concepts of a global perspective. Lastly, institutes such as the World Studies Teacher Training Centre and the Ontario Institute for Studies in Education advance educational philosophies and teacher education programs which focus on knowledge and strategies for infusing the global perspective into the classroom.

However, the promotion of global perspectives has not simply been

the idealistic vision of various educational philosophers. In Ontario, five of the thirteen goals of education directed by the Ministry of Education through acts of legislation explicitly address global concerns. These include helping each student to:

develop an understanding of the role of the individual within the family and the role of the family within society, develop a sense of personal responsibility in society at the local, national, and international levels, develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups, develop respect for the environment and a commitment to the wise use of resources, and develop values related to personal, ethical, or religious beliefs and to the common welfare of society (The Education Act, 1974, 1981).

Although these mandates may be misinterpreted or not implemented at all, they are nonetheless part of educational law in Ontario and they have been so for some time. In addition, the Teaching Profession Act and the Ontario School Trustees' Council Act both set out as Ministerial Regulations, include in their objectives promoting the cause of education and arousing and increasing public interest in educational affairs (Gilbert et al., 1990). Although these do not specifically address

aspects of global education, they do allow for a change in perspectives and curriculum when it is deemed necessary or appropriate. Furthermore, it is evident that educators themselves anticipate the necessity of a global perspective in education. The Ontario Teachers' Federation and its five affiliates developed recommendations supporting global perspectives in education. They were successfully passed as Policy XVIII in April 1992. The policy incorporates four main directives. These encompass the teacher's role in promoting global perspectives in the learning process, the inclusion and critical examination of major global issues in curriculum, the addition of global perspectives to pre-service and in-service teacher education programs, and the responsibility of the Ministry of Education to establish global perspectives as a priority in education (EGP Newsletter, November 1992, 8). Various educators have outlined specific reasons and areas for the implementation of global perspectives. Sybil Wilson points out that the world has moved from Imperialism to Nationalism to Cultural Pluralism and asks, "how is a person to be schooled for living in such a pluralistic world? What is the role of the teacher? How are teachers to be prepared so they may lead children and youth appropriately?" (Wilson, 1) The relevance of these questions is

heightened by the fact that teaching from a global perspective must not be reduced to political agendas. As another Faculty of Education professor contends, "rather, what is proposed is an approach to teaching global issues that can broaden an understanding of international relations as well as contribute to the pursuit of more general [educational] goals..." and that, "global issues are indeed relevant to the students' environment and are closely intertwined with national and local concerns. Moreover, they directly affect the lives of individuals. Hence the urgency to develop in students the capacity for intelligent, informed decision making" (Fowler, 3, 4). Therefore, the possibilities for extending and connecting students' knowledge, skills and curriculum are significant reasons for teaching from global perspectives. The Education for a Global Perspective Institute illustrates the relationships between desirable student skills and global perspective concepts very clearly (see figure 2). Such an approach will reinforce the view that teachers should help students learn how to learn as well as bridge the gap between objective content and intellectual habits. It will further contribute to the flexible, creative, well-rounded thinkers who many parents, educators, and employers would like to see emerging from the school system. Pike and

Selby of the World Studies Teacher Training Centre further attest to the need to develop a global perspective in school curricula in order to provide students with a futures perspective which will prompt them to act locally but think globally (Greig et al., 1987). This hope and vision is shared by other educators who believe that:

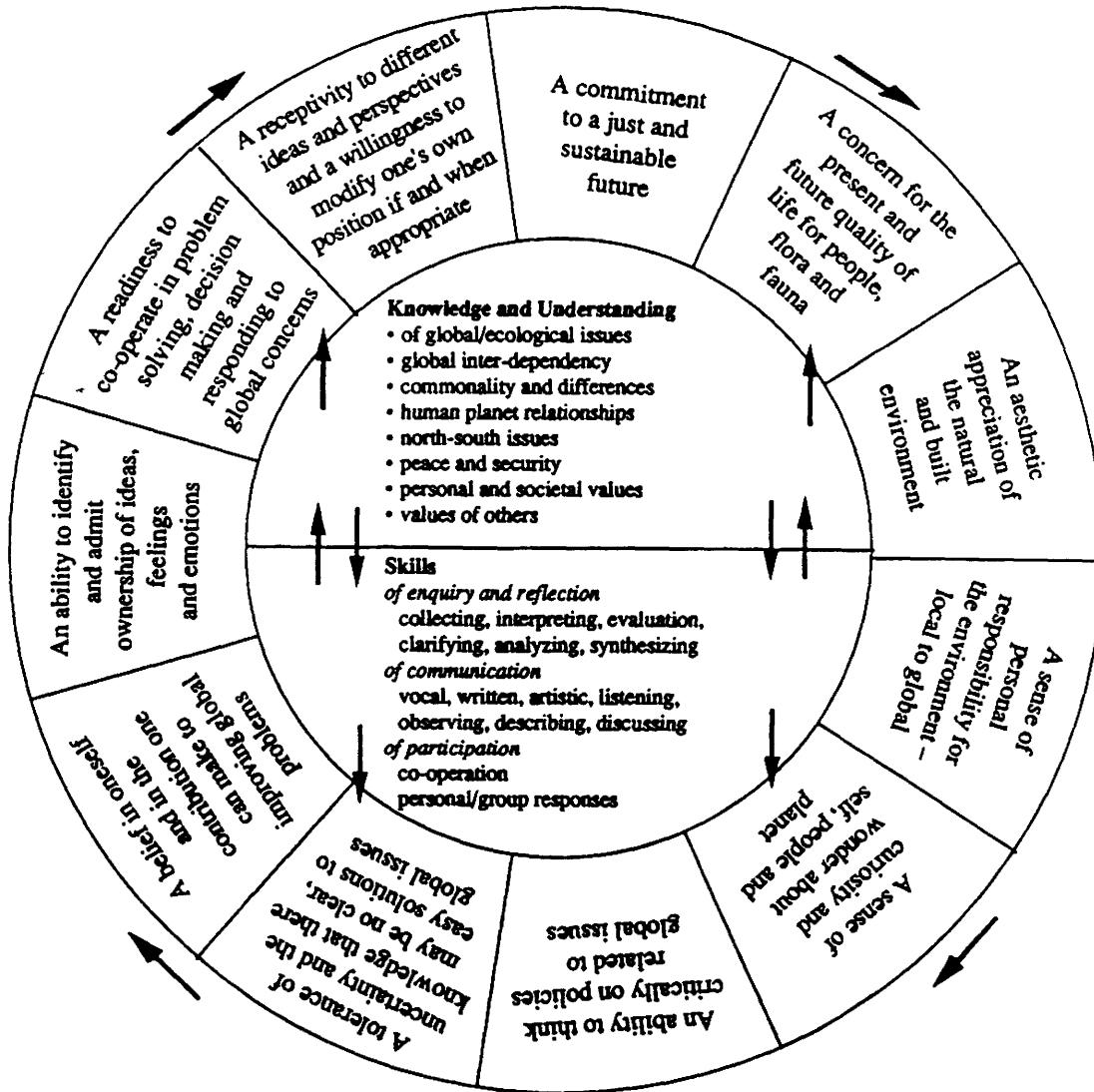
if the graduating students of tomorrow are to cope with the pressures and challenges that accompany a world marked by the constant swirl of shifting economies, political uncertainty, ecological traumas, and social inequities, then they must connect with the wider world today through personal experience, course content, and new technologies. (Lacey, 3)

In a 1992 submission entitled Beyond the Glitterspeak, the Ontario Teachers' Federation emphasized the need for genuine collaboration in schools and presented a forceful philosophic statement on behalf of the teaching profession. It began by declaring that:

the school system is the responsibility of parents, teachers, administrators, tax-payers, adults and children themselves who must participate in the process of designing and maintaining a system of education that prepares students for their futures ...Schools should be places where we tear down the barriers that exist between us and build the bonds that draw us together--democratic, human institutions that serve everyone in our society (OTF, 1992, i).

FIGURE 2

Relationship Between Education Skills and Global Issues



Tom Lyons, *Global Education In Ontario. A position paper.* (Toronto: Ontario Teachers' Federation, 1992), Appendix C.

It is obvious that these views held by educators project the role of schools as social institutions whose function it is, among other things, to prepare students for a future which involves them as individuals as well as responsible citizens of the world.

It must be noted, however, that it is not only educators who are actively promoting global perspectives. In fact, a number of groups and agencies in society have been advocating global approaches for some time. The Council of the Club of Rome proposed a revolutionary, disturbing and astonishingly comprehensive view of the state of the world and the modifications which will be imperative for physical and emotional survival in its report entitled, The First Global Revolution (King and Schneider, 1990). The well-known Bruntland Report, otherwise known as Our Common Future sought to halt the environmental, political and developmental crises of the 1980's by calling for changes in educational structures and curricula, and by advocating strategies for worldwide sustainable development which would promote harmony amongst human beings and their world orders (Bruntland, 1987). At about the same time, the Secretary of State for Canada presented and was successful in

passing in the House of Commons, Bill C-93, an Act which legislated the preservation and enhancement of multiculturalism in Canada (1987). Thus, while a global perspective is not, strictly speaking, multicultural education, it does promote the cultural values which this Act renders significant. Indeed, regardless of her reasons, Canada's entry into free trade agreements indicates a willingness to think and interact in global terms. And, almost on a daily basis, there are media reports of individuals, interest groups, or governments who command attention to global issues.

On another level, many groups and individuals believe that a global approach may be an appropriate answer at this time in history to the problems and dissatisfactions which are surfacing regarding educational systems. Parents and taxpayers are taking an active interest in the cost and delivery of education; in particular:

the intelligence and narcissism of boomers generate strong interest in the quality of education...Education is also a primary locale for our experience of multiculturalism, the demographic phenomenon of this decade. The role of schools as agents of integration (not assimilation) preoccupies parents, teachers and courts (Thorsell, 1992).

This view will gain further popularity as we struggle with the transition from the conventional resource-based economy to the human-capital-based society that has been envisioned for the 1990's. As Willard Kniep reminds us, "to adequately address questions of [educational] content, we must consider them in the context of today's local, national, and global realities" (Kniep, 44). In addition to grounding in their personal history and cultures, students will need a global sense of common human problems as well as aspirations.

Still others believe that schools are failing in their goals and that student apathy is rising to enormous proportions. Lana Marion believes that student apathy can be reduced by giving students the right and responsibility to make decisions regarding their learning. Thus, "once students are more involved in classroom affairs, and have developed a stronger sense of self, ownership and responsibility, they can approach environmental [and other] dilemmas with more confidence that their decisions and actions can have effect" (Marion, 34). Michael Fullan contends that, "the overall feeling is that the school system is ill-matched for meeting future needs for the majority of those it serves" (Wright, 14); however, he points out that while there may exist such failure, it is not

solely the educators' role or domain to resolve it. This view is an interesting one because it underscores the notion of joint responsibility which global perspectives encourage. Another reason for implementing global, more holistic perspectives is that, as Webber states, "shaped both philosophically and physically like factories, schools offer production-line learning, spoon-feeding sequential, but disjointed, widgets of information" (Webber, C23) which need to be collected, cross-referenced and directed since, "too often students are not challenged to figure out how to use what they already know. Thus, they fail to transfer learning to new situations" (Sadler and Whimbey, 201). Teaching from a global perspective may engage their interests and facilitate the transfer of information since it requires gathering knowledge from different sources, evaluating and organizing it, and looking for common grounds. Implemented properly, it becomes one way to consolidate the rift between content and skills which many are pointing to as a critical weakness in the present system. In a rather confrontational chronicle of the problems in secondary schools in Ontario, Hargreaves maintains that:

the academic orientation on the secondary school curriculum appears to have had a number of far-reaching consequences: lack of balance, lack of

breadth and lack of coherence in the overall curriculum; tendency to focus on content more than on instruction; creation of a curriculum with low relevance; fragmentation of student experience; balkanization of secondary schools and departments. (Hargreaves, 6)

He goes on to justify a core curriculum with emphasis on integration, interdisciplinary courses, and common culture and community as a vehicle for securing a "well-rounded" education. The recently established Royal Commission on Learning (1993) whose mandate it is to "look into the future, understand what the trends are, and then determine what the skill base of the students must be" (McKeown, 22) has heard presentations from across the country, many of which call for a more relevant curriculum, global awareness and knowledge, and more emphasis on thinking skills.

Interestingly, in two comprehensive accounts of education in Ontario prepared by The Toronto Star called Report Card on Our Schools (8-part series, 1987) and Report Card on Education (10-part series, 1993), there are few differences in the perceptions of educators, employers, and parents regarding the school system even though the reports were compiled six years apart. This suggests that little has changed in the system and that the changes are still warranted.

Moreover, both accounts contend that the role of education is not that of job training but rather that of teaching students "the huge history of human thought" (Brown, 1987) and that, "any reform has to be holistic" (Duffy, 1993). The 1993 report further emphasizes that core subjects should not be abolished but placed instead into program areas which are interdisciplinary in nature. Teaching from global perspectives is an effective method for making students more conscious of the larger world around them and for making connections amongst subject areas.

While there may be numerous other reasons for implementing global perspectives in highschool education or, indeed, for not implementing such an approach, there are some fundamental arguments in its favour. The state of the world determines the quality of life of its people. People must learn to make wise decisions both locally and internationally. Finally, it is against the premises and goals of education either to encourage or afford solitudes.

Several claims have been proposed with regard to why a global perspective should be introduced into highschool curricula and, as

mentioned earlier, many schools have begun programs in Ecology and Social Studies which incorporate global perspectives. Nonetheless, to date, there are no established highschool programs in Ontario which teach the English curriculum from a global perspective. However, Iroquois Ridge Highschool, which will be opening its doors in September 1994, has made a commitment to teach its grade nine program utilizing global perspectives and an interdisciplinary approach (interview with Principal, July 25, 1994).

There are many valid reasons for embracing a global perspective in English. A global perspective in English is not only appropriate but also necessary since education and society should, at least in ideal terms, share the same pursuit for communication and enlightenment. A major reason for studying literature is to be able to affirm some philosophical and pragmatic universal truths or values. This passion for exploring human nature, the wonders and atrocities of the world, and the transience of life immortalized in art forms makes most sense when we surmount the parameters of rudimentary themes, literary devices, settings, and characterization to consider wider realms, so that students do not study literature in self-contained units, but rather approach all of

English with a sense of cross-references amongst courses, genres, disciplines, national, and international boundaries. Such an approach is viable within the existing English Curriculum Guideline (1987) in Ontario; it does not demand the creation of a totally new curriculum at a time when financial constraints are the operative realities. Rather, what it does entail is an inexpensive change in strategies. We must allow for more active student participation because the present stimulus-response teaching methodology no longer works. More importantly, for learning to become a more meaningful process, teaching must commit itself to achieving a balance between specific content and knowledge and pertinent universal issues. A global perspective will permit such an undertaking and perhaps rejuvenate a stifled and stifling learning process at a time when progress and imagination are needed most.

Some of the advantages of English as a discipline are that it lends itself to the apprehension and examination of values, imaginative experience, and universal truths; yet, such constraints as semestering, overcrowded curricula, and lack of in-service for teachers also relegate it to "little more than exercises in detecting bias or spotting metaphors and

similes" (Davis, 24). Educators reassure themselves, students and parents by professing that this approach enhances critical thinking skills, but they fail to realize that by diluting the curriculum and issues, they are also often ensuring that "having students make inferences from complex material is judged on the same intellectual level as simple note-taking and summarizing" (Duncan, 27). Students then focus on "absorbing" the information for evaluation purposes and "purging" themselves of it immediately following an examination. An English program incorporating global perspectives and themes would encourage students to make cross-subject, cross-cultural, and cross-historical references as well as make the subject and curriculum more relevant for them. There are additional salient reasons why the discipline of English provides a fertile realm for teaching from global perspectives. In a lucid and enlightening article entitled, "Global Education: What's in it for Us?", Jonathan Swift enumerates several reasons, among them the notions that English is a broad field which needs to be organized and subdivided, that such skills as listening, reading, writing and speaking can be taught in many contexts, and that observation, analysis, evaluation and judgment can be nurtured particularly well in the English classroom when they are focused

on awareness of global concerns and divergent viewpoints. He correctly concludes that, "literature is a map of humanity, where it has been, is, and is headed; it is a reflection of the universal problems, values, and activities of all humankind" and, further, that "myths, symbols, metaphors, translation, and forms of expression are all culture oriented. Such study in the English classroom alerts students to potential keys for richer human relationships" (Swift, 48). Consequently, it is clear that the English program is an appropriate arena for teaching from a global perspective. It provides the flexibility for inter-relationships amongst disciplines, cultures, values and ideologies, both common and particular. Cultural assumptions regarding such universal themes as love, war, hunger, disease, peace, justice, goodness and corruption can be thus appreciated, evaluated, or compared. This does not necessitate a change in curriculum or in the reading of literature from other cultures, although the latter would be valuable. Rather, it requires a change in perspective so that literature is no longer studied as stylistic dissection and ethnocentric portraiture, but rather as mirrors and combinations of universal concerns. By extension, this is also one way to shift mainstream academic learning into transformative knowledge so that

students can make intelligent decisions for their personal futures as well as for the future of the planet. It is, in fact, through the study of literature that students may be made to realize that they have been seduced into believing that the only global crises are those of the twentieth century involving ecology, conservation, and the economy.

The study of literature, even that comprising the current curriculum, will reveal more subtle and potentially more destructive global crises such as passivity, fatalism, ego-centricity, indifference, distortion of human rights, and lack of historical perspective or continuity. The study of literature will further make students aware of the complexity of global issues and the fact that solutions may not be simple or feasible, or that answers on one level may create problems on another. It is time to broaden and deepen global perspectives from their current niches in Environmental and Social Studies. Students in highschool English classrooms will be well served if in the midst of analyzing style, characterization, setting, and particular themes, they are also compelled to consider and evaluate universal issues, interdependence and interrelationships, on both abstract and concrete levels and, where possible, from past, present and future perspectives.

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W h a t a n d W h e r e ?

Notwithstanding that teaching English from a global perspective is a relevant and worthwhile endeavour, there remains the challenge of deciphering exactly which global issues, concepts and perspectives can be applied to specific texts in the current English curriculum. Therefore, this section will reiterate and differentiate the global themes or issues, the various concepts, and the possible dimensions or perspectives as well as indicate which of these pertain to individual genres and texts in highschool English curricula. Since knowledge integration and cross-referencing are natural extensions of teaching from global perspectives, there will be recommendations outlining which subject areas would be best incorporated into a study of the text in question. An additional segment will further delineate one particular text and specific activities and assignments which a teacher might provide in order to focus on global perspectives.

The Education for a Global Perspective Institute advocates the

following issues and concepts as significant ones:

Issues or Themes

Social Justice

Ecology and Planetary Survival

Local and Global Environments

Quality of Life

World Development

Human Rights

Peace, Conflict, and Security

Sustainable Future (Lyons, 10, 11)

Concepts

Commonality in Diversity

Interdependence

Equity

Communication

Self-Esteem

Biocentrism

Systems Thinking

Change in Human Values and Activities

Futures Perspective (ORBIT, 8)

(These have all been cited in Section I. See page 15 for explanations of the concepts.)

In his article, "An Attainable Global Perspective", Robert Hanvey proposes five dimensions as being essential viewpoints and outcomes for teaching all subjects, and particularly English, from a global perspective.

The following outline identifies and briefly summarizes each dimension:

Perspective Consciousness	refers to the realization that one's view of the world is influenced by a variety of factors and that others' views may be profoundly different or distinct.
"State of the Planet" Awareness	is the recognition of past, present, and emerging world developments, and the possible repercussions of prevailing social and political climates.
Cross-Cultural Awareness	refers to the diversity of human societies, ideologies and practices, and to the perception of one's own society from others' standpoints.
Knowledge of Global Dynamics	involves consciousness of world systems and mechanisms and the desire to affect global changes intelligently.
Awareness of Human Choices	entails discernment of the problematic nature of decision-making by individuals and their nations in a world which is fast-paced and rapidly-changing.

(Hanvey, 162-165)

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
D R A M A	<i>The Merchant of Venice</i>	social justice human rights quality of life peace/conflict	commonality equity communication self-esteem change in values	<ul style="list-style-type: none"> ■ perspective consciousness ■ cross-cultural awareness ■ human choices 	History Religion Law
	<i>Julius Caesar</i>	peace/conflict world development human rights social justice	interdependence communication equity self-esteem commonality biocentrism change in values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ human choices ■ global dynamics 	History Law
	<i>Macbeth</i>	social justice quality of life human rights peace/conflict world development	interdependence equity communication self-esteem biocentrism human values	<ul style="list-style-type: none"> ■ global dynamics ■ human choices ■ perspective consciousness ■ planet awareness 	Law Geography History
	<i>Romeo and Juliet</i>	local environment quality of life human rights peace/conflict	commonality communication self-esteem human values interdependence	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ human choices 	Law Sociology
	<i>Hamlet</i>	local environment quality of life human rights peace/conflict	commonality interdependence equity communication systems thinking human values biocentrism	<ul style="list-style-type: none"> ■ perspective consciousness ■ global dynamics ■ human choices 	Sociology Law Religion

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>King Lear</i>	human rights peace/conflict quality of life local environment	commonality interdependence equity communication biocentrism human values	<ul style="list-style-type: none"> ■ human choices ■ perspective consciousness ■ global dynamics 	Sociology Law Geography
	<i>Oedipus Rex</i>	quality of life human rights peace/conflict local environment	commonality interdependence communication self-esteem systems thinking human values	<ul style="list-style-type: none"> ■ global dynamics ■ human choices ■ perspective consciousness 	History Sociology
	<i>Death of a Salesman</i>	ecology local environment quality of life peace/conflict world development	commonality equity communication self-esteem human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Geography Sociology Economics
	<i>A Man for All Seasons</i>	social justice human rights peace/conflict quality of life	interdependence commonality equity biocentrism human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	History Law Religion
	<i>The Monkey's Paw</i>	local environment peace/conflict quality of life	commonality communication human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ human choices 	Sociology
	<i>Indian</i>	social justice ecology local environment quality of life human rights peace/conflict	commonality equity self-esteem biocentrism human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography Sociology Law Religion
	<i>Protest</i>	local environment quality of life human rights peace/conflict world development	interdependence communication self-esteem human values systems thinking	<ul style="list-style-type: none"> ■ perspective consciousness ■ cross-cultural awareness ■ human choices 	Religion Sociology History
	<i>The Home for Heroes</i>	planetary survival global environment quality of life human rights	commonality communication self-esteem biocentrism human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Science / Technology

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
N O V E L	<i>The Outsiders</i>	social justice local environment planet survival peace/conflict human rights	commonality interdependence equity communication self-esteem human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Sociology Law
	<i>Lisa</i>	social justice planet survival quality of life world development peace/conflict human rights	commonality interdependence equity biocentrism self-esteem human values	<ul style="list-style-type: none"> ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography Religion Law
	<i>To Kill a Mockingbird</i>	social justice planet survival quality of life world development peace/conflict human rights	commonality interdependence equity self-esteem biocentrism human values communication	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography Law Sociology
	<i>Wuthering Heights</i>	local environment quality of life human rights peace/conflict	commonality equity communication self-esteem human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ human choices ■ global dynamics 	Geography Sociology
	<i>A Tale of Two Cities</i>	social justice global environment quality of life human rights peace/conflict	commonality interdependence equity communication self-esteem human values	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography Law Technology
	<i>Brave New World</i>	ecology planet survival global environment quality of life world development human rights security sustainable future	commonality interdependence communication self-esteem biocentrism systems thinking change in values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Science Technology Sociology
	<i>Lord of the Flies</i>	ecology planet survival global environment quality of life world development human rights peace/conflict sustainable future	commonality interdependence equity communication self-esteem biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	History Geography Science Technology Sociology Health

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>Go-Boy!</i>	local environment quality of life world development human rights conflict/security	commonality equity communication self-esteem systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ global dynamics ■ human choices 	Law Sociology Economics
	<i>The Stone Angel</i>	ecology local environment quality of life human rights world development peace/conflict	commonality equity communication self-esteem biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ global dynamics ■ planet awareness ■ human choices 	Sociology Religion Technology Health Geography
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S S H T O O R R Y	<i>On the Sidewalk Bleeding</i>	social justice local environment quality of life human rights security	commonality self-esteem human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ global dynamics ■ human choices 	Sociology Music Law
	<i>The First Day of School</i>	social justice local environment quality of life world development human rights security	commonality interdependence equity self-esteem human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography sociology
	<i>The Turn of the Tide</i>	global environment quality of life world development human rights security	commonality equity biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Law Sociology
	<i>Death of a Dieter</i>	quality of life local environment global environment human rights	commonality communication self-esteem human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ human choices 	Sociology Health
	<i>The Best Ghost Story</i>	local environment quality of life world development security	communication biocentrism systems thinking futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics 	Science Technology

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>If Not Higher</i>	social justice global environment quality of life world development human rights security	commonality interdependence equity self-esteem human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Religion Sociology
	<i>The Lottery</i>	social justice local environment quality of life world development human rights security sustainable future	commonality interdependence equity self-esteem human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ human choices 	Sociology
	<i>Young Goodman Brown</i>	social justice global environment quality of life human rights peace/conflict	commonality communication self-esteem biocentrism systems thinking human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Religion Sociology
	<i>The Yellow Wallpaper</i>	ecology local environment global environment quality of life human rights peace/conflict sustainable future	commonality interdependence communication self-esteem human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ global dynamics ■ human choices 	Sociology Health
	<i>A Rose for Emily</i>	social justice local environment quality of life world development human rights peace/conflict	commonality interdependence communication self-esteem human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ human choices 	Sociology Health History Geography
	<i>The Moose and The Sparrow</i>	social justice ecology global environment quality of life human rights security	commonality interdependence equity self-esteem biocentrism human values	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics 	History Geography Sociology

G E N R E	TITLE	GLOBAL THEMES/ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>Bloodflowers</i>	ecology local environment quality of life world development human rights security	commonality interdependence equity self-esteem biocentrism systems thinking human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Geography Sociology Technology
	<i>Bicultural Angela</i>	social justice local environment global environment world development human rights peace/conflict sustainable future	commonality interdependence communication self-esteem systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	French History Geography Sociology
-	<i>Two Fishermen</i>	social justice local environment global environment quality of life world development human rights security sustainable future	commonality interdependence equity self-esteem systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics 	Sociology Law
	<i>Sophie</i>	social justice ecology planet survival local environment global environment quality of life world development human rights security sustainable future	commonality interdependence equity communication self-esteem biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	Geography History Law
	<i>Hunky</i>	social justice ecology planet survival local environment quality of life world development human rights security	commonality interdependence equity communication self-esteem biocentrism systems thinking human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography Sociology Law
	<i>Shoeless Joe Jackson Comes to Iowa</i>	ecology local environment quality of life human rights	communication self-esteem biocentrism human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ human choices 	Geography sociology

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>Benny</i>	planet survival global environment local environment quality of life world development human rights security	commonality interdependence equity communication self-esteem systems thinking futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	History Sociology
	<i>Walker Brothers Cowboy</i>	local environment quality of life human rights security	commonality equity communication self-esteem human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ human choices 	Sociology Geography
	<i>Fog</i>	global environment quality of life human rights security sustainable future	commonality communication self-esteem biocentrism systems thinking futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Sociology Technology
P O E T R Y	<i>Tin Angel</i>	social justice local environment global environment quality of life human rights security sustainable future	commonality communication self-esteem biocentrism human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Sociology Technology
	<i>Thoughts on Silence</i>	social justice ecology global environment quality of life world development human rights security	commonality interdependence equity communication biocentrism human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics 	Geography History Religion Technology

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>At Seventeen</i>	social justice local environment quality of life human rights peace/conflict	commonality communication self-esteem human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ human choices 	Sociology
	<i>Scarborough Fair</i>	ecology global environment quality of life	commonality communication self-esteem biocentrism human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ human choices 	
	<i>Lord Randall</i>	ecology global environment quality of life human rights peace/conflict	commonality communication self-esteem biocentrism systems thinking human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ global dynamics ■ human choices 	Sociology
	<i>Cats in the Cradle</i>	planet survival global environment quality of life world development peace/conflict sustainable future	commonality interdependence communication self-esteem biocentrism human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ global dynamics ■ human choices 	Sociology Technology
	<i>The Shooting of Dan McGrew</i>	planet survival local environment human rights security	commonality equity communication biocentrism human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Sociology Law
	<i>The Lamb</i>	social justice planet survival global environment quality of life security sustainable future	commonality interdependence equity self-esteem biocentrism systems thinking	<ul style="list-style-type: none"> ■ planet awareness ■ global dynamics 	Sociology Religion
	<i>The Tiger</i>	social justice planet survival global environment quality of life security sustainable future	commonality interdependence equity self-esteem biocentrism systems thinking	<ul style="list-style-type: none"> ■ planet awareness ■ global dynamics 	Sociology Religion Technology

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>Ozymandias</i>	social justice ecology planet survival local environment global environment quality of life world development security sustainable future	commonality interdependence equity communication self-esteem biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography Religion Sociology
	<i>Ode on a Grecian Urn</i>	ecology local environment world development human rights security	commonality biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics 	History Religion Sociology
	<i>Ode to a Nightingale</i>	ecology local environment global environment quality of life world development peace/conflict sustainable future	commonality interdependence communication biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ global dynamics ■ human choices 	Science Sociology
	<i>Dover Beach</i>	social justice planet survival local environment global environment quality of life world development security sustainable future	commonality interdependence equity communication biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography Sociology
	<i>The World is Too Much With Us</i>	ecology planet survival local environment global environment quality of life world development security sustainable future	commonality interdependence communication biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ global dynamics ■ human choices 	History Geography Science Technology Economics
	<i>To Autumn</i>	ecology planet survival global environment quality of life	commonality interdependence equity biocentrism systems thinking human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics 	Science

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>Ulysses</i>	social justice ecology local environment global environment quality of life world development human rights peace/conflict sustainable future	commonality interdependence communication self-esteem biocentrism systems thinking human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ cross-cultural awareness ■ human choices 	History Geography Sociology
	<i>The Chimney Sweeper</i>	social justice ecology planet survival local environment global environment quality of life world development human rights security sustainable future	commonality interdependence equity communication self-esteem biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ global dynamics 	History Geography Religion Economics Technology
	<i>The Unknown Citizen</i>	social justice planet survival ecology local environment global environment quality of life world development peace/conflict security sustainable future	commonality interdependence equity communication biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Economics Geography
	<i>Departmental</i>	social justice local environment global environment quality of life world development human rights security sustainable future	commonality interdependence equity communication self-esteem systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics 	Economics Sociology
	<i>My Last Duchess</i>	social justice ecology local environment global environment quality of life world development human rights security	commonality interdependence equity communication self-esteem biocentrism systems thinking human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography Economics Law Sociology Art

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>God's Grandeur</i>	social justice ecology planet survival global environment quality of life world development security sustainable future	commonality interdependence biocentrism systems thinking	<ul style="list-style-type: none"> ■ planet awareness ■ global dynamics 	Religion
	<i>Richard Cory</i>	quality of life human rights world development	commonality interdependence self-esteem biocentrism human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Sociology Economics
	<i>The Sea-Gull</i>	social justice ecology planet survival local environment global environment quality of life human rights sustainable future	commonality interdependence communication self-esteem biocentrism systems thinking human values	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Sociology
	<i>The Road Not Taken</i>	ecology local environment global environment quality of life human rights security sustainable future	commonality interdependence self-esteem biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ global dynamics human choices 	
	<i>The Animals in That Country</i>	social justice ecology planet survival local environment quality of life world development human rights sustainable future	commonality interdependence equity self-esteem biocentrism human values systems thinking futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	Geography Sociology
	<i>The Road to Nijmegen</i>	social justice planet survival global environment local environment quality of life world development human rights peace/conflict security sustainable future	commonality interdependence equity communication biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>The Only Tourist in Havana Turns his Thoughts Homeward</i>	local environment global environment quality of life world development security sustainable future	commonality interdependence equity communication systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics 	History Geography Economics
	<i>The Rocking Chair</i>	social justice local environment quality of life world development security sustainable future	commonality interdependence communication biocentrism systems thinking futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics 	History Geography
	<i>Lament for the Dorsets</i>	social justice ecology planet survival local environment global environment quality of life world development peace/conflict	commonality interdependence equity communication self-esteem biocentrism human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics 	History Geography Sociology Technology
	<i>The Stenographers</i>	social justice planet survival local environment global environment quality of life world development human rights security sustainable future	commonality interdependence equity communication self-esteem systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ global dynamics 	Economics Sociology
E S S A Y	<i>Politics and the English Language</i>	social justice planet survival global environment quality of life world development peace/conflict sustainable future	commonality interdependence equity communication self-esteem biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Economics Geography

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>The Good Life</i>	social justice planet survival global environment quality of life world development human rights security sustainable future	commonality interdependence equity self-esteem biocentrism human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ global dynamics ■ human choices 	Sociology
	<i>I Have A Dream</i>	social justice ecology planet survival global environment local environment quality of life world development human rights security sustainable future	commonality interdependence equity communication self-esteem biocentrism human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics 	History Geography Economics Religion
	<i>Inaugural Address -- John F. Kennedy</i>	social justice planet survival local environment global environment quality of life world development peace/conflict	commonality interdependence communication self-esteem systems thinking futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics 	History Geography Economics
M Y T H O L O G Y	<i>The Making of Gods and People</i>	social justice planet survival quality of life world development human rights peace/conflict sustainable future	interdependence communication biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ global dynamics 	Sociology History Geography
	<i>Nanabush Creates the World</i>	social justice ecology planet survival local environment global environment quality of life world development human rights security sustainable future	commonality interdependence equity communication self-esteem biocentrism systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography

G E N R E	TITLE	GLOBAL THEMES/ ISSUES	GLOBAL CONCEPTS	GLOBAL PERSPECTIVES/ DIMENSIONS	CROSS- SUBJECTS
	<i>The Trojan War</i>	social justice planet survival local environment global environment quality of life world development peace/conflict sustainable future	commonality interdependence communication self-esteem biocentrism systems thinking futures perspective	<ul style="list-style-type: none"> ■ perspective consciousness ■ planet awareness ■ cross-cultural awareness ■ global dynamics 	History Geography Art
	<i>Arthur and the Two Swords</i>	social justice planet survival local environment quality of life human rights security sustainable future	commonality interdependence equity self-esteem systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ global dynamics ■ human choices 	History Geography
	<i>The Journey of Gilgamesh</i>	social justice planet survival local environment global environment quality of life world development security sustainable future	commonality interdependence self-esteem systems thinking human values futures perspective	<ul style="list-style-type: none"> ■ planet awareness ■ cross-cultural awareness ■ global dynamics ■ human choices 	History Geography

Applying a Global Perspective to the Study of a Novel

NOVEL: **Lord of the Flies by William Golding**

PHASES: introductory activities
 group presentations or seminars
 literary analysis
 expository research essay
 unit test

The following framework proposes a variety of activities and projects which a teacher might employ in order to integrate a global perspective into a study of Lord of the Flies.

INTRODUCTORY ACTIVITIES

- Instruct the students to arrange themselves into groups of three or four. Tell them that they have been shipwrecked or have crashed on a deserted tropical island. They are boys between the ages of six and twelve and there are no adults. Each group will be responsible for a specific task. The tasks include finding food, providing shelter, ensuring security, devising methods for being rescued, exploring the surroundings, and organizing the group. The entire group will reconvene to present its decisions.

- **When the students have arranged themselves into groups, tell them that they are members of a democratic government. Their country is at war and they have the opportunity to protect forty to fifty members of their society by sending them to a tropical island until the war is over. They must decide who will go and provide a rationale as to why.**

Note ►

Either of these activities has the dual objective of introducing the students to the scenario of the novel and of making them aware of the difficulties involved in making decisions which often result in chaos or conflict. At the end of the exercise, the teacher can introduce the global concepts (commonality, interdependence, equity, communication, self-esteem, biocentrism, systems thinking, human values, futures perspective) and perhaps invite the students to redirect or rethink their previous decisions and solutions in light of these concepts.

GROUP PRESENTATIONS OR SEMINARS

- **Demonstrate how the major characters represent various prototypes of people or forces in society. Why do social justice and equity "break down" in this novel?**

- **Ecology and planetary survival are central to the concerns of this novel. What is Golding's point of view regarding humanity's hope of a sustainable future?**

- **Delineate which human values are presented through the situations and characters in the novel. How must these values change in order to bring about positive changes in the world?**

- **How are the global concepts of communication and decision-making portrayed in this novel?**

- **Discuss the implications of the ending of the novel as a testimony to the "state of the planet".**

LITERARY ANALYSIS

- The setting as a reflection of "the state of the planet"
- Jack and Ralph as symbols of differences in perspective and consciousness
- Simon as a representative of "awareness of human choices"
- The lack of biocentrism as revealed by the mainland and imitated by the boys
- The language of the novel to indicate deterioration, oppression and neglect of human rights
- The novel as a model for the implications of and connections between human choices and world development

EXPOSITORY RESEARCH ESSAY

- Compare the casual way in which Ralph relinquishes control of the army to the manner in which many German intellectuals and politicians accepted Hitler's Nazi regime as being irrelevant to the national climate.

What is Golding implying about the issues of peace, conflict and security?

- Is the novel an allegory of the Garden of Eden? If so, what is Golding's indictment of human choices?

- Are the political code and the moral code inextricably tied into global dynamics?

- What becomes of such global concepts as interdependence, equity, communication, and systems thinking when the boys polarize into opposing political forces?

- **Research the lives of peacekeepers or political mediators who died for the greater good of mankind. What are the implications of both Piggy and Simon dying?**

- **In what ways are the representations of the mainland and the island as macro and micro-cosms respectively indications that we must make changes to our local and global environments if we wish to sustain a future for humanity and the planet?**

UNIT TEST**SHORT ANSWER:**

1. What is the significance of the "Lord of the Flies" for society?
2. What is the symbolic meaning of Piggy's glasses in terms of world politics?
3. Is Golding pessimistic or optimistic regarding a sustainable future for humanity?

ESSAY ANSWER:

- Golding intimates that the global concept of "commonality", that is, the characteristics which are shared by all human beings, is central to understanding this novel and that it is a much more complex issue than procuring food, shelter, or comfort. In the end, what is it that all people need?

III

W h a t E l s e ?

While we can sustain both the theoretical and practical dimensions of teaching highschool English from a global perspective, there are nonetheless further factors to consider if we intend to implement a global approach with competence and effectiveness. These considerations involve our perceptions of global crises, of schools, and of teachers.

To begin with, we must eradicate the naïve and pervading beliefs that our global crises are merely environmental or political in nature. Such limited perceptions assume a further simple notion that our problems will be solved if only we decrease our pollution emissions and cooperate in global political factions. These solutions are, indeed, valid ones and we should never underestimate the merit of cooperation and of a global paradigm for the common good. However, we must also arrive at the realization that we accomplish little in executing procedures "after the fact". In other words, our natural, political, and social environments

would be better served if we realized that our crises are based on our distribution of money, our over-reliance on technology and efficiency, and our vanity and gullibility. For example, in the western hemisphere, we would not have to be as concerned with pollutants if we did not find it necessary to own perfectly manicured lawns, contact lens washing and disinfecting machines, liquid formulas for thinning hair, aerosol pine-scent air fresheners, or power-trainers to improve capability in sports. Ours is a product-oriented and mechanistic society that wants the products but insists on throwing the by-products and wastes on to someone else. We fail to recognize our connectedness as a people and a planet as well as the certainty that there is no one else and that the wastes will assuredly boomerang. As Lyons so strikingly states, "Chernobyl occurred on Earth. There must be a clear realization that we do not have an environmental problem. We have a values problem". (Lyons, 1990, 7) Underlying our environmental, political, or economic crises is the fundamental neglect of positive values. We have evolved further and more quickly in our recent history than in all of recognized Time and yet, tragically and ironically, we have expended our time and energies on weaponry, power-struggles, dominion over Nature and less fortunate human beings, ego-centrism and

devastation. We have spent more time artificially cutting costs and saving endangered animal and plant species than we have cutting destructive forces and saving endangered human beings. We cannot undo the past, but we can take some measure of responsibility for the future. The more profound and alarming global crises facing us are bigger than our infatuation with efficient gadgets. The price of progress demands our immediate attention; however, so do the more subtle questions of how we will train millions of displaced workers, how we will care and provide with dignity for those who do not contribute to the economy, and how we will elevate our deteriorating cities into civilized localities. It is time to confront these crises on a global scale. Educators can take a small, but unequivocal, step in this direction by teaching from a global perspective.

Nonetheless, it is important to note that in Education, as in other human institutions, change must be perceived as being beneficial and appropriate by all who have a stake in the outcome. The shift to global perspectives will not be achieved effectively by one or two teachers in individual classrooms. One of the implications of changing to such an

approach is that, "each time a new linkage is forged, a new internal structure must coalesce to make it work" (James, 11). Thus, although teaching from a global perspective does not require new resources or curricula, it does require altered philosophies of teaching and learning which are shared by administrators, teachers, the community, and students who view the process as a valid one. In addition, teaching from a global perspective will require much more than a cursory internationalizing of the curricula; it will require a shared holistic outlook which, as previously mentioned, focuses on both individual and group values and responsibility. As such,

this new paradigm is viewed as requiring radical changes not only to the process of classroom teaching, with very much more emphasis upon, for example, co-operative and experiential learning styles, but also to components of the hidden curriculum, such as school management, decision-making processes and teacher-pupil relationships. In this, it shares with anti-sexist and multicultural/anti-racist educational initiatives a commitment to equal opportunities and to the enhancement of self-esteem for all participants in the educational process.

(Vulliamy and Webb, 24)

The very nature of a global perspective implies sharing and

cooperation; it is therefore futile to confine either the philosophy or the approach to one text, one grade, one classroom, one subject, one teacher or, even, one school. It follows also that just as a global perspective has specific concepts and dimensions, so too what have been coined the "global school" and the "global teacher" will display particular characteristics.

The qualities and responsibilities of a global school have been outlined by the Education for a Global Perspective Institute. These consist of the onus to:

- Encourage the real concerns of students to be aired and discussed within a caring and concerned environment.
- Attempt to ensure that students are not left with a sense of helplessness and hopelessness in the face of global problems and issues.
- Provide the climate and infrastructure to allow administration, faculty, and students to practice and develop critical thinking skills.
- Promote holistic learning.

- Encourage the practice of participatory learning. Provide classroom environments which promote the development of self-worth, self-esteem, and appreciation of others.
- Deal with the moral spectrum of human choice.
- Encourage the development of action-related skills so that young people may become agents rather than servants of change.
- Provide an environment in which the learner infuses the global knowledge, skills, values, and attitudes into the knowledge and skill base of existing curriculum. (ORBIT, 11)

The role of the global school, therefore, is to foster an environment and philosophy whereby the tenets of a global perspective may be delivered by teachers and understood and practised by students.

There has never been any question as to the influence that teachers can have on the learning process. This influence takes on greater significance with regard to teaching from a global perspective since, "teachers can be powerful role models and can positively or negatively

influence the attitudes of learners toward other people and cultures" (Cogan, 12). Beyond surmounting ethnocentric points of view, teachers influence students' abilities to think critically, make decisions, and formulate values. It is, therefore, imperative that teachers who teach from a global perspective be sensitive to their own biases as well as view curriculum from a global orientation. Such a teacher would not necessarily be a specialist in international affairs, an expert on multicultural literature, or a purveyor of current events. Rather, according to John Cogan, the "global teacher" would be empathic and sensitive, possess a world view and view the world community as a learning laboratory, value scientific inquiry, value all human beings, be an active participant of society, and view learning as a lifelong process not only for students but also teachers (Cogan, 12). Therefore, the "global teacher" has all the qualities which are desirable in any teacher. However,

at a more significant level teachers will have to void themselves of the characteristics of ethnocentrism, the belief that one's own way of doing and thinking is the right one, and all others are wrong. They will be required to void themselves of the notion that other cultures' habits and thoughts should be judged critically against their own. More specifically, not only will teachers have to void themselves of the

**characteristics of ethnocentrism but they will have to be able to provide a setting whereby their students will grow to do the same.
(Marshall, 11)**

This added feature of possessing a well-informed world view raises some implications regarding teacher-training, especially of those in intermediate and senior teaching. Since current teacher-training methods concentrate on delivering and evaluating content, it will be necessary to make significant and immediate changes in teacher-preparation programs if we hope to add global dimensions to every subject and discipline, have teachers teach from global perspectives, and produce students who have global values and incentives.

In addition to the importance of receptive, global school environments and flexible, globally-minded teachers, another significant implication and ramification of teaching from a global perspective lies in the prospect that the core or essential outcome of teaching from a global perspective will be to forge beneficial interactions between Humanity and the planet Earth. While this may seem to be rudimentary or obvious as an outcome of teaching from a global perspective or even as a general

goal of education, a glance at our current societies and a review of our delivery of education will reveal that we have yet to achieve this goal adequately.

C o n c l u s i o n

It is evident that a global perspective in teaching is a timely, warranted, and engaging concept at this point in human history. Both developed and underdeveloped countries are bringing to the fore on a daily basis the necessity to address our shared global crises with a view to shared global responsibility. Interdependence is now a fact of life and soon may be a requisite for basic survival. The media are effective purveyors of repeated information and attention to matters of local, national and global importance, and schools are the ideal agencies for shaping the minds and consciences of the young in order to bring about positive and sustainable futures for forthcoming generations. Already, educational philosophers, teacher federations, parents, and various social, political, scientific, and community agencies are making clear their intentions to promote learning and subsequent actions which reflect global perspectives. In schools, in particular, the precepts of global education have been applied to social studies in elementary schools with some success, but little has been done to implement global perspectives

on a large scale in every subject area and in both elementary and secondary schools. The subject of English in secondary schools provides an exceptionally fertile arena for the application of global themes, issues, concepts, dimensions, or perspectives since literature is an extraordinary vehicle for vicarious learning and experience as well as for considering issues from a variety of levels and standpoints. Teachers and students can develop linkages between their personal outlooks and lives and the larger world. Furthermore, students can, not only refer to history and tradition but also, look forward with the perspectives of knowledge and action rather than ignorance and fear. They will be able to intervene effectively in social, cultural, and scientific processes in order to produce desirable rather than undesirable outcomes for individuals and societies. Most importantly, studying English from global perspectives will make the curriculum more relevant and connected and, hopefully, motivate students to accomplish the most desirable goal of education, that of continuing to learn.

Clearly, for teaching from global perspectives to be most successful and effective, humanity must come to terms with exactly what its global crises consist of, restructure the philosophy and management of schools

rather than invest in exorbitant technologies and curricula, train teachers to teach students "how" as well as "what" to learn, and promote interdisciplinary approaches, the concept of shared responsibility, and the role of schools as a critical intersection between past and future, fact and potential. Ultimately, such onerous assignments may seem idealistic, or pretentious, and raise the global challenge of whether schools can demonstrate continuity when there is none in the larger society.

What remains is to consider that teaching English, or any subject, from a global perspective is a viable dynamic for making the educational process relevant to the turn of a century which promises rapid-paced technological advancements and complex social upheaval. The educational goals of promoting awareness and understanding are best pursued when the distinction is made between problems and exercises and when this distinction is propelled outside the text and classroom and into the realm of uncertain, but nonetheless remarkable, universal experience.

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