

# Infusing Global Perspectives Into the Curriculum 5<sup>th</sup> sequence



**Merry Merryfield**  
**The Ohio State University**

## Global approach

**Teach about injustice and how people have worked against oppression.**

Ex. Students create a timeline of events in which Africans worked for freedom against European domination.

**Have students develop critical reading skills to recognize bias and underlying assumptions.**

Ex. Students analyze colonial documents and travel writing for their assumptions about race, power, and rights.

## Non-global

**Often ignore oppression and injustice in other countries**

Ex. Tells the story of European colonization of East Africa as “a glorious era of Europeans bringing light to the Dark Continent” .

**Often gloss over American injustice and oppression or imply it was all in the past.**

Ex. Teaches about the slave trade in Africa without attention to the suffering and oppression of Africans by Americans.

## Global approach

**Teach literature and history that writes back against the literature of the oppressors.**

Ex. Students read excerpts from Things Fall Apart by Chinua Achebe and other African literature to understand colonialization from Africans' experiences and knowledge.

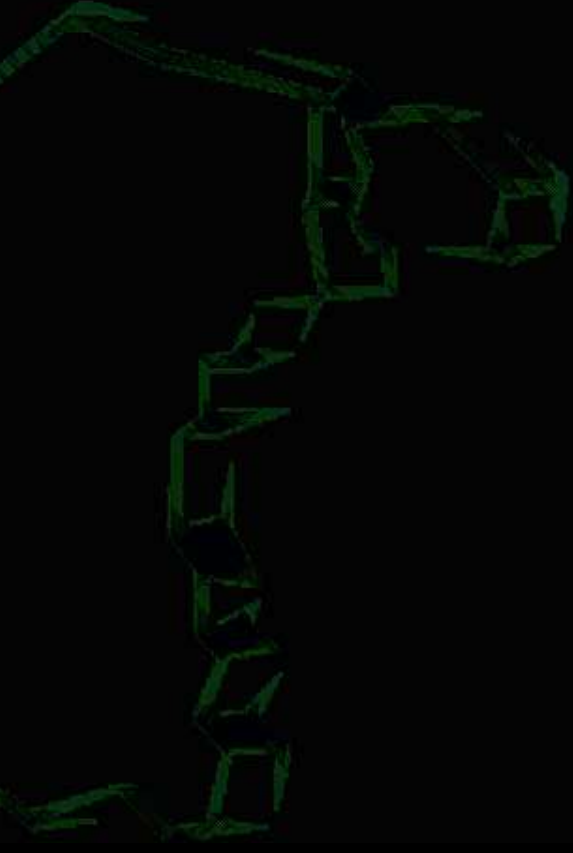
**Have students evaluate how one's worldview shapes how one makes sense of events and issues.**

Ex. Students examine effects of racist colonial language and images on Americans' perceptions of Africa by surveying people in their community.

## Non-global

**Do not use knowledge constructed by the Other (US minorities, people in Asia, Africa, the Middle East, etc.) that challenges the mainstream version of events or issues.**

Ex. Teaches a unit on colonial Africa without using any African sources or literature.

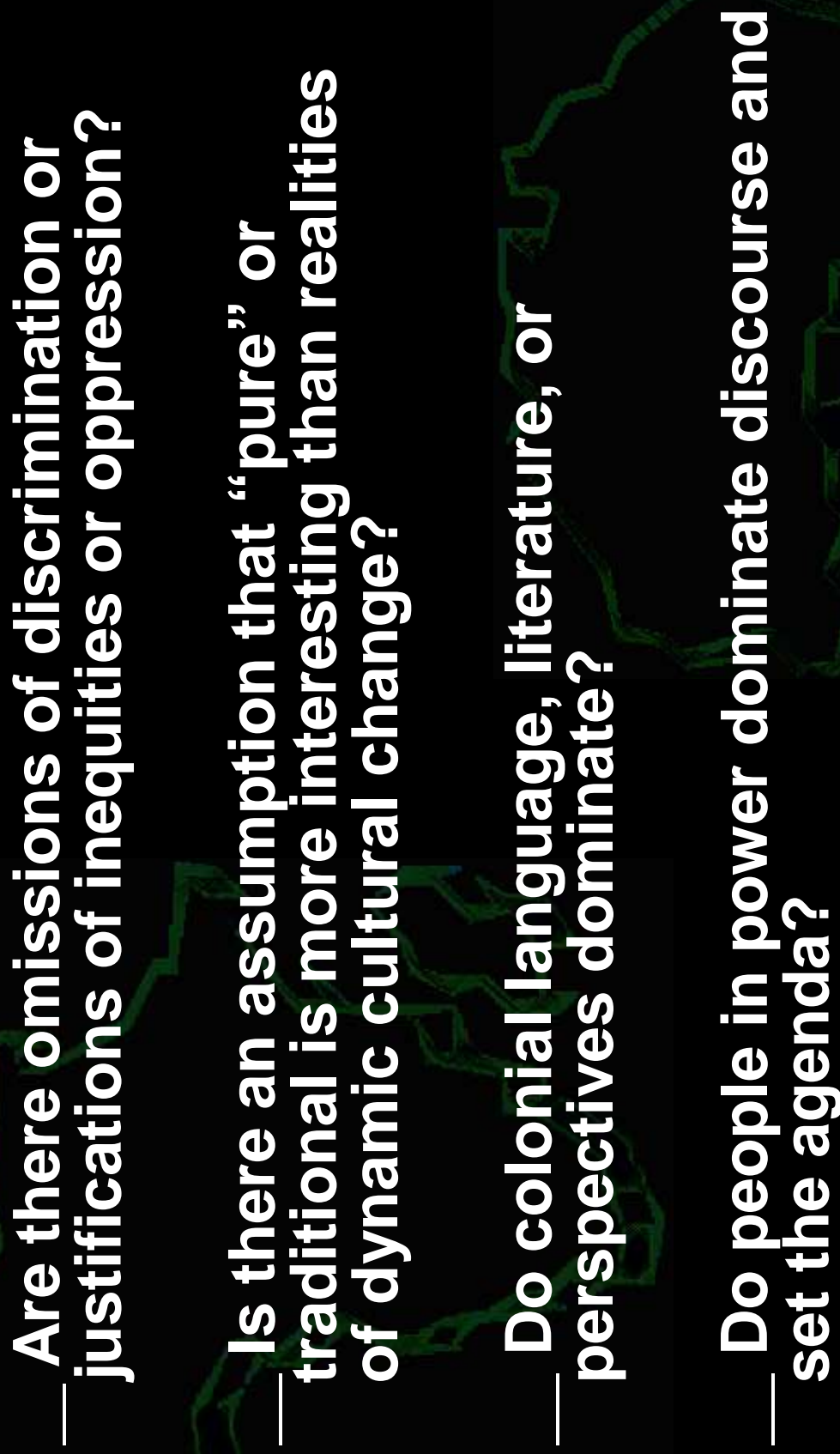


## **Activity: Does an imperial framework live on in schools and media?**

— Is knowledge of “the Other” based upon only the dominant group’s perceptions and scholarship?

— Is there a focus on divisions between people who are “like us” and people who are “different” from us?

— Do differences make others appear as primitive, ignorant, amusing, violent, exotic or bizarre?

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- **Are there omissions of discrimination or justifications of inequities or oppression?**
  - **Is there an assumption that “pure” or traditional is more interesting than realities of dynamic cultural change?**
  - **Do colonial language, literature, or perspectives dominate?**
  - **Do people in power dominate discourse and set the agenda?**

## **4. Work towards intercultural competence and engagement as citizens of the world.**

- **Assess where students are in their intercultural development.**
- **Use strategies appropriate to their level of development.**
- **Practice intercultural skills and engagement in global issues as necessary for living in a culturally diverse and interconnected world.**

# Bennett's Intercultural Stages

1. Denial of differences
2. Defense, as evidenced by denigration or feelings of superiority
3. Minimization from either physical or transcendent universalism.
4. Acceptance of behavioral and value differences
5. Adaptation of skills for interacting and communicating are enhanced
6. Integration

## Stage of Defensiveness

Students make derogatory remarks, exhibit overt hostility or feelings of superiority.

Plan activities where students learn about positive attributes and recognize their own culture's similarities.

**Activity:** In a unit on immigration, students examine the lives of famous Arab Americans and the contributions they have made to the United States. The teacher directly addresses their stereotypes of Arabs in American through websites and resource people in the community.

# Activity: Becoming engaged citizens of the world

iEARN project: WORLD WE LIVE IN (WWLI)

Facilitator: [DmitrySavelau](#) in Belarus

Languages: Belarusian, English, Russian

WWLI is for those students interested in reflecting on how we construct and manage the world we live in, interact with others and integrate ourselves into the global society.

<https://media.iearn.org/node/134>

<http://wwli.iatp.by>

<https://media.iearn.org/home>

## **Oxfam's characteristics of students as citizens of the world:**

- Is aware of the wider world and has a sense of their own role as a world citizen.
- Respects and values diversity.
- Understands how the world works economically, politically, socially, culturally, technologically and environmentally.
- Challenges injustice.
- Participates in and contributes to the community from the local to the global.
- Is willing to act to make the world a more equitable and sustainable place.
- Takes responsibility for their actions.

*Oxfam, Curriculum for Global Citizenship (1997)*

## In Conclusion

**Before you finish eating breakfast this morning, you've depended on more than half the world. This is the way our universe is structured.... We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality. ---Martin Luther King**

# Resources



<http://www.teachglobaled.net>

merryfield.1@osu.edu