
Grade 12

GHS12

GLOBAL HISTORY



Global History 12

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Prepared by the Department of Education

Revised 2003 (with deletions from original edition, 1993)

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Cataloguing-in-Publication Data

Main entry under title

Global history 12 / Nova Scotia. Department of Education.
English Program Services

ISBN: 0-88871-793-8

1. History -- Study and teaching -- Nova Scotia 2.
Curriculum planning - Nova Scotia 1. Nova Scotia.
Department of Education. English program Services
900.071-dc21 2003

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Introduction

Course Description

Global History is a grade 12 course that may be used to satisfy the Global Studies requirement for successful completion of the senior high school program. It is comprised of five compulsory units each of which focusses upon an historical construct of the post-World War II era. The study of these units is based upon the historical method and employs political, economic, and social perspectives. In order of their appearance in this curriculum guide, the units are:

Unit 1: East–West: The Role of Superpower in the Post-World War II Era

Unit 2: North–South: Origins and Consequences of Global Economic Disparity

Unit 3: The Pursuit of Justice

Unit 4: Societal and Technological Change

Unit 5: Acknowledging Global Interdependence: The Legacy of the 20th Century?

The study required by each unit will contribute to an understanding of major historical developments following 1945. The question that unifies the studies, and towards which each must contribute, is, “Has humanity emerged into a world whose actions are governed more by interdependence at the global level than by dependence or independence at the national or international level?” The concept of power and the role it has played in the social, economic, and political history of the period is foundational to studying this question. Consistent attention to the varied requirements of this comprehensive and cohesive historical study will enable students to propose reasonable answers to the question upon which Nova Scotia’s Global Studies courses are built: “How did the world arrive at its current state at the close of the 20th century?”

Rationale

Nova Scotia’s global studies courses are designed to enable students to answer the question, “How did the world arrive at its current state at the close of the 20th century?” This question is a most useful device because it requires students to recognize and examine links between the past and the present. History because it deals with the past and with the causes and consequences of events, situations, ideas, and perspectives found there, is, therefore, a valid and useful tool for Global Studies.

The question is also useful because it requires the student to seek answers to another question, namely, “Where is the world at the close of the 20th century?” The following select responses reflect the political, economic, and social directions the historical inquiry will take.

Politics worldwide continue to be governed in various ways and to varying degrees by the fact that a small number of nations possess immense military power. Other political realities at the local and the national level reflect the influence of age-old priorities: access to natural resources, religion, cultural integrity, perceived national security, sovereignty. On the other hand, challenges faced by the United Nations Commissions on The Law of the Sea and on Environment and Development, and those confronted by the European Community, suggest critical changes in the role of the nation-state.

The 1990s are characterized by a growing number of nations who have economic power inextricably dependent upon global networks and conditions. Satellite and related telecommunications technologies link businesses around the globe, shrinking the time and distances formerly separating them. Wage rates and production methods in one part of the world influence international trade patterns and have a direct bearing upon corporate philosophies and decisions of trading partners thousands of miles away. Economic history has divided the world into identifiable zones of poverty and affluence, both of which are reflected in forms and degrees of development. Global environmental problems have caused governments, transnational corporations, small businesses, and individual citizens to examine and reassess their economic roles and practices, and to study carefully the implications of a relatively new concept, sustainable development.

Political, economic, cultural, and technological forces—these and others have shaped social realities of the late 20th century. Movements of peoples worldwide have changed the cultural composition of cities and nations. Higher standards of education have affected marriage patterns and family profiles. Medical science has changed life expectancy, child mortality, and fertility rates around the globe. Anti-racism, anti-sexism, multiculturalism, human rights, the rights of the individual, the rights of the child—these are examples of issues of power, perspective, equity, and justice, which constitute and enrich the social dynamics of our times.

Each Nova Scotia student is part of a world defined by political, economic, and social realities, some of which have been described above. In order for them to benefit from and to enjoy their full potential within this global framework, all students must have the opportunity to examine it. One legitimate and productive way to do this is through a sound historical inquiry into the decades following World War II. Global History provides that opportunity.

Aims, Goals, and Objectives

Aim

To give all students the opportunity to use the discipline of history to answer the question, “How did the world arrive at its current state at the close of the 20th century?”

Goals

- To develop an understanding of historical events that have shaped the political, economic, and social development of the world since 1945
- To utilize skills and resources of historical research to identify and examine those events and developments
- To assess how these political, economic, and social developments were interrelated and whether or not these developments confirm that humanity has emerged into a world whose actions are governed more by interdependence at the global level than by dependence or independence at the national or international level
- To develop further an understanding of the concept of power and its role in the political, economic, and social developments of the post-World War II era

Objectives

- To utilize the skills of communication (reading, writing, listening, speaking, thinking) in the construction, delivery, and defence of historical theses
- To help students to recognize that human choices (at both the individual and collective level, at the local, national, and international level, in the past, present, and the future) affect fellow humans both at home and abroad

The Broader Context

Global Studies

Global History and Global Geography are the first courses to be developed within the social studies program category known as global studies. Designed to help students understand and participate within the global village, Nova Scotia's global studies courses focus upon a select number of key constructs or themes whose discipline-based study give students the opportunity to achieve the following:

Aim

To formulate possible answers to the question, "How did the world arrive at its current state at the close of the 20th century?"

Goals

- To develop an understanding of the role of interdependence among nations, in time, and in space
- To utilize skills, resources, and perspectives of social science disciplines and an interdisciplinary framework to examine global conditions and global issues
- To recognize the role of historical and contemporary values and value systems in natural and human environments and to reflect upon personal values, responsibilities, and commitments in the context of emergent global realities

Social Studies

Social studies education reflects the aims of Nova Scotia's Public School Program by helping students to become lifelong learners. This is done by providing students with purposeful, active, learning experiences, both inside and outside the classroom, that will enable them

- to develop the ability to think clearly
- to communicate effectively
- to make sound judgments
- to discriminate among values
- to acquire a sound basic knowledge of humanity and its interaction with the natural environment
- to develop the skills reflective of the social sciences disciplines

Global Education

Global education is a broad term that has recently been integrated within the construct of curriculum development. It is founded upon the premise that the contemporary world has been shrunk considerably in recent decades by contact and technology. It is dynamic, with webs of relationships and connections. As dwellers within and citizens of the global village, students must learn about their global neighbors and their cultural diversity, about rights, responsibilities, equity, and justice, about landscapes and environments, about interdependence, and how all of these have roles in their past, present, and future.

Global History, Global Geography, and future courses developed within the global studies category contribute to global education. Its aims are detailed in Appendix B.

The Nature of History and Historical Studies

History as Change

Events occur: a mighty eruption rips apart the island of Thera bringing dust and destruction to ancient peoples of the Mediterranean. People make decisions: under the Emperor Meiji, Japan reopens its doors to “the west.” Trends develop: resource-hungry nations of Europe dispatch their deputies to the continents of Africa, the Americas, and Australia. Turning points are reached: a merchant from Mecca accepts his role as prophet of God.

Change on our planet occurs in the natural world and in human affairs. Sometimes they are very closely linked as in ancient Thera or in twentieth century Ethiopia. Underlying change is cause and because of this we are able to identify change as process. History concerns itself with processes in the past, and examines the products of process: events, decisions, trends, turning points, and so on.

History as Research

Human beings constantly link their present to the past and the future. This bridging helps them to understand, appreciate, plan, and act. This is often done by using memory. When memory is inadequate, or when curiosity leads us into unfamiliar territory, or when a debate arises, humans have processes and methodologies that enable them to learn about the past. One of these processes is called history.

The origin of the word history is found in the ancient Greek: it meant inquiry. The process of inquiry is the essence of history, and while it was practised in classical Greece, it has, over the centuries, become refined. Indeed it is often referred to as the craft of the historian.

A major part of the refinement is the understanding that history attempts not only to describe what happened but also to identify why it happened. Without this vital search for underlying causes, and for legitimate evidence that supports it, the reconstruction of the past is at best a chronology, at worst a fabrication. The integration of description (event), interpretation (cause) and justification (evidence) is the foundation of historical inquiry and the basis of its authority.

Historical inquiry, often called historical research, is a process with identifiable steps:

I. A Question

The question is the beginning of historical research. It requires skill to word questions effectively because their language and clarity must provide boundaries to which the researchers may return for direction. It may establish the time frame in which the inquiry will take place. It may establish the perspective that will predominate. It may establish a priority among the tangents that affect the core of the inquiry. Whatever its components they must together provide the springboard for the inquiry ahead.

For example:

Why has the standard of living of many aboriginal peoples in Canada, New Zealand, and South Africa been significantly lower than that of the general population?

II. Initial Research

Guided by the question, the researcher identifies resources that deal with the topic and that may begin to suggest particular directions to pursue. These resources usually include the work of other historians who have inquired into the same general area. Their bibliographies may provide other useful sources such as collections and locations of primary documents and significant secondary material. The initial research will suggest one of three options to the researcher: a) proceed, b) proceed with modifications, or c) craft a new question.

For example:

The researcher should be able to show that there has in fact been a lower standard of living among the aboriginal peoples in comparison with other sectors of the population. Federal governments usually have comparative statistical data related to the standard of living: infant mortality, education, employment, etc. By comparing the data of the aboriginal population with the larger population over time, the researcher should be able to a) confirm there has been a disparity, b) identify aspects of living by which this disparity has revealed itself, and c) determine how stable or fluctuating this disparity has been over time.

III. An Initial Hypothesis

Out of the initial research should emerge refinements to the question and suggestions for a possible answer. This then allows for the framing of a statement, the hypothesis, which becomes the basis of the inquiry. The statement will help to guide and direct research. It will determine the scale of the inquiry. It will suggest the body of evidence that is required. It will influence the choice of perspective. In other words the hypothesis is to the inquiry as the map is to the trip: it gives direction and destination.

For example:

The initial examination of statistical data may reveal that aboriginal peoples have experienced lower standards of living in areas for which federal governments had made themselves exclusively responsible. This discovery is reflected in the initial hypothesis:

The standard of living has been significantly lower ... because of the European mindset that historically characterized their national governments and their policies and programs.

IV. Focussed Research

The role of the wording of the hypothesis is to narrow and sharpen the direction of the inquiry. This leads to focussed research in which two things happen:

- a) The researcher identifies, gathers, and evaluates evidence that is pertinent to the initial hypothesis. This process includes a number of essentials: determining the authenticity of evidence, assessing the reliability of eyewitness accounts, identifying the bias of the cartoonist, photographer, reporter, statistician, etc., acknowledging perspective (western, economic, aboriginal, etc.).

- b) As the researcher accumulates evidence, the initial hypothesis may have to be refined, confirmed, or abandoned.

For example:

The standard of living has been significantly lower ... because of the European mindset that precluded an appreciation of aboriginal economies.

V. The Thesis

The thesis is an intellectual product of the focussed research. It is the statement that the researcher constructs as the answer to the question that the evidence supports and that the researcher must be prepared to defend.

For example:

The standard of living of the aboriginal peoples of Canada, New Zealand, and South Africa has been significantly lower than that of the general population because national governments, with a predominantly European point of view, initiated and followed policies and practices that were designed to dismantle aboriginal economies.

VI. The Conclusion

When the researcher states, explains, and justifies the thesis, they have written the conclusion to their inquiry: they have reconstructed the past. Students often refer to this conclusion as the thesis or the research paper. More “popular” reconstructions include historical novels, feature films, historical reconstructions, replicas, and so on. These are (also) the products of historical research.

The nature of history, however, dictates that the historical file is always left open. Just as the royal tombs of the Egyptians continue to yield their secrets, so too do private collections, public archives, and government vaults and repositories. This is very true of the post-World War II era for which yet-to-be examined aging documents and just released, formerly classified information await the inquiries of the historian.

Historiography and Perspective

In addition to the evolution of the historical method, the study of history has also benefited from the recognition of influences that have a bearing upon eyewitnesses, chroniclers, diarists, historians, and others whose reports contribute to the body of historical evidence and writings. This is evident even in very early histories and has contributed much both to the richness of the historical narrative and to its authenticity.

One such influence is bias. It is not difficult to understand why those who belonged to the camp of the victor no doubt dispatched a much rosier picture of a conflict or contest than did those to whom the laurel wreath was not passed. In such cases not only can the accounts of individual persons be flavoured, but so too can those of an entire population.

Another influence is perspective. This feature can often be of a scale that those who reflect it may be totally unaware of it. One can imagine this being the case with historical Islamic and Christian writings. Two recent examples made headlines in 1992. One was the outcome of the observance of the 500th anniversary of the first voyage of Christopher Columbus. The other was the 50th anniversary of the Japanese attack on Pearl Harbour. In both instances the public was made aware of other points of view, perspectives that had not enjoyed mainstream consideration for decades and centuries. (See also *The Role of Perspective* in Appendix A.)

Yet another example is the intentional manipulation of information. Many North Americans have a stereotypical view that the former Soviet Union intentionally controlled both current and historical information in order to protect and promote its own ideology.

Examining factors that influence writers and the writing of history, and the factors that influenced the evidence upon which both depend, is called historiography. It is a critical aspect of the discipline because of the broader understandings that it can generate, the misconceptions that it can right, and because it can expose the errors of omission and commission that characterize most human undertakings. Each of these points is wonderfully illustrated by the profitable insights that we have gained from contemporary feminist and minority group historical writings. (See a further note on historiography on pp. 19–21, *Time Management: 1945–present*.)

The Study of History in Schools

The purpose in studying history is to acquire knowledge, develop skills, and examine the role of values and attitudes in human affairs. In combination these learnings help us to understand the natural and human world around us.

Knowledge—facts and concepts—are to life as building materials are to a house that is about to be constructed. Knowledge allows us to build familiarity. It allows us to build an argument in a debate. It allows us to build our confidence because we know we are safe, or only half done, or in trouble and so on. Without knowledge we are vulnerable, a danger to ourselves and others, and, no doubt, most uninteresting. Historical knowledge is one means of expanding our horizons and limiting our liabilities.

Skills allow us to do something, one of them being to use our knowledge effectively. Another would be to use it efficiently, and yet another creatively. Skills help us to learn new facts and concepts and to learn where we might find them.

The range and variety of skills that can be developed through creative methodologies in the history classroom and those that derive from the use of the historical method are considerable to say the least. The following table lists some of the primary skills that come from the latter.

Studying values and attitudes helps us to understand why individuals, groups, and societies do the things they do and the fashion in which they do them. What were the values that created vast colonial empires at the expense of human dignity? What were the values and attitudes that propelled the diplomacy that created the state of Israel? What were the attitudes that ignited the civil rights movement in the southern United States? Examining human values and attitudes is a key to understanding the past. To ignore them is to omit pieces of the puzzle.

Learning knowledge and skills and about values and attitudes is not only a reason for the study of history, it is also the purpose of education generally. Namely, it prepares students to function effectively outside the school as individuals, citizens, workers, and lifelong learners.

Guidelines and Suggestions: Managing A Year-Long Study

As the course description on p. 1 suggests, there is a number of objectives that students and teachers must strive to meet:

- Five units with Unit 5 as the conclusion
- Ten case studies (minimum)
- Use of the historical method and resources
- Inquiry from three perspectives: social, economic, political
- Understanding of two focus concepts: power and interdependence
- Answers to two focus questions

All of these objectives overlap and can be achieved through careful planning and management.

Content Outline

On the following pages is an outline of this Global History course. It is an abbreviation of the detailed content outline that is found in the next section. This outline is also printed in Appendix E. This is done so that teachers may provide copies to their students at the beginning of the study. It is recommended that one copy of the detailed course outline be available to students in their Global History classroom.

Unit 1: East–West: The Role of Superpower in the Post-World War II Era

Overview

Superpower is a term unique to the 20th century. Its origins are directly linked to the outcomes of World War II, and the nuclear weaponry that the war had generated. When the conflict ended in 1945, anew political map of the world began to take shape. With the defeat of the Axis powers, Europe, as the world had known it, had run its course as the globe’s major power broker. Rising in its place was a smarting, wary, and very determined Union of Soviet Socialist Republics, and a proud, strident, and equally determined United States of America.

With the guns of war only recently silenced, there emerged around each of these powerful survivors an alliance of nations, one defending “the East,” and one defending “the West.” This reality, and the institutions that formalized it—political, military, economic—created two superpowers, each of which would become armed with massive nuclear and conventional weaponry. The final outcome of World War II was a bipolar world, on whose stage most political events would be governed by the wills and intrigues of Moscow and Washington as they, with their alliances, acted out competing and conflicting foreign policies.

Primary Concepts

- balance of power
- co-existence
- Cold War
- détente
- sphere of influence
- superpower

Required Case Studies

A minimum of two case studies must be undertaken with at least one from Group A.

- Group A
 - The Berlin Blockade
 - The Cuban Missile Crisis
- Group B
 - The Hungarian Uprising
 - The Korean Conflict
 - Nuclear Diplomacy—The Strategic Arms Limitation Talks I (SALT I)
 - The McCarthy Era
 - The Greek Civil War
 - The Suez Crisis
 - The Vietnam War

Unit 2: North–South: Origins and Consequences of Economic Disparity*Overview*

Of eras driven by the desire for economic power, perhaps the greatest was the age of western European exploration and discovery. Over time this and later expansionist eras created vast colonial empires, many of whose territories were located south of the distant northern capitals that governed them. Out of these empires there eventually emerged new political units with varying degrees of autonomy and nationhood. Many attempted to forge their own futures by emulating and/or maintaining the political and economic systems brought to them. Others attempted different systems or to re-establish traditional ones. Whatever the case, the histories of these countries reveal the emergence of a wide range of economic, social, and political conditions.

A study of the 20th century suggests that the majority of these new nation-states, despite gaining political independence from their former northern colonial masters, did not achieve the economic benefits they had hoped for. International political and economic forces, coupled with local internal factors, produced conditions that perpetuated the preponderant economic power of prosperous industrialized countries in “the north,” to the detriment of peoples in “the south.”

Primary Concepts

- colonialism
- dependence
- imperialism
- independence
- development
- distribution of wealth
- industrialization

Required Case Studies

A minimum of two case studies must be undertaken with at least one from Group A.

- Group A
 - Unilever in India: The Impact of Transnational Corporations on the Developing World
 - Egypt’s Aswan Dam—Alternative Models of Development
- Group B
 - The Distribution of Wealth in Developing Countries (e.g., The Somoza family in Nicaragua)
 - The Role of Women in Developing Countries (e.g., Nigeria)
 - The Green Revolution (e.g., India)
 - The Struggle for National Independence (e.g., Ghana)
 - Economic Imperialism (e.g., The Bretton-Woods Conference)
 - The Role of Population and Development (e.g., China)
 - The Role of Health Care in Developing Countries (e.g., Clean Water)

Unit 3: The Pursuit of Justice*Overview*

The pursuit of justice is a theme that threads its way throughout human history. What emerges from the study of that history is the reality that justice is a notion as varied as the processes and personalities involved in it.

The 20th century has witnessed its own processes and personalities, philosophies and perspectives, all of which promoted idealized notions of justice. While they don’t present a monolithic construct like the bipolarity of “East–West” or “North–South,” they do support the view that modern societies worldwide have continued the pursuit of justice. There may even be evidence to argue that milestones such as Nuremburg’s crimes against humanity (1945–1946), the United Nations’ Declaration of Human Rights (1948), and the International Court of Justice (1945), point in this century to potential first steps in the evolution of a universal concept of justice.

Primary Concepts

- common good
- crimes against humanity
- human rights
- justice
- rule of law
- self-determination

Required Case Studies

A minimum of two case studies must be undertaken with at least one from Group A.

- Group A
 - The Pursuit of Racial Equality—Anti-Apartheid Movements in South Africa
 - Conflicting Struggles for Self-Determination—Israel and Palestine
- Group B
 - The Pursuit of Racial Equality—Civil Rights Movements in the United States
 - Aboriginal Rights (e.g., Canada’s First Peoples)
 - Religion and Perceptions of Justice (e.g., Islamic Fundamentalism)
 - Terrorism (e.g., The Irish Republican Army)
 - Struggles for Self-Determination [e.g., The Kurds (Iraq, Turkey)]
 - The Role of Individuals and the Pursuit of Justice

Unit 4: Societal and Technological Change*Overview*

The history of humanity is, from one perspective, the history of solving problems. Solutions to problems have been found in individual efforts, co-operative behaviour (socialization), and in invention (technology: tools, uses, processes). History also shows that many of the changes in and among societies around the world have been linked to changes in technology. Both the archaeological and historical record share this conclusion.

The 1900s have been characterized by enormous change in a vast range of human endeavours. Pierre and Marie Curie and the Wright brothers might well have difficulty recognizing their century, such have been the range and far reaching implications of its technological evolutions. What is constant, however, is that fascinating history continues to be made as humans maintain their efforts to control their daily lives, and their futures, through societal and technological change.

Primary Concepts

- advantage
- culture
- change
- ethics
- society
- technology

Required Case Studies

A minimum of two case studies must be undertaken with at least one from Group A.

- Group A
 - Changing Urban Patterns—Mexico City
 - Nuclear Weapons Development—Bikini Atoll
 - Medical Technology as an Agent of Change—The Development of the Birth Control Pill
 - Orchestrated Social Change—The Cultural Revolution in China
- Group B
 - The Westernization of Other Cultures—Countries on the Pacific Rim
 - Values in Conflicts—Islamic Fundamentalism in the Middle East
 - The Role of Gender—The Influence of Feminism on Social Change in North America
 - Technology—Problems and Promises (e.g., The Aral Sea, Disposable Packaging)

Unit 5: Acknowledging Global Interdependence: The Legacy of the 20th Century?

Overview

Interdependence on some scale is characteristic of the human experience. Trading patterns in aboriginal North America, the evolution of Timbuktu as a centre for African scholarship, the alliances at play during World War I, the far-flung efforts of the World Health Organization: each of these sheds light on the range of motives and circumstances that have drawn us together for mutual benefit. Throughout much of history, however, interdependence has usually been geographically limited and/or subordinated to more pressing political and economic imperatives such as territorial rights, sources of raw materials, and historical precedents.

The post-World War II era is noteworthy, however, because of the number of international institutions, initiatives, and relations that are predicated upon, or reveal, the notion of interdependence. The interdependence itself is noteworthy because it seems to transcend national boundaries and interests: it is global in nature and in scale.

Primary Concepts

- dependence
- independence
- interdependence
- power
- stewardship
- sustainability

Required Case Studies

A minimum of two case studies must be undertaken with at least one from Group A.

- Group A
 - The Role of the United Nations: Canadian Peace Keeping
 - Brazil: Changes in the Rainforest
 - Automobiles in the Far East

- Group B
 - The Control of Natural Resources (e.g., The Creation of OPEC)
 - Historical Profiles of Threatened Environments (e.g., The Aral Sea)
 - Value Systems in Conflict (e.g., The Impact of Terrorism on an International Scale)
 - Militarism and Interdependence (e.g., MAD—Mutually Assured Destruction)
 - Food and Interdependence (e.g., The Green Revolution)
 - The Impact of Global Communication [e.g., Satellite Technology and the Vietnam War (The Living Room War)]
 - International Scientific Co-operation (e.g., Antarctica)
 - International Law Enforcement (e.g., Interpol)

Managing Five Units

The order in which the five units appear in this guide is recommended but not required for the classroom. Unit 5, however, must conclude the study because preparations for it come from working with the other units.

As mentioned below, teachers are free to add an introduction and conclusion to the five unit structure. This would depend on the entrance characteristics of the students and on the plan of action teachers design for accommodating all the course requirements.

Time Management: The School Year

Global History was designed for approximately 120 hours of learning and instruction. It is suggested, though not strictly required, that each unit consume the same amount of time (24 hours). No unit should exceed 30 hours. A structured introduction and conclusion would require adjustments to these timeframes. Within the 120 hours, classroom practice should be divided between instruction, shared experience, and independent learning (see *Suggestions for Implementation: Selected Teaching/Learning Activities*, p. 77). The balance between these three approaches will rightly depend upon a number of variables. That said, however, it is required that all students will engage in independent work within each unit, and that such work should increase during the year.

Time Management: 1945–The Present

1945 has been used to provide a curriculum framework for this history course. Its choice does not preclude reference to or instruction about events, personalities, and conditions that predate 1945. It is anticipated that one approach teachers will employ at the beginning of each unit is to set aside a number of lessons that will establish the necessary historical background. In the “North–South” unit, for instance, this would include consideration of colonialism. This concept not only predates 1945, it predates the century!

It is also realized that students will enrol in this course who do not have grade 11 history. It will be essential for teachers to determine the entrance characteristics of all their students. This will obviously have a bearing upon the time and type of classroom practice devoted to the background lessons.

The present has a most worthwhile purpose in this and any other history course. Given our understanding of history, however, modern history courses such as this one cannot be undertaken using current events as a primary focus. There are several sound reasons for this. Obviously it is impossible to apply principles of historiography to the examination of problems for which histories have not yet been written! Likewise, crucial aspects such as mindset and point of view, require that the examining student have access to varied and hopefully conflicting sources, sources that most often become available only after the passage of time.

The historical view can legitimately both involve and encompass the recent past. For this to be done properly two things must apply. First, the contemporary issue or event must be clearly seen as a continuation of an historical situation or condition. It can also be interpreted as an illustration of a theme or concept, such as conflict, which is found throughout the human experience.

With these standards in mind there are benefits to be derived from examining the latest IRA bombing as yet another manifestation of a long-lasting and deeply-rooted conflict. The same would apply to the use of current statistics on the earnings of women or on the numbers of women in particular job categories such as elected representatives or chief executive officers of private businesses. Whatever the example, the purpose must be to use the present as a springboard to a look into the more researched historical past.

The second condition that must apply to the use of the present is that it must be done according to the discipline of history. The courtroom phrase “lack of sufficient evidence” is the key. Students must be taught or be given the opportunity to conclude independently that by far the greater portion of the recent past has not been thoroughly researched, has not yet yielded all the pertinent evidence, has not been scrutinized by the interpretive eye of the historian. By addressing these realities in the classroom, students will appreciate the shortcomings of our understanding and knowledge of the immediate past and will recognize the tentative and imperfect nature of the conclusions that inquirers and commentators may have reached.

With this in mind, the teacher should be aware that the historical examination of events of the last two decades or so is subject to inquiry and analysis, based, in most cases, on limited access to and identification of evidence. Therefore, although the chronologies of this document may run to 1990, the case studies are selected from periods for which there is adequate documentation.

Managing the Focus Questions

The purpose of historical research is to answer questions. Grade 12 Global History requires students to formulate answers to two focus questions. “How did the world arrive at its current state at the close of the 20th century?” (is the focus question for global studies). Global History is structured to help students answer this question by requiring them to consider individually and collectively the social, economic, and political perspectives of major developments in the post-World War II era. By devoting limited time at the outset of the course to the subordinate question, “Where is the world at the close of the 20th century?”, students will appreciate the role that these three perspectives must play in their historical inquiry.

Management of the inquiry will be strengthened if these questions are asked at the beginning and conclusion of each unit. With the understanding that this will be part of the pattern of their studies, students should be asked to keep a file of notes and reflections. These they would press into service when the time came to formulate their answers.

This same strategy is recommended for addressing the second focus question for global history, “Has humanity emerged into a world whose actions are governed more by interdependence at the global level than by dependence and independence at the national or international level?” The cumulative process of preparing to answer this question must be paralleled by the per unit refinement of the notion of interdependence (see sub-section immediately following).

Consistent reference throughout the year to the two focus questions will not only unify the historical inquiry, it will also assist students in their personal organization of their year’s work. This is essential since studying the interdependence theme of the concluding unit, Unit 5, will depend upon tentative conclusions reached in each of the preceding units.

Managing the Focus Concepts

The two focus concepts of this course are *power* and *interdependence*. The two are related, and by striving to understand them within and between each unit, students will develop a deeper appreciation for the dynamics which underlie modern history.

Power is the ability to do. It includes notions of influence and control. It conjures up perceptions of strengths and autonomy. It is often thought to be similar to authority that has a “legislated” sense to it. It is found in human affairs and in the natural order. Its essence and complexity tantalizes the inquiring mind of the student of history.

Students will learn something about power in each of the five units. Unit 1 focusses primarily on superpower, a manifestation of political (and military) power that is unique to the 20th century. Variation in economic power has helped to create glaring contrasts between the “north” and “south,” the theme of Unit 2. Unit 3: The Pursuit of Justice, considers the power of the individual, the group, and the state, and how each may accommodate or threaten the other. The power that comes from “keeping up” and being “equipped” underlies the study of change in Unit 4. Unit 5 examines the nature of shared power, interdependence.

The other focus concept, *interdependence*, is also complex. Is it simply the mid-point on a dependence/independence continuum or is it far more than that? Can it exist according to some sort of scale, e.g., local to global? Does it exist, as environmentalists claim, independent of human will: “If we don’t address the threatened planet it will address us.” Can “compulsory” interdependence exist, because of the laws of nature, alongside “elective” interdependence, the latter being based on the laws of economics, politics and so on? Is interdependence a manifestation of power, shared power or powerlessness?

The purposeful, cumulative effort of striving to understand the concepts of power and interdependence are essential to the conclusion of this history course. Students should, therefore, be encouraged to keep a file of notes and reflections as was the case with the focus questions. Doing so is a practical exercise in the historical method: gathering evidence to answer a question.

Managing Three Perspectives

Because history is an amalgam, this history course examines social, economic, and political developments in the decades following 1945. Students are required to examine each of these three perspectives. The following chart presents the recommended strategy for doing this. Upper case letters indicate the primary emphasis (e.g., Political—P) while lower case indicates secondary emphasis, (e.g., economic—e).

Unit	Theme	Perspective		
1	East–West	P	e	s
2	North–South	p	E	s
3	Justice	p	e	S
4	Change	p	E	S
5	Interdependence	P	E	S

Managing Case Studies

A minimum of two case studies must be undertaken for each unit. It is recommended that this be done after a series of classes that establishes the historical and contemporary context of the unit. Because the use of case studies that feature the historical method and resources may be new to students, and because it will be a feature of the course, it is recommended that a “walk through” strategy be used for the first unit. When it is clear that students are becoming proficient with this method, independent and shared study should be adopted. This will allow for a larger number of case studies to be undertaken, this of course being governed by the availability and accessibility of resources.

Independent/Shared Study: The learning and development of research skills throughout their school career should allow students in grade 12 to undertake individual independent study. History at the grade 12 level should require it. Use of this strategy has important implications for Global History. On the one hand if a large number of students is concentrating on one or two case studies, then the depth of understanding and the richness of discussion will be enhanced. On the other hand if the number of case studies is larger, then the understanding of the theme, the perspectives and the focus concepts should be enriched because of the breadth of the research. Both approaches will provide important material for answering the focus questions. The strategy also facilitates long-term co-operative planning. Months before they will present their findings a number of students can be engaged in research. This gives all students a clear responsibility to one another: “short-term” and “long-term” researchers must provide for one another by sharing the results of their labours. It also allows for the efficient and economic use of what initially may be limited resources.

Geographic Distribution: There are historiographers who argue that there is no such thing as global history. Unlike the history of the Russian Revolution or the history of the motor car, there is, they proffer, no common sequence of events, no common cause and effect structure. Others argue that in the 20th century in particular, there have been developments that have affected the entire globe, shaped the continuing social, economic, and political evolution of humanity worldwide. By examining events and personalities that were

part of those developments, students and teachers can engage in historical study that has an identifiable global dimension. Teachers, therefore, must guide the selection of case studies so that students will see the global distribution of themes. It is not acceptable for students to study Global History and not be provided the opportunity to investigate a case study, for example, from Africa. The Pursuit of Justice, for instance, can accommodate justice for aboriginals in Canada, Japan, Australia, and Zimbabwe. Or, justice could be viewed from the perspective of aboriginals in New Zealand, from the ethnic perspective of Quebec in Canada, the political perspective in Ireland, and so on. The crafted cumulative effect of this strategy is essential for the development of the students' own sense of perspective from, perhaps, a parochial one to a more global one.

Balanced Unit Profile: Justice

Case Study	Location
Black Majority Rule: Zimbabwe	Africa
Native Rights: The Berger Commission	North America
Immigration Laws: Australia	Australia
Che Guevara: The Role of the Individual	Central/South America

Unbalanced Unit Profile: Societal and Technological Change

Case Study	Location
Rural to Urban Shift: Ontario	Canada
Immigration/Multiculturalism: Vancouver	Canada
Snowmobiles and Social Change: The Inuit	Canada
The Pill and the Population Pyramid: Canada's Personal Profile	Canada

(A case study planner for geographic distribution is found on the next page.)

Time Frame Distribution: Teachers must guide the selection of case studies to ensure that inquiry into the post-World War II era is evenly distributed. Restricting study to one decade, for instance, contradicts the historical framework of the course and stands in opposition to its objectives, e.g., formulating answers to the focus questions.

Case Study Planner

Unit/Case Study		EU	AS	AF	NA	SA	A/NZ	OC
U1 GPA	Berlin	✓						
	Cuba				✓			
GPB	Hungary	✓						
U2 GPA	Unilever		✓					
	Aswan			✓				
GPB	Wealth					✓		
	Women			✓				
U3 GPA	Apartheid			✓			✓	
	Civil Rights				✓			
GPB	Aborigines						✓	
	Kurds		✓					
U4 GPA	Bikini							✓
	Pill				✓			
GPB	China		✓					
	Islam		✓	✓				
	Aral Sea		✓					
U5 GPA	Brazil					✓		
	UN	✓	✓	✓	✓	✓	✓	✓
GPB	Antarctica	✓	✓		✓			

Detailed Content Outline

Unit 1: East–West: The Role of Superpower in the Post-World War II Era

Extending political power outward from a “home base” is not at all uncommon in the history of humanity. It may in fact be the rule as opposed to the exception. Africa’s Nubians, Asia’s Mongols, Europe’s Romans, South America’s Incas—each expanded their spheres of influence within their own worlds, imposed political wills, controlled economies, and influenced cultures. Indeed, some were so powerful that they even continued to influence institutions and cultures long after the eclipse of their political or military control. And so today we in “the West” trace our alphabet to Phoenicia and Greece, our laws to Rome, our political institutions to Great Britain.

What our 19th and 20th centuries share with their predecessors is the ebb and flow of political and military ascendancy. The Incas and Mongols have now been joined by the Prussians, the Austro-Hungarians, and most recently, by the Union of Soviet Socialist Republics. What the 20th century does not share with the rest of history is the phenomenon of the global superpower. There had been great powers in the past. Their internal security and external influence were backed by a military strength that gave notice to ally and foe alike. The superpowers of the 20th century, however, had military strength that transcended reason: unleashing its potential would not only obliterate opponents, it would change the nature of life on the planet itself. This new political/military/economic dynamic was so powerful and so pervasive that virtually no quarter of the globe was immune to its influence.

The origins of superpower and the superpowers were directly linked to the outcome of World War II, and the nuclear weaponry that the war had generated. When the conflict ended in 1945, a new political map of the world began to take shape. With the defeat of the Axis powers, Europe, as the world had known it, had run its course as the world’s major power broker. Rising in its place was a smarting, wary, and very determined Union of Soviet Socialist Republics, and a proud, strident, and equally determined United States of America.

With the guns of war only recently silenced, there emerged around each of these powerful survivors an alliance of nations, one defending “the East,” and one defending “the West.” This reality, and the institutions that formalized it—political, military, economic—created two superpowers, each of that would become armed with massive nuclear and conventional weaponry. The final outcome of World War II was a bipolar world, on whose stage most political events would be governed by the wills and intrigues of Moscow and Washington as they, with their alliances, acted out competing and conflicting foreign policies.

Overall Goal

To have students understand how tensions between the two superpowers—the Soviet Union (the East) and the United States (the West)—influenced political events on the world stage in the post-World War II era.

Objectives

Students will

- further develop their understanding of the concept of power and political power as one manifestation of it
- understand the development, characteristics, and implications of the terms superpower and superpower
- identify, analyse, compare and contrast the characteristics and motives that both distinguished and maintained the superpower alliances
- analyse how and to what degree competition and conflict between the East and the West around the globe was created by their perceptions of themselves and of each other
- explore the role that misinformation and misconception played in the creation and sustainment of mistrust and conflict between the East and the West, and the implications of those conditions for the global community

Key Terms and Concepts

The following list contains key terms and concepts that should arise in the preparation and teaching/learning of this unit. Those under “primary” are thought to be definitive for the East–West construct. The “secondary” ones are subordinate to them. Both should be used by students and teachers as organizers for effective historical inquiry.

Primary	Secondary
<p>Balance of Power: A comparative condition among groups or nations in which no one has a preponderance of power. Alliances, weaponry, espionage, and strong economies were fundamental to a balance of power between the East and the West.</p>	<p>Balance of Power</p> <ul style="list-style-type: none"> • containment • deterrence • domino theory • first strike capability • M.A.D.—mutually assured destruction • NATO • superpower • total war • Warsaw Pact
<p>Co-existence: A condition in which groups or nations holding different notions of political systems, (totalitarianism/democracy), economic systems, (communism/capitalism), religious beliefs (Islam/Christianity) mutually tolerate one another.</p>	<p>Co-existence</p> <ul style="list-style-type: none"> • communism • socialism • totalitarianism • capitalism • democracy
<p>Cold War: The unfriendly state of relations that existed between the U.S.S.R. and the U.S. (and their allies) after World War II. It was sustained variously by hostile propaganda, vigorous espionage, and worldwide political intrigue, as opposed to open combative fighting between two sides.</p>	<p>Cold War</p> <ul style="list-style-type: none"> • dissent • propaganda
<p>Détente: A policy and/or period of time in which the strained relations between hostile nations are eased.</p>	<p>Détente</p> <ul style="list-style-type: none"> • glasnost • perestroika

Primary	Secondary
<p>Sphere of Influence: Geographical, political, economic, cultural, etc.: the area(s) that is recognized or claimed as being of interest (importance) to a nation. The Monroe Doctrine (US) is a clear example of the institutionalization of the concept of sphere of influence.</p>	<p>Sphere of Influence</p> <ul style="list-style-type: none"> • non-alignment
<p>Superpower: A nation whose nuclear and conventional weaponry, and that of its allies, exceeded offensive and defensive needs to the point of threatening completely the planet’s biosphere.</p>	<p>Superpower</p> <ul style="list-style-type: none"> • the East • the West

Key Questions

The purpose of these questions is to help teachers sharpen the focus on critical points as they prepare for active historical inquiry within this unit.

- 1) What were the political, economic, and social forces that led to the formation of the eastern and western alliances after World War II?
- 2) How did policy, alliances, and weaponry create and then maintain the image and reality of the superpower?
- 3) How and why did the Cold War take shape? Was it an irreversible process, or were there discernible phases of co-operation and conflict in East–West relations?
- 4) To what extent did the political/military might of the superpowers and the dynamics of East–West relations affect the internal and foreign policies of nations around the world?
- 5) Were East–West tensions self-driven and self-serving?, e.g., To what extent was communism really a threat to the free world? Conversely, to what extent was capitalism really a threat to the working class of the communist world?
- 6) What was the impact of dissenters on the evolution of policy in the East and the West?

Required Case Studies

The following case studies complement the overall goal and the objectives of the unit. A minimum of two case studies must be undertaken, with at least one being from Group A. Teachers are free to use their own case studies and are encouraged to co-develop case studies with their students and their colleagues.

Care must be taken to ensure that all teaching/learning activities promote active historical inquiry; enable students to consider the concepts of power, political power, and superpower; and contribute to their ability to consider effectively the concept of interdependence that is examined in detail in Unit 5.

Group A

- The Berlin Blockade
- The Cuban Missile Crisis

Group B

- The Hungarian Uprising
- The Korean Conflict
- Nuclear Diplomacy—The Strategic Arms Limitation Talks I (SALT I)
- The McCarthy Era
- The Greek Civil War
- The Suez Crisis
- The Vietnam War

Resources

NOTE: *The following resources are devoted to, or contain strong components about, the theme of this unit. They variously contain information that will help to establish the current state of affairs, to detail the historical period, or to detail the background to the historical period. In an effort to help the process of resource use and acquisition, the following codes indicate the strengths of each title: ST—developed as a student text with emphasis on content and pedagogy; SR—useful for students as a source of information; TR—useful for teachers as a source of information and for classroom approaches; HI—useful because it promotes historical inquiry, uses primary and secondary sources etc.; AL—listed on the Authorized Learning Resources.*

Texts

Aliphath, Susan, et al. *Viewpoints: An Inquiry Approach to World History Since 1945*. Scarborough, ON: Prentice-Hall, 1993. (ST, HI, AL)

Baldwin, Doug. *The Rise of the Global Village*, Toronto, ON: McGraw-Hill Ryerson, 1988. (ST)

Basic Facts About the United Nations, Department of Public Information, United Nations, New York, USA (SR, TR)

Bollen, J. D., and Kraus, P., *The Historian at Work*. Milton, Queensland, Australia: Brooks Waterloo (Jacaranda Press), 1989. (Represented in Canada by John Wiley and Sons.) (ST, TR, HI)

Cottrell, Philip L., ed. *Events: A Chronicle of the Twentieth Century*. Oxford, NY: Oxford University Press, 1992. (TR, AL)

- Davis, M. Dale. *Contours in the 20th Century*. Toronto, ON: Oxford University Press, 1989. (ST, HI)
- Davies, Evan. *Aspects of Modern World History*. London: Hodder and Stoughton, 1990. (Represented in Canada by Pippin Publishing.) (ST, TR, HI)
- Dockrill, Michael. *Atlas of Twentieth Century World History*. Oxford: Ilex Publishers-Harper Perennial. NY: 1991. (SR, AL)
- Graseck, Susan (Dir.). *Coming to terms with Power: US Choices After World War II* (Choices for The 21st Century Series). Providence, RI: Center for Foreign Policy Development, Brown University, 1992.
- Heater, Derek. *Case Studies in 20th Century History*. UK: Longman Inc., 1988. (Longman is represented in Canada by Copp Clark Pittman.) (SR, TR, HI)
- Heater, Derek. *Our World This Century*. Oxford and NY: Oxford University Press, 1987. (ST, HI, AL)
- Hoepper, Brian et al. *Changing the World: Inquiries in Modern History*. Milton, Queensland, Australia: Jacaranda Press, 1990. (ST, SR, TR, HI)
- Howarth, Tony. *Twentieth Century History: The World Since 1900, 2nd Edition*. London and NY: Longman, 1987. (ST, TR)
- Laver, John. *The USSR: 1945–1990* (History at Source Series). London and Toronto: Hodder and Stoughton, 1991. (SR, TR, HI)
- Lyons, M. V. *Investigating History: The Twentieth Century*. London: Macmillan Education, 1988. (SR, HI)
- Mackerras, Colin, ed. *Asia Since 1945: History Through Documents*, Melbourne, Australia: Longman Cheshire, 1992. (SR, TR, HI)
- Mitchner, E. Alyn and Tuffs, R. Joanne. *Global Forces of the Twentieth Century*, Edmonton, AB: Reidmore Books Inc., 1991. (ST, HI)
- Domestic Communications Division, Department of External Affairs. *NATO Review*. Ottawa, Ontario: (TR, SR)
- Nicholls, C.S. ed. *Power: A Political History of the Twentieth Century*. Oxford and NY: Oxford University Press, 1990. (TR)
- Scott-Bauman, Michael and Platt, David. *Our Changing World: Modern World History Since 1919*. London: Hodder and Stoughton, 1989. (ST, TR, HI)
- Speed, Peter F. *A Course Book in Modern World History*. United Kingdom: A. Wheaton and Co. (Pergamon Press), 1982. (SR, TR, HI)
- Zelinski, Victor A. *Experiencing History: Cold War*. Toronto: Academic Press, 1987. (out of print) (SR, TR, HI)

Magazines

National Geographic (Check their index for multiple listings: National Geographic Index: 1947–1976 Inclusive) Washington: National Geographic Society, 1977.

“The Freeze and The Thaw.” *Canada and the World* (May 1989).

Audio-Visual

Twentieth Century History series by the BBC: “Cold War Confrontation” [Berlin Airlift and the Korean War, Mr. Kennedy and Mr. Krushchev, One Man’s Revolution (Mao Tse-tung)]

The Cold War, National Geographic, #51469

Eagle and the Bear (Series). Education Media Services (EMS)

Capitalism—Socialism—Communism, EMS

Cuban Missile Crisis (PBS)

Dawn (Beginning of the nuclear age) (PBS)

One Minute to Midnight (Cuban Missile Crisis) (NBC)

A Chronology of Significant Events: East–West

This selective chronology is designed to assist teachers in understanding the historical scope of the theme of the unit, and to assist them in determining the case studies they might use to achieve the unit goal and objectives. However, the list is not all-inclusive, it is not intended to be memorized by students, and teachers are not expected to deal with every individual event cited in it.

- 1945 Yalta and Potsdam Conferences
- 1946 Churchill delivers “Iron Curtain” speech in Missouri, U.S.A.
- 1947 Greek Civil War
Senator Baruch coins the phrase “cold war”
- 1948 Truman Doctrine
Berlin Airlift
Cominform expels Yugoslavia
Marshall Plan inaugurated
- 1949 NATO formed
Chinese Revolution—Formation of People’s Republic of China (P.R.C.)
Russian A-bomb detonated
Formation of Comecon

- 1950 Korean War begins
Senator McCarthy initiates the “Red Scare”
Sino-Soviet Alliance
- 1951 ANZUS Treaty signed by U.S.A., Australia and New Zealand
- 1952 General Eisenhower elected U.S.A. President
- 1953 Armistice in Korea
Death of Stalin
Ethel and Julius Rosenberg executed for espionage in U.S.A.
- 1954 Policy of “peaceful co-existence” announced
President Arbenz of Guatemala purchases large weapons package from Czechoslovakia
Diem regime takes power in South Vietnam
Publication of *Casino Royale* by Ian Fleming
- 1955 Warsaw Pact signed
- 1956 Hungarian Uprising crushed by Soviets
Anglo-French intervention in Suez
- 1957 Sputnik: the space race begins
- 1958 NORAD (Canada’s DEW Line) formed
- 1959 Deterioration of Sino-Soviet relations
Cuban Revolution
- 1960 The Congo granted full independence; civil war begins
Formation of the National Liberation Front in South Vietnam
Kennedy elected U.S. president
- 1961 Berlin Wall built
U.S. missiles in Turkey
Bay of Pigs, U.S.-backed invasion of Cuba, fails
- 1962 Cuban Missile Crisis
- 1963 “Hot-line” agreement between U.S.A. and U.S.S.R.
John LeCarré publishes *The Spy Who Came in from the Cold*
John F. Kennedy assassinated
- 1964 Gulf of Tonkin Resolution leads to undeclared war in Vietnam
- 1965 Left wing military coup fails in Indonesia and General Suharto conducts purge. More than 500,000 “communists” die in blood bath
Guinea reaches radio agreement with U.S.S.R.
- 1966 Che Guevera advises liberation movement in the Congo

- 1967 Soviet destroyers bump American destroyers in the Sea of Japan
- 1968 “Prague Spring” in Czechoslovakia
Nuclear Non-proliferation Treaty signed
- 1969 Soviet fleet build-up in Mediterranean at record height
- 1970 U.S.A. and U.S.S.R. expel each other’s journalists
Nigeria praises Soviets for aid against Biafra
- 1971 Soviet-Egyptian Treaty signed
Soviet-Indian Treaty signed
- 1972 SALT I and ABM Treaty
- 1973 President Allende of Chile killed in military coup
Americans withdraw from Vietnam
- 1974 Soviet naval force outnumbered American ships 1062–514, nuclear subs 131–102
- 1975 Cuban troops arrive in Angola
Havana Declaration of Latin American Communist Parties
- 1976 Agreement between France and U.S.S.R. on prevention of accidental nuclear war
- 1977 Military and economic ties between Ethiopia and U.S.S.R. are formalized
- 1978 Sandinistas gain power in Nicaragua
Soviet-Vietnamese Treaty signed
- 1979 Soviet forces enter Afghanistan
Somoza regime overthrown by Sandinistas
- 1980 FMLN—coalition of leftist groups in El Salvador formed
Polish government recognizes Solidarity
- 1981 President Reagan causes controversy by speaking of “winnable nuclear war,” and the Soviet “evil empire”
- 1982 U.S.S.R. unilateral declaration of “no first use” of nuclear weapons
President Brezhnev dies
- 1983 U.S.A. invades Grenada
President Reagan calls for SDI, “Star Wars.”
- 1984 President Andropov dies and Mikhail Gorbachev begins rise to power
- 1985 President Konstantine Chernenko dies in U.S.S.R.
United States Senate approves \$38 million in non-military aid for Contras in Nicaragua

- 1986 Total expenditure on armaments worldwide estimated at one thousand billion United States dollars
Reykjavik Summit: Reagan and Gorbachev meet
- 1987 Gorbachev speaks of Perestroika
- 1988 Soviet troop withdrawal from Afghanistan
- 1989 Political turmoil in Eastern Europe
Berlin Wall opened
Malta Summit: Bush and Gorbachev meet
- 1990 Foreign Ministers of N.A.T.O. and the Warsaw Pact confer in Ottawa on an “Open Skies” policy

Unit 2: North–South: Origins and Consequences of Economic Disparity

The term North–South was first used in 1980 by a commission of the United Nations. The term referred to many wealthy “northern” countries and a multitude of poorer “southern” ones. Between them there had grown a great disparity in the range of social and economic development. The struggle by the poorer nations to gain control of the problem and to eliminate that disparity created one of the serious threats to international stability in the post-World War II era.

A link between people and the natural environment that is pervasive throughout history is what we call economics—the use and management of resources. From very early time, the more densely populated regions were those whose natural resources, soils, vegetation, wildlife, water, minerals, could be used to satisfy the needs and wants of their human populations.

As political, economic, and social institutions matured, skills and techniques were developed that allowed peoples to go beyond their borders to search and trade for needed resources. Under certain conditions force was used to gain control over distant regions and their natural wealth, a development that gave greater political and economic power to the successful combatant.

Of eras driven by the desire for economic power, perhaps the greatest was the age of western European exploration and discovery. The place names of modern world maps bear witness to the scale and enduring legacy of this turning point in history, from single city names like Chile’s Santiago and countries like the Philippines, to entire continents like Australia and the Americas. Underlying this era was a thirst for new sources of raw materials. From successful ventures came fish, gold, timber, and cotton to fortify the economies of western Europe.

Over time this and later expansionist eras created vast colonial empires, many of whose territories were located south of the distant northern capitals that governed them. Out of these empires there eventually emerged new political units with varying degrees of autonomy and nationhood. Many attempted to forge their own futures by emulating and/or maintaining the political and economic systems brought to them. Others attempted different systems or to re-establish traditional ones. Whatever the case, the histories of these countries reveal the emergence of a wide range of economic, social, and political conditions.

A study of the 20th century suggests that the majority of these new nation-states, despite gaining political independence from their former northern colonial masters, did not achieve the economic benefits they had hoped for. International political and economic forces, coupled with local internal factors, produced conditions that perpetuated the preponderant economic power of prosperous industrialized countries in “the north” to the detriment of peoples in “the south.”

Overall Goals

To have students examine the origins and consequences of the economic disparity that has come to distinguish “the north” from “the south,” and to assess the impact that disparity has had on global stability in the post-World War II era.

Objectives

Students will

- further develop their understanding of the concept of power and economic power as one manifestation of it
- examine ways in which the availability, accessibility, quality, and control of resources has affected the growth and power of nations
- examine the relationship between economic power and political power
- assess the role that imperialism and colonialism played in the economic and political development of nations in modern history (post-1492)
- analyse the role that northern financial institutions, trade agreements, and transnational corporations have played in the economic development of nations.
- evaluate the impact that large scale political and economic structures have had on social development within nations
- examine ways in that nations have attempted to deal with social and economic disparity
- assess the relationship between disparity and the pursuit of justice and global stability

Key Terms and Concepts

The following list contains key terms and concepts that should arise in the preparation and teaching/learning of this unit. Those under “primary” are thought to be definitive for the north–south construct. The “secondary” ones are subordinate to them. Both should be used by students and teachers as organizers for effective historical inquiry.

Primary	Secondary
Colonialism: A condition or policy whereby a country is held subject to a stronger “mother country,” in which primarily the latter benefits from the subjugation, e.g., is able to exploit the (natural) resources of the (weaker) colony.	Colonialism <ul style="list-style-type: none"> • cash crop • tribalism
Dependence: A condition in which power (political, economic, etc.) is determined by reliance upon another, or is maintained, controlled by another, e.g., Fidel Castro’s Cuba, as a client state, became very dependent upon the support of the USSR.	Dependence
Imperialism: A condition or policy whereby a country extends its (political/economic) power by acquiring control of other countries (colonies) whose wealth (natural and human resources, money, manufactured goods, etc.) is used to maintain, build, and protect imperial power.	Imperialism
Independence: A condition in which power (political, economic, etc.) is not determined or controlled by others, or by the authority of others.	Independence

Primary	Secondary
<p>Development: A process whereby a state strives to improve economic and social conditions. In the context of this unit it generally refers to the process of poorer countries trying to improve economic and social conditions.</p>	<p>Development</p> <ul style="list-style-type: none"> • agribusiness • education • food distribution • foreign aid • green revolution • infrastructure • literacy • malnutrition • militarism • neo-colonialism • population • quality of life • sustainability • non-governmental organization
<p>Distribution of Wealth: On a local and global scale the extent to which citizens, nations, or blocs of nations share in the wealth generated by industry (primary, secondary, etc.) land ownership, inheritance, etc. In the context of this unit a bloc of nations variously labelled The Third World, the Developing World, Underdeveloped countries share a relatively small portion of the world’s wealth. Similarly, in some countries, a relatively small portion of a nation’s wealth.</p>	<p>Distribution of Wealth</p> <ul style="list-style-type: none"> • cartel • international debt • protectionism • transnational corporation
<p>Industrialization: A process whereby a state’s economy becomes more dependent upon production generated by “sophisticated” mechanized industry.</p>	<p>Industrialization</p> <ul style="list-style-type: none"> • sustainable development

Key Questions

The purpose of these questions is to help teachers sharpen the focus on critical points as they prepare for active historical inquiry within this unit.

- 1) How did the worldwide scramble for colonies, particularly in the late 19th–early 20th century, affect social, economic, and political structures of indigenous, non-industrialized peoples?
- 2) How did the imperial/colonial experience create and maintain economic and social disparity?
- 3) What economic and/or political factors at the imperial and colonial level led to decolonization?
- 4) Were newly created nations better off after gaining political independence?
- 5) What factors contributed to and detracted from the development of stability within newly formed nations? In what ways have the nations of the “north” helped/hindered the development of the nations of the “south”?
- 6) In what ways has militarism enhanced or hindered programs of development?
- 7) In what way and to what degree did the post-war East–West reality have an impact on developing nations?
- 8) In what ways have nations of the “south,” either individually or collectively, striven to achieve a more equitable economic relationship with nations of the “north”?
- 9) Why did the Green Revolution fail to alleviate world hunger?
- 10) What has been the role of transnational corporations in developing nations?

Required Case Studies

The following case studies complement the overall goal and the objectives of the unit. A minimum of two case studies must be undertaken, with at least one from Group A. Teachers are free to use their own case studies and are encouraged to co-develop case studies with their students and their colleagues. Care must be taken to ensure that all teaching/learning activities promote active historical inquiry, enable the students to consider the concepts of power, and economic power and contribute to their ability to consider effectively the concept of interdependence that is examined in detail in Unit 5.

Group A

- Unilever in India: The Impact of Transnational Corporations on the Developing World
- Egypt’s Aswan Dam: Alternative Models of Development

Group B

- The Distribution of Wealth in Developing Countries (e.g., The Somoza family in Nicaragua)
- The Role of Women in Developing Countries (e.g., Nigeria)
- The Green Revolution (e.g., India)
- The Struggle for National Independence (e.g., Ghana)
- Economic Imperialism (e.g., The Bretton-Woods Conference)
- The Role of Population and Development (e.g., China)
- The Role of Health Care in Developing Countries (e.g., Clean Water)

Resources

NOTE: *The following resources are devoted to, or contain strong components about, the theme of this unit. They variously contain information that will help to establish the current state of affairs, to detail the historical period, or to detail the background to the historical period. In an effort to help the process of resource use and acquisition, the following codes indicate the strengths of each title: ST—developed as a student text with emphasis on content and pedagogy; SR—useful for students as a source of information; TR—useful for teachers as a source of information and for classroom approaches; HI—useful because it promotes historical inquiry, uses primary and secondary sources etc.; AL—listed on Authorized Learning Resources.*

Texts

Aliphat, Susan, et al. *Viewpoints: An Inquiry Approach to World History Since 1945*. Scarborough, ON: Prentice-Hall, 1993. (ST, HI, AL)

Baldwin, Doug. *The Rise of the Global Village*. Toronto, ON: McGraw-Hill Ryerson, 1988. (ST)

Beddis, Rex. *The Third World: Development and Interdependence*. Oxford: Oxford University Press, 1989. (ST, SR, TR, HI)

Cottrell, Philip L., ed. *Events: A Chronicle of the Twentieth Century*. Oxford and New York: Oxford University Press, 1992. (TR, AL)

Davies, Evan. *Aspects of Modern World History*. London: Hodder and Stoughton, 1990.

Davis, M. Dale. *Contours in the 20th Century*. Toronto ON: Oxford University Press, 1989. (ST, HI)

Dockrill, Michael. *Atlas of Twentieth Century World History*. Oxford: Ilex Publishers-Harper Perennial NY: Harper Collins, 1991. (SR, HI, AL)

Draper, Graham. *Global Atlas*. Toronto ON: Gage, 1993. (SR, AL)

Dunlop, Stuart. *Towards Tomorrow: Canada in a Changing World*. Toronto ON: Harcourt Brace Jovanovich, 1987 (ST, AL)

Ekins, Paul, et al. *The Gaia Atlas of Green Economics*. NY and London: Anchor Books (Doubleday), 1992. (TR)

Fagan, Margaret. *Challenge for Change, (2nd edition)*. Toronto ON: McGraw-Hill Ryerson, 1991. (ST, SR, TR, AL)

Pollard, Sidney, ed. *Wealth and Poverty: An Economic History of the Twentieth Century*. Oxford: Oxford University Press, 1990. (TR)

Sanford, Quentin. *The Global Challenge*. Toronto ON: Oxford University Press, 1990. (ST, SR)

Scott-Bauman, Michael, and Platt, David. *Our Changing World: Modern World History from 1919*. London: Hodder and Stoughton, 1989. (SR, TR, HI)

Sevard, Ruth L. *World Military and Social Expenditures*. Washington, D.C.: World Priorities. (TR)

Tooke, Moyra, ed. *The North-South Relationship: Trade, Debt, and Readjustment* (The Common Heritage Program: Trends to The 21st Century). Ottawa: Teachers' Press Limited, 1992. (SR, TR, HI)

Canadian International Development Agency (CIDA). *Mini-Dictionary of International Development*. Ottawa ON: CIDA Youth Editions.

PC Globe 5.0. (PR, TR, AL)

Canadian Red Cross Society. *Tomorrow's World*.

Magazines

Canada and the World, 1993

National Geographic (Consult their index: National Geographic Index: 1947–1977 Inclusive.)

The New Internationalist

Audio-Visual

NOTE: *Education Media Services (EMS), Saint Mary's International Education Centre (IEC) and Nova Scotia's Global Education Project (NSTU) have all produced catalogues of audio-visual resources. Many of their titles deal with the socio-economic realities of the North/South in both historical and contemporary terms. Titles of contemporary conditions would best be used to answer the question, "What is the North/South profile?" and having established possible answers, to turn to historical inquiry to examine origins and consequences.*

Growing Up in the World Next Door, IEC, Saint Mary's University.

The Third World, BBC series, Twentieth Century History, Volume 2.

Super Companies, EMS.

The Business of Hunger, EMS.

Battleground America, (Nicargua), CBC.

Dream of a Free Country (Nicaragua), NFB.

Ghana: Facing Hardships in Sub-Saharan Africa, International Monetary Fund (IMF).

Honduras, NFB.

Mexico: Promoting Growth, IMF.

On Common Ground: A Tour of the United Nations, U.N.

Pulling It Together, IMF.

Seeds of Revolution, Central America, CBC.

North/South Series, EMS.

A Chronology of Significant Events: North–South

This selective chronology is designed to assist teachers in understanding the historical scope of the theme of the unit, and to assist them in determining the case studies they might use to achieve the unit goal and objectives. However, the list is not all-inclusive, it is not intended to be memorized by students, and teachers are not expected to deal with every individual event.

- 1945 Indonesia becomes first colony to proclaim independence in post-World War II era
- 1946 United States Famine Emergency Commission outlines plan to bolster food production in China, India, and South America
- 1947 Nehru becomes Prime Minister of India
- 1948 Organization of American States (O.A.S.) formed
- 1949 Iranian students protest Shah’s concessions to Anglo-Iranian oil company
- 1950 U.N. reports more than half of world’s 800 million children are malnourished
Colombo Plan adopted
- 1951 Per capita income gap between rich nations and poor nations estimated at \$1,380 by World Bank
- 1952 50,000 Chinese die in epidemics caused by malnutrition
- 1953 10,000 Mexican families flee “dust bowl” in face of starvation
- 1954 American intervention in Guatemala: 200 union leaders killed
- 1955 Afro-Asian conference at Bandung, Indonesia: “The awakening of the south’s quest for greater self-reliance”

- 1956 U.S.S.R. gives \$506 million in foreign aid to underdeveloped countries
Algerian struggle for independence begins
- 1957 Ghana becomes first African nation to gain independence from Britain
- 1958 50,000 die in Pakistan smallpox epidemic
- 1960 Green Revolution takes root (see Technology chronology)
Belgian Congo gains independence
- 1961 Barbara Ward publishes *The Rich Nations and the Poor Nations*
The Charter of Punta Del Este establishes an “Alliance for Progress” among the American Republics
- 1962 World Bank gives Pakistan \$945 million credit to finance five-year development program
- 1963 Organization of African Unity formed
- 1964 United Nations Conference on Trade and Development established
- 1965 India-Pakistan War; food rioting in various cities as rationing begins
- 1966 Indira Gandhi becomes Prime Minister of India
Jean-Bedel Bokassa seizes power in Central African Republic
- 1967 The “New Community” movement begins Green Revolution in South Korea
- 1968 British government restricts immigration from India, Pakistan, and West Indies
- 1969 Biafran crisis in Nigeria
- 1970 **Reflection:** About 10% of world’s population controls 90% of world’s radio frequencies. Eight percent of daily news production is from New York, London, and Paris
- 1971 Crisis in international financial system linked to United States going off gold standard
Per capita income gap between rich nations and poor nations estimated at \$2,550 by World Bank
- 1972 President Marcos declares martial law in Philippines
- 1973 Arab oil embargo commences
National Association of Manufacturers Conference in Washington discusses world-wide “corporate image”
Formation of Islamic Development Bank
- 1974 **Reflection:** Average world annual income per capita: \$1974
Average United States annual income per capita: \$5941
Average India annual income per capita \$125
Drought in the Sahel; 250,000 die

- 1975 Southern nations call for a New International Economic Order (NIEO) in their “Declaration of Action”
First North-South Conference held in Paris
- 1976 Argentina devalues peso by 70%
- 1977 Association of Southeast Asian Nations (ASEAN) negotiates for better access to Japanese markets
- 1978 United States’ arms exports reach \$6.2 billion, three quarters of which go to developing countries
- 1979 Egypt expelled from the “Islamic Conference”
- 1980 Rhodesia becomes Zimbabwe
Publication of *North–South: A Program for Survival* by Brandt Commission
- 1981 North-South Conference takes place in Cancun, Mexico
Reflection: Average life expectancy in developed countries is 71 and in third world countries is 55
- 1982 International financial system in trouble. Corporations dump unstable currencies in favour of the yen and the dollar
Group of 77 meet in Buenos Aires demanding debt relief and greater access to world markets
Sugar prices fall to .06¢/lb forcing producing countries to seek I.M.F. loans
- 1983 **Reflection:** Kenya’s population estimated at 20 million, up from 5 million in 1948
- 1984 **Reflection:** Fifty-seven percent of Brazil’s income goes to top 20% of earners, whereas 5% of income goes to bottom 20% of earners
Nestlé Corporation complies with WHO/UNICEF code for marketing breast milk substitutes
Chemical plant disaster in Bhopal, India
- 1985 Argentina suffers 2000% inflation
Milton Obote’s harsh regime overthrown in Uganda
Reflection: Total African international debt is \$170 billion, up from \$5 billion in 1970
- 1986 Drought in the Sahel recurs, affecting millions
Reflection: Population of Mauritania; 85% urban, up from 45% in 1965
- 1987 World Commission on Environment and Development condemns economic exploitation of Third World
- 1988 Severe flooding in Bangladesh leaves 25 million homeless and thousands dead
- 1989 Japan’s Premier Kaifu visits Mexico and announces a \$2 billion loan package

Unit 3: The Pursuit of Justice

The search for justice is a pursuit that threads its way throughout human history. One can imagine that even in earliest times concepts like fairness, “mine,” “first come, first served,” and “might is right” came to the fore to challenge the minds and tolerance of our ancient ancestors. In response there gradually emerged mechanisms to control both individual and group behaviour, among them social mores, religious taboos and borders.

The subsequent sophistication of culture and civilization generated a wondrous array of political, economic, and social artifacts. Through them peoples all over the world pursued “the right way” in their efforts to benefit from and control the disparate elements of society. China’s Law of Chou, the Hindu Code of Manu, Islam’s Koran, Britain’s Magna Carta, the Confederacy of the Iroquois, Lincoln’s Proclamation Act, the League of Nations, Amnesty International: the focal points of these and other artifacts include the regulation of individual and/or group behaviour, the definition of territory, the denotation of both private and public ownership, the regulation of custom, the balance between personal and state security, the roles of women and men, and so on.

What emerges from a study of the past is the notion that the pursuit of justice is the struggle to manage individual, group and state power. Under conditions peculiar to themselves, societies around the world sought to approximate their idealized concepts of justice by basing them upon prevailing philosophy and perspective. However, while certain properties such as equity, fair play, truth, and common good have recurred, the rich diversity of human thought has made an absolute definition of justice elusive and its nature kaleidoscopic. The simple conclusion is that justice has been, and remains, different things to different people.

This 20th century has witnessed its own philosophies and perspectives, processes and personalities, all of which promoted idealized notions of justice. While they don’t present a monolithic construct like the bipolarity of “East–West” or “North–South,” they do support the view that societies worldwide continue the pursuit of justice. There may even be evidence to argue that Nuremburg’s crimes against humanity (1945–46), the United Nations’ Declaration of Human Rights (1948), the International Court of Justice (1945) and other milestones, point in this century to potential first steps in the evolution of a universal concept of justice.

Overall Goal

To have students consider the pursuit of justice by examining struggles in the post-World War II era that were generated by variant notions of the “common good” within and among societies worldwide.

Objectives

Students will

- understand that the pursuit of justice is a theme that permeates human history
- understand that different notions and perceptions of justice have existed around the world
- consider the management of individual, group and state power, as they examine the political, economic, social, and cultural frameworks that have influenced the development of variant notions of justice
- analyse and explain how divergent notions of justice have led to instability and conflict within and among societies around the globe
- consider how divergent notions of justice have resulted in the non-resolution of conflict and thus the maintenance of the status quo
- examine evidence to determine to what extent international and global organizations have advanced a universal concept of justice in the post-World War II era

Key Terms and Concepts

The following list contains key terms and concepts that should arise in the teaching/learning of this unit. Those under “primary” are thought to be definitive for the concept of justice. The “secondary” ones are subordinate to them. Both should be used by students and teachers as organizers for effective historical inquiry.

Primary	Secondary
<p>Common Good: A concept of policy and/or practice that subordinates individual benefit to the perceived benefit and thus well-being of the larger group or society.</p>	<p>Common Good</p> <ul style="list-style-type: none"> • power of the individual • power of the group • power of the people • power of the state
<p>Crimes Against Humanity: Atrocious acts outside and beyond the laws and customs of war (conflict) which in nature and/or scale violate all standards of reasons, dignity, and human nature.</p>	<p>Crimes Against Humanity</p> <ul style="list-style-type: none"> • genocide • terrorism
<p>Human Rights: Rights that belong to all persons irrespective of race, beliefs, gender, nationality, physical and mental ability, etc., e.g., freedom of speech, religion, assembly, etc.; freedom from fear, hunger, discrimination; the right to a fair trial, to earn a living, etc.</p>	<p>Human Rights</p> <ul style="list-style-type: none"> • aboriginal rights • civil rights • discrimination • ethnocentrism • feminism • integration • minority rights • pluralism • prejudice • racism • segregation • sexism

Primary	Secondary
<p>Justice: Variously, the concept of fairness and equity, the use of authority to promote and maintain rights, the sense that a proper reward has been earned/granted for doing good or for doing evil.</p>	<p>Justice</p> <ul style="list-style-type: none"> • dissent • freedom • liberation theology • political prisoner • prisoner of conscience • repression
<p>Rule of Law: A condition that ensures all actions are in a state (corporate and individual, public and private) are subject to the letter and process of the laws of the state.</p>	<p>Rule of Law</p> <ul style="list-style-type: none"> • authority • civil obedience • law • majority rule • rights of the individual • sovereignty • the state
<p>Self-Determination: The freedom of individuals, groups, and nations to establish and pursue political, economic, and social goals without interference.</p>	<p>Self-Determination</p> <ul style="list-style-type: none"> • independence

Key Questions

The purpose of these questions is to help teachers sharpen the focus on critical points as they prepare for active historical inquiry within this unit.

- 1) What is justice?
- 2) What role has perception and/or the exigencies of the moment played historically in definitions and notions of justice?
- 3) How, and to what degree, has the pursuit of justice been driven by the pursuit of power, be it by individuals, groups, or nations?
- 4) How have specific pursuits or notions of justice in the 20th century been influenced by political, economic, social, and religious structures, beliefs, etc.
- 5) How has the perceived absence of justice, e.g., as found in racism, sexism, ethnocentrism, etc., contributed to instability and conflict around the world in the post-World War II era?
- 6) Do long-term unresolved conflicts support the idea that non-resolution confirms the existence of the status quo?
- 7) What different means have been adopted by individuals and groups to advance the cause of justice? What factors have contributed to their effectiveness?
- 8) To what extent have international and global organizations (e.g., the Red Cross/Red Crescent, the United Nations, Amnesty International) been effective in promoting a global notion of justice? What factors have contributed to their effectiveness?

Required Case Studies

The following case studies complement the overall goal and the objectives of the unit. A minimum of two case studies must be undertaken with at least one from Group A. Teachers are free to use their own case studies and are encouraged to co-develop case studies with their students and their colleagues. Care must be taken to ensure that all teaching/learning activities promote active historical inquiry, enable students to consider the concept of managing individual, group, and state power, and contribute to their ability to consider effectively the concept of interdependence that is examined in detail in Unit 5.

Group A

- The Pursuit of Racial Equality—Anti-Apartheid Movements in South Africa
- Conflicting Struggles for Self-Determination: Israel and Palestine

Group B

- The Pursuit for Racial Equality: Civil Rights Movements in the United States
- Aboriginal Rights (e.g., Canada's First Peoples, Australia's Aborigines)
- Religion and Perceptions of Justice (e.g., Islamic Fundamentalism Liberation Theology)
- Terrorism (e.g., The Irish Republican Army, The Sandinistas in Nicaragua)
- Struggles for Self-Determination [e.g., The Kurds (Iraq, Turkey), The Karem (Myanmar)]
- The Role of Individuals and The Pursuit of Justice (e.g., Lotta Hitschmanova, Nelson Mandela, Martin Luther King Jr.)

Resources

NOTE: *The following resources are devoted to, or contain strong components about, the theme of this unit. They variously contain information that will help to establish the current state of affairs, to detail the historical period, or to detail the background to the historical period. In an effort to help the process of resource use and acquisition, the following codes indicate the strengths of each title: ST—developed as a student text with emphasis on content and pedagogy; SR—useful for students as a source of information; TR—useful for teachers as a source of information and for classroom approaches; HI—useful because it promotes historical inquiry, uses primary and secondary sources etc.; AL—listed on Authorized Learning Resources.*

Texts

The Africville Genealogy Society. *The Spirit of Africville*. Halifax NS: Formac Publishing, 1992. (ST, AL)

Aliphath, Susan et al. *Viewpoints: An Inquiry Approach to World History Since 1945*. Scarborough ON: Prentice-Hall, 1993. (ST, AL)

Arnold, Caroline and Silverstein, Herman. *Anti-Semitism: A Modern Perspective*. New York: Simon and Schuster Inc., 1985. (TR)

Baldwin, Doug. *The Rise of the Global Village*. Toronto ON: McGraw-Hill Ryerson, 1988. (ST)

Barber, Nigel. *A New Nation: The American Experience*. Toronto ON: McGraw-Hill Ryerson, 1989. (ST)

Bennett, Paul et al. *Canada: A North American Nation*. Toronto ON: McGraw-Hill Ryerson, 1989. (ST, SR)

Burger, Julian. *The Gaia Atlas of First Peoples*. New York: Anchor Books, Doubleday, 1990. (SR, TR)

Cottrell, Philip L., ed. *Events: A Chronicle of the Twentieth Century* New York: Oxford University Press, 1992. (TR, AL)

Cordesman, A. H. et al. *The Lessons of Modern War, Volume I: The Arab–Israeli Conflicts 1973–1989*. Colorado: Westview Press, 1990. (SR, TR)

Croddy, Marshall and Suter, Coral. *Of Codes and Crowns: The Development of Law*. Los Angeles: Constitutional Rights Foundation, 1992.

Davies, Evan. *Aspects of Modern World History*. London: Hodder and Stoughton, 1990. (ST, SR, TR, HI)

Davis, M. Dale. *Contours in the 20th Century*. Toronto ON: Oxford University Press, 1989. (ST, HI)

- Human Rights: World Issues Series*, Winnipeg MB: Peguis Publishers Limited, 1988. (SR)
- Frideres, James S. *Native Peoples in Canada: Contemporary Conflicts, 3rd Edition*. Scarborough ON: Prentice-Hall, 1988. (TR, HI)
- Heater, Derek. *Our World this Century*. Oxford: Oxford University Press, 1988. (ST, HI, AL)
- Hux, Allan et al. *America: A History*. Toronto ON: Globe/Modern Curriculum Press, 1987. (ST)
- Kirbyson, R. et al. *Canada in a North American Perspective*. Scarborough ON: Prentice-Hall, 1989. (ST, AL)
- Long, J. Anthony and Boldt, Menno, eds. *Governments in Conflict?: Provinces and Indian Nations in Canada*. Toronto ON: University of Toronto Press, 1988. (TR, HI)
- Lyons, M. V. *Investigating History: The Twentieth Century*. London: MacMillan Education, 1988. (SR, HI)
- Mitchner, E. Alyn and Tuffs, R. Joanne. *Global Forces of the Twentieth Century*. Edmonton AB: Reidmore Books Inc., 1991. (ST, HI)
- Pachai, Bridglal. *Beneath the Clouds of the Promised Land, (Volumes I and II)*. Halifax NS: The Black Educators Association, 1987 and 1990. (SR, AL)
- Pollard, Sidney, ed. *Wealth and Poverty: An Economic History of the Twentieth Century*. Oxford and NY: Oxford University Press, 1990. (TR)
- Price, Richard T. *Legacy: Indian Treaty Relationships*. Edmonton AB: Plains Publishing Limited, 1991. (ST, SR, TR, HI)
- PC Globe 5.0 (SR, AL)
- Rohr, Janelle, ed. *Problems of Africa (Opposing Viewpoints Series)*. St. Paul: Greenhaven Press, 1986. (SR, TR, HI)
- Scott-Bauman, Michael and Platt, David. *Our Changing World: Modern World History from 1919*. London: Hodder and Stoughton, 1989. (ST, SR, TR, HI)
- Scully, Angus L. et al. *Canada To-day, 2nd Edition*. Scarborough ON: Prentice-Hall, 1988. (ST, AL)
- Tooke, Moyra, EDIT File #7. *Terrorism: The New Warfare (The Common Heritage Program)*. Ottawa ON: Teachers Press Limited, 1991. (SR, TR, HI)
- Tooke, Moyra, ed. EDIT File #13. *International Relations: The Search for Law and Peace in the Global Village (The Common Heritage Program)*. Ottawa: The Teachers Press, 1988.
- Tooke, Moyra, ed., EDIT File #3. *Indigenous Peoples: Cultural Survival and Adaptation, 2nd Edition (The Common Heritage Program)*. Ottawa ON: The Teachers' Press, 1992.

Audio-Visual

NOTE: *Education Media Services (EMS), Saint Mary's International Education Centre (IEC) and Nova Scotia's Global Education Project (NSTU) have all produced catalogues of audio-visual resources. Many of their titles deal with socio-economic issues that can be and are perceived as justice issues. Teachers, therefore, may wish to review titles listed as audio-visual resources for Unit 2. They are also encouraged to use the above-mentioned catalogues.*

Department of Education. *The Civil Rights Movement*. Halifax, Nova Scotia: EMS.

Black American Odyssey, Parts 1–3. EMS.

Outhome. EMS.

Letter from Birmingham Jail— Martin Luther King Jr. EMS.

Jerusalem: Within These Walls. EMS.

South Africa. EMS.

Black Mother, Black Daughter. EMS.

Saint Mary's University. *Fields of Endless Days*, Halifax: IEC, Saint Mary's University.

Saint Mary's University. *Winnie*. IEC, Saint Mary's University.

20th Century History, Volume 2: The Arabs and Israelis Since 1947. BBC.

America: Love It or Leave It (Vietnam War Draft Dodgers). CBC.

Deadly Currents, (Israel-Palestine conflict). CBC.

Seeds of Revolution, (Central America). CBC.

The Tyranny of the Majority. CBC.

Wounded Spirits in a Promised Land, (Israel). PBS.

The Last Citizens (limits on citizens' rights). CBC.

A Chronology of Significant Events: Justice

This selective chronology is designed to assist teachers in understanding the historical scope of the theme of the unit, and to assist them in determining the case studies they might use to achieve the unit goal and objectives. However, the list is not all-inclusive, it is not intended to be memorized by students, and teachers are not expected to deal with every individual event.

- 1945 Nuremburg Trials begin
International Court of Justice re-established
- 1946 Racial disturbances in Alabama and Pennsylvania injure dozens
- 1947 One million Hindus and Muslims die during resettlement after the partition of India and Pakistan
- 1948 Ceylon (Sri Lanka) gains independence and Tamils begin struggle for minority rights
Haganuh, Irgun, Stern gang: in conflict with Arab League
Alan Paton's *Cry the Beloved Country* published
Gandhi assassinated
Universal Declaration of Human Rights proclaimed by United Nations
- 1949 Institution of Apartheid by South African government
- 1950 UNESCO scientific panel attacks as unfounded theories of racial superiority
- 1951 Singer Paul Robeson of "Civil Rights Congress" charges genocide against American Blacks in report to United Nations Convention on Genocide
- 1952 Russian proposal that development of nuclear and germ weapons be called "criminal misuse" of science defeated by the U.N.
First Mau Mau uprising in Kenya
- 1953 Arthur Miller's *The Crucible* published
Federal Court upholds Arkansas ban on black baseball players in Cotton State League
- 1954 United States Supreme Court rules against segregated schools
McCarthy hearings in United States' Senate
- 1955 European Union of Women founded
- 1956 I.R.A. begins bombing campaign in Northern Ireland
Krushchev denounces Stalin's policies
United Nations Convention on Political Rights of Women established
Hungarian premier, Imre Nagy, executed
President Anastasio Somoza (Garcia) assassinated by a Sandinista
- 1957 Mao declares, "Let a hundred flowers bloom; let a hundred schools of thought contend."
United States' federal troops sent to Little Rock, Arkansas to enforce desegregation law
- 1958 NAACP conducts "sit-ins" in segregated restaurants

- 1959 Dalai Lama calls for United Nations' action against Communist oppression in Tibet
- 1960 Sharpeville Massacre in South Africa
- 1961 Nelson Mandela jailed
Eritrean liberation struggle against Ethiopian government begins
South Africa leaves the Commonwealth
- 1962 Adolf Eichmann executed in Israel
- 1963 Freedom March (Martin Luther King Jr. "I have a dream")
Buddhist monks burn themselves in protest in Vietnam
FLQ formed in Quebec
- 1964 House Un-American Activities Committee charges three members of "Women Strike for Peace" with contempt
- 1965 Race riots in Watts district, Los Angeles, California
Malcolm X assassinated
- 1966 PLO announces members of the Palestine Liberation Army will fight alongside Viet Cong against "imperialism"
- 1967 50,000 demonstrate against war in Vietnam in Washington, D.C.
- 1968 Martin Luther King Jr. assassinated
Western nations accept political refugees from Czechoslovakia
- 1969 British army sends 600 troops to Ireland to quell rioting
First right-wing death squads operate in El Salvador
- 1970 FLQ create October Crisis in Canada
Aborigines protest royal visit to Australia
Dee Brown publishes *Bury My Heart at Wounded Knee*
Lotta Hitschmanova's Unitarian Service Committee exposes genocide in Biafra
Four Vietnam War protesters killed by National Guard at Kent State University
- 1971 Idi Amin seizes power in Uganda
Student protesters killed by army in Bolivia
- 1972 PLO trained Japanese Red Army troops kill 27 at Israeli airport
Massacre of Israeli athletes at Munich Olympics
- 1973 Principles of International Co-operation Against War Criminals adopted by United Nations
Seizure of village of Wounded Knee in South Dakota
Alberta farmer's wife wins marital property claim; Murdoch versus Murdoch case in Alberta
Courts stirs debate over marital property rights

- 1974 President Nixon resigns as a result of Watergate hearings
Alexander Solzhenitsyn exiled from the Soviet Union
South Africa suspended from the United Nations
The Guilford Four falsely convicted of terrorist bombing in England
- 1975 Helsinki Accord signed
Pol Pot's Khmer Rouge terrorizes Kampuchea
Indonesian invasion of East Timor
- 1976 Soweto riots occur in South Africa
Repression of Confucianism in P.R.C.
Israel raids the Entebbe airport to rescue hostages
Repression of left by military government of Argentina
Ulster Peace Movement leaders Betty Williams and Mairead Corrigan win Nobel Peace Prize
Irene Murdoch wins \$65,000 settlement in marital property dispute
- 1977 Amnesty International wins Nobel Peace Prize
Berger Royal Commission reports on Native Rights in Canada
- 1978 President Carter meets at Camp David with Begin and Sadat
Negotiations for majority rule in Rhodesia (Zimbabwe)
- 1979 Mother Theresa wins Nobel Peace Prize
Woman sentenced in Spain to ten years for performing abortions; one hundred thousand rally in Madrid to protest abortion, divorce, and pornography
Idi Amin overthrown in Uganda
Establishment of Islamic Republic of Iran under Ayatollah Khomeini
Commonwealth conference at Lusaka paves the way for peaceful solution to Rhodesian crisis
- 1980 Archbishop Romero assassinated in El Salvador
- 1981 Nationalist disturbances in Estonian Soviet Republic and in Georgian Soviet Republic
- 1982 Massacre of Palestinian civilians by Christian Phalangists in Lebanon
Persecution of B'hai in Iran
- 1983 Benigno Aquino assassinated on his return to the Philippines
Canadian First Ministers' Conference on Aboriginal Rights
- 1984 Vietnam veterans suffering from the defoliant Agent Orange exposure awarded \$250 million settlement
Court proceedings begin in United States on behalf of Philippines to reclaim fortune taken by former President Marcos
- 1985 Twenty-eight thousand die in "separatist" violence in Sri Lanka during the first three months
Islamic fundamentalists hijack planes in Beirut and Athens
Intifada begins in Israeli occupied territory
Terry Waite, Anglican Church envoy, taken hostage in Beirut while negotiating release of prisoners
Air India flight out of Vancouver bombed off Ireland: 347 people die

- 1986 Haiti's president Jean-Claude Duvalier flees to France
- 1987 Organization of the Islamic Conference calls for United Nations to distinguish between terrorism and legitimate struggles for national independence
India and Sri Lanka sign accord giving Tamils more autonomy in Sri Lanka
- 1988 The Marshall Inquiry investigates racism in Nova Scotia's judicial system
United Church of Canada divided on issue of ordination of homosexuals
Lubicon Indians' land claims settled in Alberta
- 1989 Legalization of Solidarity in Poland
British Muslims protest publication of *The Satanic Verses* as Khomeini sentences author to death
Military massacre ends student occupation of Tiananmen Square, Beijing
Former Hungarian Premier, Nagy, re-interred with full honours
Dalai Lama receives Nobel Peace Prize
Britain alone in opposing Commonwealth sanctions against South Africa
- 1990 Marshall Inquiry Report released; Nova Scotia apologizes to Donald Marshall Jr.
South Africa releases Nelson Mandela

Unit 4: Societal and Technological Change

The history of humanity is, in a very real sense, the history of solving problems. Since mother nature does not wait on us hand and foot, the natural environments in which humans have found themselves pose problems. The solutions to those problems have been found in two principal areas: socialization and invention.

The old adage “two heads are better than one” sums up the perceived advantages of co-operative behaviour. Whether it be the sheer scale of a task, the need for diverse talent, or the simple security of numbers, humans have long relied upon one another to solve problems. Our social history, therefore, is one of roles, of seeking a balance between individual and group action, of unique personalities within families, tribes, clans, councils, congresses, and so on. The emergence of civilization is perhaps the ultimate achievement of co-operative behaviour, of socialization.

The other principal method of solving problems is to invent tools, uses, and processes. In the stones of Olduvai Gorge, the boomerangs of Australia, the irrigation ditches of the Fertile Crescent, the aqueducts of Rome, the three-field system of Europe, and the watercraft of Canada’s First Peoples, we catch historical glimpses of the rich diversity of human inventiveness.

A central lesson of history is that many of the major changes in societies around the world have been linked to changes in technology. Labels like the Neolithic Revolution, the Iron Age, the Age of Sail, and the Space Age bear this out. As societies invented solutions to the problems that confronted them, they in turn began to reflect the effects of the workable solution: the planted seed became the seed of civilization, the smelted iron ore forged new international relations, and so on.

Solving problems through societal or technological change is basically humanity’s way of controlling life’s conditions, of gaining the power to do something about the variables that constantly influence our day to day lives. This process is as evident in the 20th century as it has been in the past. What seems to have made the 1900s unique, however, is that the changes have been characterized by a greatly accelerated pace and an ever-increasing complexity. In 1900, for instance, there were no airplanes. By 1970, not only had astronauts been to the moon and back, but space age telecommunications had brought virtually every corner of the globe into any home that had a television.

Historically and incidentally an interesting by-product of the solution has been the new problem. It’s as though the problem-solving process was potentially a double-edged sword. From irrigation came salinity of the soil. From social organization came the advantages and disadvantages of class structure. From the printing press came both the access to and the manipulation of information.

In the 20th century this double-edged potential has been manifested in moral and ethical issues that are more numerous than in the past. Legislated gender equity has challenged cultural and religious traditions. Reproduction technology has pitted private standards against the law. The notions of “big” and “small” have confronted one another in the face of technological and bureaucratic innovation. Questions of responsibilities have emerged as a result of the disparity between the technologically rich and poor. Issues such as these have, to some extent, characterized change in every corner of the globe.

Enormous change in a vast range of human endeavours has characterized the 1900s. Pierre and Marie Curie and the Wright brothers might well have difficulty recognizing their century, such have been the far-reaching implications of its technological evolutions. What is constant, however, is that fascinating history continues to be made as humans continue their efforts to control their daily lives, and their futures, through societal and technological change.

Overall Goal

To have students examine societal and technological change, the links that may exist between them, and to consider whether advantage and stability have or have not resulted from such change in the post-World War II era.

Objectives

Students will

- identify characteristics of societal change, e.g., scale, scope, rates of change, cultural contexts, etc.
- analyse forces that have caused societal change, e.g., technology, politics, migration, individual action, etc.
- examine cause and effect relationships in societal and technological change, e.g., in what ways have technology/technological innovation generated societal change? In what ways has society generated changes in technology?
- explore and assess the role of the society/technology link in specific examples of change, both on a global scale, e.g., urbanization, and on a more limited scale, e.g., the role of feminism in changing gender roles in North America
- explore and assess the link between societal/technological change and the notion, within and among societies, of gaining/sharing/balancing the power to control social, economic, and political conditions
- examine the ethical and moral implications/effects of technology and innovation

Key Terms and Concepts

The following list contains key terms and concepts that should arise in the preparation and teaching/learning of this unit. Those under “primary” are thought to be definitive for the examination of societal and technological change. The secondary” ones are subordinate to them. Both should be used by teachers and students as organizers for effective historical inquiry.

Primary	Secondary
<p>Advantage: In social terms a condition which allows individuals and/or groups to be in a better position and to enjoy better circumstances than others, e.g., the rich are in a better position to afford post-secondary education. In a technical sense, a condition in which access to or possession of technology allows individuals or groups to be in a better position or to enjoy better circumstances than others, e.g., the inability to purify water puts people at risk.</p>	<p>Advantage</p> <ul style="list-style-type: none"> • empowerment • oppression • passivity • power • repression
<p>Change: The process and product(s) of the cause and effect relationship which creates differences between the past and the present. Those that are perceived to be positive are related to progress. Those that are perceived to be negative are related to regression.</p>	<p>Change</p> <ul style="list-style-type: none"> • industrialization • migration • progress • regression • status quo • urbanization • westernization

Primary	Secondary
<p>Culture: The consistent pattern of behaviour and beliefs of a defined group of people as observed over a long period of time.</p>	<p>Culture</p> <ul style="list-style-type: none"> • acculturation • assimilation • cultural diffusion • ethnocentrism • gender roles • quality of life • race
<p>Ethics: The moral principles that guide individual and group behaviour within social and/or cultural boundaries.</p>	<p>Ethics</p> <ul style="list-style-type: none"> • dignity • morals • values
<p>Society: Groups of varying sizes who live together, whose standards and goals are similar, and whose members, in a variety of ways and to varying degrees, work to solve the problems commonly facing them.</p>	<p>Society</p> <ul style="list-style-type: none"> • common good • individual • group • institution
<p>Technology: The application of science through tools, uses, and processes.</p>	<p>Technology</p> <ul style="list-style-type: none"> • “appropriate technology” • communications • innovation • research and development • science

Key Questions

The purpose of these questions is to help teachers sharpen the focus on critical points as they prepare for active historical inquiry within this unit.

- 1) What significant societal and technological changes have occurred in the 20th century, particularly in the years following World War II?
- 2) How has the society/technology link, clearly evident in past centuries, also been evident in the changes of the 20th century?
- 3) In what way, since 1945, did state security, international mobility, social awareness within and among peoples, economic competitiveness, etc., act as driving forces behind those changes?
- 4) What were the outstanding characteristics of those changes?, e.g., Did they pose more fundamental questions of an ethical nature?
- 5) What evidence might support or refute arguments that societal and technological changes in this century have had a singularly global impact, particularly in the post-World War II era?
- 6) To what degree have industrialization, urbanization, and cultural exchange (e.g., westernization) been global phenomena in the latter half of the 20th century?
- 7) What influence have technology and innovation had on the quality of life within societies around the world in the latter half of the 20th century?
- 8) Is there evidence in the history of the post-1945 period that societal and technological change have been a source of empowerment for individuals, groups, and societies around the world?
- 9) Why have societal and technological change been unevenly distributed among societies around the world in this and other centuries?
- 10) How have individual, institutional, and/or corporate decision making played a role in post-World War II technological research, development, and innovation?

Required Case Studies

The following case studies complement the overall goal and the objectives of the unit. A minimum of two case studies must be undertaken for each unit, with at least one from Group A. Teachers are free to use their own case studies and are encouraged to co-develop case studies with their students and their colleagues. Care must be taken to ensure that all teaching/learning activities promote active historical inquiry, enable students to consider the relationship between societal/technological change and the concept of power, and to contribute to their ability to consider effectively the question of interdependence, which is examined in detail in Unit 5.

Group A

- Changing Urban Patterns: Mexico City
- Nuclear Weapons Development: Bikini Atoll
- Medical Technology as an Agent of Change: The Development of the Birth Control Pill
- Orchestrated Social Change: The Cultural Revolution in China

Group B

- The Westernization of Other Cultures: Countries on the Pacific Rim
- Values in Conflict: Islamic Fundamentalism in the Middle East
- The Role of Gender: The Influence of Feminism on Social Change in North America
- Technology: Problems and Promises (e.g., The Aral Sea, Disposable Packaging)

Resources

NOTE: *The following resources are devoted to, or contain strong components about, the theme of this unit. They variously contain information that will help to establish the current state of affairs, to detail the historical period, or to detail the background to the historical period. In an effort to help the process of resource use and acquisition, the following codes indicate the strengths of each title: ST—developed as a student text with emphasis on content and pedagogy; SR—useful for students as a source of information; TR—useful for teachers as a source of information and for classroom approaches; HI—useful because it promotes historical inquiry, uses primary and secondary sources etc.; AL—listed on Authorized Learning Resources.*

Texts

Aliphat, Susan et al. *Viewpoints: An Inquiry Approach to World History Since 1945*. Scarborough ON: Prentice-Hall, 1993. (ST, AL)

Arnold, Caroline and Silverstein, Herman. *Anti-Semitism: A Modern Perspective*. NY: Simon and Schuster Inc., 1985. (TR)

The Africville Genealogy Society. *The Spirit of Africville*. Halifax NS: Formac Publishing, 1992. (ST, AL)

Baldwin, Doug. *The Rise of the Global Village*. Toronto ON: McGraw-Hill Ryerson, 1988. (ST)

Barber, Nigel. *A New Nation: The American Experience*. Toronto ON: McGraw-Hill Ryerson, 1989. (ST)

Bender, David L., and Leone, Bruno. *Science and Religion* (Opposing Viewpoints Series). St. Paul: Greenhaven Press, 1981.

- Bennett, Paul et al. *Canada: A North American Nation*. Toronto: McGraw-Hill Ryerson, 1989. (ST, SR)
- Bonnor, Chris. *The Global Focus—People and Environment in Change*. Milton, Queensland, Australia: Jacaranda Press, 1989. (ST, SR, TR)
- Burger, Julian. *The Gaia Atlas of First Peoples*. NY and London: Anchor Books, Doubleday, 1990. (SR, TR)
- Carrick, Tessa et al., eds. *Science and Technology in Society*, Hatfield, Hertfordshire: The Association for Science Education, 1990. (SR, TR, AL)
- Cottrell, Philip L., ed. *Events: A Chronicle of the Twentieth Century*. Oxford and NY: Oxford University Press, 1992. (TR, AL)
- Cordesman, A. H. et al. *The Lessons of Modern War, Volume I: The Arab-Israeli Conflicts 1973–1989*, Colorado: Westview Press, 1990. (SR, TR)
- Davies, Evan. *Aspects of Modern World History*. London ON: Hodder and Stoughton, 1990. (ST, SR, TR, HI)
- Davis, M., Dale. *Contours in the 20th Century*. Toronto ON: Oxford University Press, 1989. (ST, HI)
- Dunlop, Stuart. *Towards Tomorrow: Canada in a Changing World*. Toronto ON: Harcourt, Brace, Jovanovich, 1987.
- Fagan, Margaret. *Challenge for Change, Second Edition*. Toronto ON: McGraw-Hill Ryerson, 1991. (ST, SR, AL)
- Fagan, Margaret. *Dynamic Canada: The Environment and the Economy*. Toronto ON: McGraw-Hill Ryerson, 1991. (ST, SR)
- Franklin, Ursula. *The Real World of Technology*. Toronto ON: CBC, Massey Lecture Series. (TR)
- Frideres, James S. *Native Peoples in Canada: Contemporary Conflicts, 3rd Edition*. Scarborough ON: Prentice-Hall, 1988. (TR, HI)
- Girardet, Herbert. *The Gaia Atlas of Cities: New Directions for Sustainable Urban Living*, NY, London, and Toronto: Anchor Books, Doubleday, 1992. (TR)
- Hall, Ralph and Scott, Lynn. *Global Issues—Viewpoints in General Studies*. Milton, Queensland, Australia: Jacaranda Press, 1987. (ST, SR, TR)
- Harress, John, ed. *The Family: A Social History of the Twentieth Century*. Oxford: Oxford University Press, 1991. (TR)
- Harshman, Robert and Hannell, Christine. *World Issues in the Global Community*. Toronto ON: John Wiley and Sons, 1989. (ST)
- Heater, Derek. *Our World This Century*. Oxford: Oxford University Press, 1988. (ST, HI, AL)
- Hux, Allan et al. *America: A History*. Toronto ON: Globe/Modern Curriculum Press, 1987. (ST)

- Kirbyson, R. et al. *Canada in a North American Perspective*. Scarborough ON: Prentice-Hall, 1989. (ST, AL)
- Leone, Bruno, and O'Neill, M. Teresa. *Male/Female Roles* (Opposing Viewpoints Series). St. Paul: Greenhaven Press, 1983. (SR, TR, HI)
- Lyons, M. V. *Investigating History: The Twentieth Century*. London ON: MacMillan Education, 1988. (SR, HI)
- Mitchner, E. Alyn and Tuffs, R. Joanne. *Global Forces of the Twentieth Century*. Edmonton AB: Reidmore Books Inc., 1991. (ST, HI)
- Naisbitt, John and Aburdene, Patricia. *Megatrends 2000: Ten New Directions for the 1990s*. New York: Wm. Morrow and Company, 1990. (TR)
- PC Globe 5.0 (SR, AL)
- Scully, Angus L. et al. *Canada To-day, 2nd Edition*. Scarborough ON: Prentice-Hall, 1988. (ST, AL)
- Tooke, Moyra, ed. EDIT File #3. *Indigenous Peoples—Cultural Survival and Adaptation, 2nd Edition* (Common Heritage Program). Ottawa ON: The Teachers' Press, 1992. (SR, TR, HI)
- EDIT File #5. *The New Migrations of People: Balancing Control and Compassion, 2nd Edition*. 1992. (SR, TR, HI)
- EDIT File #11. *Biotechnology: The Search for Wisdom*. 1988. (SR, TR, HI)
- EDIT File #20. *Cities: The Urbanization of the Global Community*, 1992. (SR, TR, HI)
- Tremblay, H elene. *Families of the World: Family Life at the Close of the 20th Century, Volume 1—The Americas and the Carribean*, 1988 and *Volume 2—East Asia, Southwest Asia, and the Pacific*. New York: Farrar, Straus and Giroux. (SR, TR)
- United Nations. *The World's Women: Trends and Statistics 1970–1990*. New York: United Nations, 1991. (SR, TR)
- Williams, Trevor I. *Science: A History of Discovery in the Twentieth Century*. Oxford: Oxford University Press, 1990. (TR)

Audio-Visual

The International Education Centre (IEC), Education Media Services (EMS) and The Global Education Program (NSTU) have produced audio-visual resource catalogues that contain references to material appropriate to this unit. Some are listed here. Resources listed under Unit 2 and Unit 3 may also be useful for this unit as well.

A Word in Edgewise (Language and sexism). EMS.

Ana's Story (Immigration to Canada). EMS.

Black American Odyssey, Parts 1–3, EMS.

Black Mother, Black Daughter. EMS.

Cairo: Urban Complexities, (North/South Series). EMS.

Culture in the Communications Age. PBS.

Mexico: Promoting Growth. IMF.

Offshore Oil: Are We Ready? EMS.

Shelter for the Homeless. EMS.

Starving for Sugar. IEC.

Ticket to Development (Technology and change). EMS.

The Civil Rights Movement. EMS.

The Last Citizens, (limits on citizens' rights). PBS.

The Urban Dilemma. IEC.

Tomorrow's World (Population growth and impact). EMS.

Towards a Global Family (Telecommunications and Social Impact). EMS.

What Is the Limit? (population growth). IEC.

Who Gets In? NFB, IEC.

Women: All One Nation. IEC.

Women in China (filmstrip). IEC.

Women in India (filmstrip). IEC.

Women in the Third World. IEC.

A Chronology of Significant Events—Societal And Technological Change

The two selective chronologies that follow are designed to assist teachers in understanding the historical scope of the themes of the unit, and to assist them in determining the case studies they might use to achieve the unit goal and objectives. However, the lists are not all-inclusive, are not intended to be memorized by students, and teachers are not expected to deal with every individual event cited in them.

Societal Change

- 1945 Memphis Board of Motion Picture Censors bans *Brewster's Millions* because the film depicts “too much social equality between the races”
- 1946 FCC upholds the right of atheist Robert Scott to broadcast on San Francisco radio
First bikini designed by French couturier Louis Reard
- 1947 First food processor, the “Kenwood Chef” developed in Britain
Jackie Robinson, first Black player in major league baseball
- 1948 Beatrice Shopp named “Miss America”
McDonald brothers Maurice and Richard develop self-serve restaurant in California
- 1949 International Democratic Womens’ Federation, meeting in Moscow, calls for “equal pay for equal work”
Simone de Beauvoir’s *The Second Sex* published
- 1950 P.R.C. abolishes child marriage, polygamy, and discrimination against women with its marriage law
Goodnight Irene America’s most popular song
Bing Crosby, most popular entertainer
- 1951 U.S.A. study cautions that students with access to television were experiencing lower grades
Prime Minister Nehru calls for birth control in India
A total of 1105 Christian missionaries expelled from China
Honduras Congress rejects a constitutional amendment giving women the right to vote
- 1953 Television reports the entire coronation of Queen Elizabeth II
East German Government encourages non-religious observation of Christmas
Milwaukee Braves attract record 1.8 million fans
- 1954 Billy Graham holds evangelical meetings in New York, London and Berlin
29 million homes in U.S.A. have television sets
- 1955 Hindu Marriage Act, India, gives women the right to divorce
- 1956 Elvis Presley appears on Ed Sullivan Show
- 1957 Population of 71 world cities greater than 1 million: largest are New York with 7.8 million, Tokyo with 7.6 million, and London with 7.3 million
- 1958 Stereophonic recordings introduced

- Gallup Poll shows 50% of American women and 66% of American men use alcohol
- 1959 Food chain stores account for \$20 billion in sales in U.S.A., more than double 1949 total
- 1959 Kleenex dispenser box introduced
- 1960 The “Twist” dance craze
Seamless women’s stockings introduced
Mosa Nakayama becomes first woman to enter cabinet in Japan
Prime Minister Sirimavo Bandaranaike of Sri Lanka first woman Prime Minister in British Commonwealth
- 1961 United Arab Republic proposes new marriage law; number of wives restricted to three
U.S. Catholic Bishops deplore sex and violence in movies and television
- 1962 More than 1 million women using oral contraceptives worldwide
Colgate-Palmolive introduces “baggies” plastic sandwich bags
- 1963 Valentina Tereshkova becomes first woman in space
United States population 70% urban
Betty Friedan publishes *Feminine Mystique*
- 1964 The Beatles star in *A Hard Day’s Night*
“Op Art” becomes rage in western culture
- 1966 Miniskirt designed in England by Mary Quant
Average hourly wage of Canadian construction worker has doubled since 1949
Roman Catholics no longer need refrain from eating meat on Fridays
One million Red Guard youth received by Mao Tse-Tung in Beijing
- 1967 “Flower Power” becomes the rage as “hippies” descend on San Francisco
- 1968 A painting by Monet sells for \$1.65 million
Crimes of violence in U.S.A. up 57% since 1960
78 million television sets in U.S.A., 25 million in U.S.S.R., 20.5 million in Japan, 19 million in Great Britain
- 1969 Gallup Poll indicates 4% of adult Americans have used marijuana
Woodstock Music and Art Fair attracts 300,000 to “love-in”
Gay Liberation Front founded as a result of altercation with police at Stonewall Inn in Greenwich Village, New York
- 1970 Feminists protest “degrading” advertisements
First waterbed marketed
Kate Millett publishes *Sexual Politics*; Germaine Greer publishes *Female Eunuch*

- 1971 Canadian Medical Association calls for liberalization of Abortion Law
Joe Frazier outboxes Muhammed Ali before worldwide audience of 300 million in 36 countries
United States' court orders end to job advertisements specifying male or female "help wanted"
Contraceptive pill banned in Ireland
- 1972 *Georgie Porgie*, a play about homosexuality, opens in New York
- 1973 Shanghai: world's largest city with 10.9 million
Gallup Poll indicates only 20% of North American population sees ideal family as more than 4 children, down from 40% in 1967
McDonald's begin serving breakfast with "Egg McMuffin"
- 1974 Colonel Muammar al-Qaddafi calls for holy war to expel 100 million Christians from Africa
- 1975 International Women's Year proclaimed by the United Nations
Mexican Roman Catholic Church endorses "planned parenthood" campaign
- 1976 Rev. Sun Myung Moon charged with fraud and tax evasion
- 1977 National Institute on Drug Abuse estimates 8 million Americans use cocaine
Gallup Poll indicates 56% of persons under 30 have used marijuana at least once
- 1978 Record audience for Super Bowl: 86 million viewers
725 million cigarettes manufactured in the P.R.C.
- 1979 P.R.C. adopts "one child" policy to attain zero population growth
Ayatollah Khomeini prohibits broadcast of music via radio or television
First home security systems introduced in U.S.A.
- 1980 Televangelists develop wide following in North America
First Hindu temple opens in Halifax, Nova Scotia
- 1981 Illiteracy in Mexico down to 17%, from 28% in 1971
- 1982 Unemployment rate in Canada reaches 12.7%
P.R.C. admits concern over killing of infant girls as result of one child policy
- 1983 Communist Party in P.R.C. moves to stamp out "spiritual pollution" brought on through westernization
- 1984 Anti-smoking legislation introduced in some jurisdictions
Less than 1% of African population now live as "hunter-gatherers"
Mitsubishi introduces "wired home" linking appliances, heating, entertainment and security via computer
- 1985 Britain establishes commission to deal with soccer violence
"Miss France," Isabelle Chaudeau, stripped of title after posing nude for Lui magazine

- 1986 Indian Parliament passes “Moslem Divorce Bill” freeing Moslem husbands from paying alimony
2.4 million fans attend World Cup Soccer matches in Mexico; television viewers in 162 nations watch; Argentina beat West Germany in finals
- 1987 **Reflection:** Saudi Arabia has two million high school students including 700,000 girls; Saudi Arabia graduated its first high school student in 1965
Aging population in industrial countries becomes major concern
World population estimated at five billion
University of Ottawa estimates 70% of Canada’s population are non-religious
- 1988 One third of Guatemalan population are evangelical Protestants
- 1989 Canadian government introduces “compromise” abortion legislation which angers both “pro-life” and “pro-choice” supporters
Mexico City, world’s largest, at 18.8 million
14 female University of Montreal students massacred by lone gunman in anti-feminist rampage
- 1990 Athletes disqualified in New Zealand’s Commonwealth Games for illegal substance use

Technological Change

- 1945 Vitamin A synthesized
Atomic bomb developed in U.S.A.
ENIAC computer built in Pennsylvania
First electric blanket introduced
- 1947 200-inch Mount Palomar reflecting telescope completed
Bell Laboratories develop the transistor
Long-playing record introduced
Average life span in United States rises from 49.2 years in 1900 to 67.2
United States Air Force jet crosses continent in 3 hours, 46 minutes
Prepared cake mixes introduced by General Mills
- 1950 Plutonium separated from pitchblende
1.5 million television sets in U.S.A.
Modern contact lens developed
- 1951 First atomic reactor developed in Arco, Idaho
J. Andre Thomas devises lung machine
First commercially manufactured computer, Univac I
- 1952 Contraceptive pill developed
Killer smog kills hundreds in London, England
United Kingdom’s first atomic tests in Montebello Islands, West Australia
- 1953 DNA discovered
Lung cancer connected to cigarette smoking
Low cost plastic aerosol valve mechanism developed
U.S.S.R. explodes hydrogen bomb

- Reflection:** Known chemical elements in 1 A.D. about 9; 1500, 12; 1900, 84; in 1954, 100
Salk vaccine for polio developed
- 1955 Tefal Company of Paris introduces no stick saucepan
Velcro fastener patented
- 1956 Dido Reactor, United Kingdom's first nuclear reactor
First electric can opener introduced
Trans-Atlantic telephone cable laid
- 1957 World's largest suspension bridge opens in Michigan
Sputnik I launched by U.S.S.R.
American science education promoted in wake of Sputnik launch
Quick-freeze plant for trawlers developed in Scotland
- 1958 NASA founded
First filter-tip cigarettes sold in response to health warnings
- 1959 Nautilus, first nuclear-powered submarine launched by United States
U.S.A. launches first nuclear-powered merchant vessel
Integrated circuit developed by Texas Instruments Corporation
- 1960 Anti-rejection vaccines developed
LASER developed
First weather satellite (Tiros I) launched by United States
Aluminum cans first used for soft drinks
Kennedy-Nixon debates: first nationally televised political debate
- 1961 Yuri Gagarin, Soviet cosmonaut, orbits the earth
Mexican and Columbian wheat crossed with Japanese wheat to produce "Mexican Cross Bred Wheat," now used worldwide
- 1962 Thalidomide baby scandal breaks
Telstar satellite launched
150 million telephones worldwide with U.S.A. having half total, India has 1/2 million
Mariner II, Venus probe, launched
Colgate-Palmolive introduces "baggies" plastic sandwich bags
Reflection: United States has 200 nuclear reactors in operation, Britain has 39, U.S.S.R. has 39
- 1963 First artificial heart developed
Alco introduces tab top soft drink can
- 1964 Cybernetics developed
Permanent press fabrics marketed
- 1965 Americans pass anti-pollution laws
Ralph Nader publishes *Unsafe at Any Speed*

- 1966 Liquid detergents introduced, with enzymes that digest dirt
Discovery of a viral link to cancer
- 1967 First heart transplant, South Africa, Dr. Christian Barnard
Suwan 264, a high-yielding rice, is developed in South Korea, helping to make the country self-sufficient
- 1968 The temple of Abu Simbel moved to avoid flooding of the Nile caused by the Aswan Dam
- 1969 Apollo XI lands men on the moon
DDT banned in most western countries
- 1969 Cyclamates linked to cancer
- 1970 Electronic guidance systems developed for “S.M.A.R.T. weapons”
C.A.T. Scan (Computerized Axia/Tomigraphy) developed
- 1971 Microchip invented in U.S.A.
Reflection: In 1961 there were 4, 000 computers worldwide, in 1971 there were 100,000
- 1972 Publication of *Limits to Growth* by the Club of Rome
- 1973 Violet No. 1 food dye banned in U.S.A.
- 1974 United States jet flies New York to London in 1 hour, 55 minutes
Bic introduces the disposable razor in Europe
- 1975 Landfill gases first used as fuel source
First mass-produced personal computer “Altair” sold
- 1976 Discovery that gases from spray cans cause damage to ozone layer
Functional gene synthesized
Canadian advisers assist Tanzania state farms in developing wheat strains that could triple yields
- 1977 Neutron bomb developed
Desktop publishing introduced
- 1978 Complete genetic structure of living organism determined for the first time
First test tube baby born
- 1979 Japanese portable pulp mill opens in Amazonia at cost of one billion dollars
First halogen lamps developed in U.S.A.
- 1980 NTTA (Nippon) of Japan develops the first 256K ram microchip
R.R. Donnelly investigates electronic shopping
Fifty-seven percent of United States homes have air conditioners

- 1981 Acquired Immune Deficiency Syndrome (AIDS) identified
Fashion watch “Swatch” introduced
Five million VCR owners in U.S.A.
Apple Macintosh computer introduced
- 1984 Burmese researchers of Yezin Agricultural Research Centre identify 2000 strains of wild rice
Canadian average life expectancy 78.2 years for females and 70.9 for males
- 1985 Bob Geldoff co-ordinates efforts of musicians before 162,000 fans at Kennedy Stadium in Philadelphia and Wembley Stadium in London; an estimated 1.9 billion people in 150 countries through satellite link-up watch coverage on television
- 1986 Developed world provides \$35 million to spray insecticides against plague of locusts in the Sahel
Belgian biotechnology company develops strain of tobacco that kills insects
United States’ government moves to restrict foreign access to superconductivity research
More than 100 million computers exist worldwide
Fetal tissue transplanted into victims of Parkinson’s Disease in Mexico
Gene that causes “Familial Alzheimer’s Disease” located

Unit 5: Acknowledging Global Interdependence: The Legacy of the 20th Century?

The first four units of this course examine historical events, conditions, and themes that have shaped the 20th century. They have given it features, particularly in its second half, that distinguish it from previous history: superpowers, the third world, the prospect of a global notion of justice, and unique questions of a moral and ethical nature arising out of wide-ranging societal and technological change. This unit considers another such feature: acknowledgment, through action, of the concept of global interdependence. This concept suggests that societies and nations worldwide are bound by mutual needs, and common political, economic, and social concerns. It also suggests that security is directly related not only to sovereignty, but also to a global sharing of resources, opportunities, and responsibilities.

Like imperialism, balance of power, and justice, the concept of interdependence is not a creature of this century. On some scale, it is characteristic of the human experience. Trading patterns in aboriginal North America, the evolution of Timbuktu as a center for African scholarship, the alliances at play during World War I, the far-flung efforts of the World Health Organization—each of these sheds light on the range of circumstances that have drawn people together for mutual benefit. Throughout much of history, however, interdependence has usually been geographically limited and/or subordinated to more pressing political and economic imperatives such as territorial rights, sources of raw materials, and historical precedents.

The post-World War II era is noteworthy, however, because of the number of international institutions, initiatives, and relations that are predicated upon, or reveal, the notion of interdependence. The interdependence itself is noteworthy because it seems to transcend national boundaries and interests: it is global in nature and in scale. The emergence of a global economy, the awareness through mass communications of the living conditions of peoples around the world, and the acknowledgment of the impact of human activity on the global environment—these and other factors may underlie this change in perception.

The concept of global interdependence poses some interesting questions for the student of history. For instance, can it exist without human acknowledgment of it? In other words, is it a reality independent of human will? Understanding the planet's environmental systems and the adverse effects that human activity has had upon them, has prompted many to take this position. Another question is, "Is there evidence in the post-1945 period to support the claim that policies and practices of sovereign states, international organizations, etc., have been influenced, directly or indirectly, to whatever degree, by the acknowledgment of global interdependence?"

Speculation and prediction are not the business of history. Its function is to assemble and weigh evidence that supports or refutes the historical question. The first four units of this course should have provided evidence to allow students, in this unit, to formulate answers to the focus question of this Global History course: "Has humanity emerged into a world whose actions are governed more by interdependence at the global level than by dependence or independence at the national or international level?" Inquiries of this nature may point to one of the serious historical questions of the future, namely, "Was the recognition and acknowledgment of the concept of global interdependence in the post-World War II era the major legacy of the 20th century?"

Overall Goal

To give students the opportunity to explore and assess the nature and role of global interdependence in the second half of the 20th century

Objectives

Students will

- analyse, discuss, and then apply various notions of interdependence to human history throughout the world
- assess the notion that interdependence is in fact shared power
- analyse political, economic, and social events and conditions of the post-World War II era in order to determine if they were driven by principles of dependence, independence, or interdependence
- analyse and discuss the concept of global interdependence
- analyse political, economic, and social events and conditions of the post-World War II era to determine the presence and strength of action that purposely acknowledged the concept of global interdependence
- identify and analyse conditions that may have increased human consciousness of various notions of interdependence in the post-World War II era
- assess their own roles, responsibilities, and commitments in an interdependent world

Key Terms and Concepts

The following list contains key terms and concepts that should arise in the preparation and teaching/learning of this unit. Those under “primary” are thought to be definitive for the concept of (global) interdependence. The “secondary” ones are subordinate to them. Both should be used by teachers and students as organizers for effective historical inquiry.

Primary	Secondary
<p>Dependence: A condition in which power (political, economic, etc.) is determined by reliance upon another, or is maintained, controlled by another, e.g., Fidel Castro’s Cuba, as a client state, became very dependent upon the support of the USSR.</p>	<p>Dependence</p> <ul style="list-style-type: none"> • client state • trusteeship (United Nations)
<p>Independence: A condition in which power (political, economic, etc.) is not determined or controlled by others, or by the authority of others.</p>	<p>Independence</p>
<p>Interdependence: A condition generated by a mutual need because of which there is, or should be, a sharing of resources, opportunities and responsibilities, e.g., the International Law of the Sea demonstrated the need for an interdependent approach to the management of ocean resources.</p>	<p>Interdependence</p> <ul style="list-style-type: none"> • global organizations • international associations and organizations • international laws/conventions • non-governmental organizations • spatial interaction • world forums

Primary	Secondary
<p>Power: Power is the ability to do, to influence. It conjures up perceptions of strength and autonomy. It is often thought to be similar to authority that has a “legislated” sense to it.</p>	<p>Power</p> <ul style="list-style-type: none"> • political power • economic power • social power • power of the individual • collective power • shared power • power of the state • judicial power
<p>Stewardship (Environmental): The notion that, while using it, current populations must care for and protect the natural environment, thus allowing future generations to use and enjoy it.</p>	<p>Stewardship (Environmental)</p> <ul style="list-style-type: none"> • biosphere • biodiversity • closed system • global environment
<p>Sustainability: A condition that allows an operation or situation to be maintained over a long period of time. In recent decades, it has come to mean this with the absence of harmful consequences to itself, others, or the future.</p>	<p>Sustainability</p> <ul style="list-style-type: none"> • sustainable development • sustainable growth

Key Questions

The purpose of these questions is to help teachers sharpen the focus on critical points as they prepare for active historical inquiry within this unit.

- 1) What is interdependence?
- 2) What is implied in the notion of global interdependence?
- 3) What historical evidence supports or refutes the argument that the scale, scope, and definition of interdependence has varied?
- 4) Has there been a growth in interdependence or has the world become more aware of the concept in the second half of the 20th century?
- 5) In the post-World War II era, how have specific historical events/conditions (political, economic, social, environmental, etc.) reflected principles of dependence, independence, and/or interdependence?
- 6) What is the role and nature of power as applied to the principles of dependence, independence, and interdependence?, e.g., Does interdependence presuppose egalitarian relationships? If so, can sovereign states exist in an interdependent world? To what degree is interdependence a product of increased or diminished (political, economic, or social) power?
- 7) What evidence is there to support or refute the idea that increased interdependence is a positive development?

Required Case Studies

The following case studies complement the overall goal and objectives of the unit. A minimum of two case studies must be undertaken, with at least one being from Group A. Teachers are free to use their own case studies and are encouraged to co-develop case studies with their students and colleagues. Care must be taken to ensure that all teaching/learning activities promote active historical inquiry, enable students to consider the concept of power, and, keeping the learnings and questions of the four former units in mind, give students a full opportunity to explore the nature and role of the concept of global interdependence in the latter half of the 20th century.

Group A

- The Role of the United Nations: Canadian Peace Keeping
- Brazil: Changes in the Rainforest
- Automobiles in the Far East

Group B

- The Control of Natural Resources (e.g., The Creation of OPEC)
- Historical Profiles of Threatened Environments (e.g., The Aral Sea)
- Value Systems in Conflict (e.g., The Impact of Terrorism on an International Scale)
- Militarism and Interdependence [e.g., MAD (Mutually Assured Destruction)]
- Food and Interdependence (e.g., The Green Revolution)
- The Impact of Global Communication [e.g., Satellite Technology and The Viet Nam War (The Living room War)]
- International Scientific Co-operation (e.g., Antarctica)
- International Law Enforcement (e.g., Interpol)

Resources

Note: *The following resources are devoted to, or contain strong components about, the theme of this unit. They variously contain information that will help to establish the current state of affairs, to detail the historical period, or to detail the background to the historical period. In an effort to help the process of resource use and acquisition, the following codes indicate the strengths of each title: ST—developed as a student text with emphasis on content and pedagogy; SR—useful for students as a source of information; TR—useful for teachers as a source of information and for classroom approaches; HI—useful because it promotes historical inquiry, uses primary and secondary sources etc.; AL—listed on Authorized Learning Resources.*

Teachers are also encouraged to refer to the Grade 12 Global Geography curriculum guide for resources linked to the concept of global interdependence.

Texts

Aliphath, Susan, et al. *Viewpoints: An Inquiry Approach to World History Since 1945*. Scarborough ON: Prentice-Hall, 1993 (ST, HI, AL)

Baldwin, Doug. *The Rise of the Global Village*. Toronto ON: McGraw-Hill Ryerson, 1988. (ST)

Barber, Nigel. *A New Nation: The American Experience*. Toronto ON: McGraw-Hill Ryerson, 1989. (ST, SR)

- Department of Public Information, United Nations. *Basic Facts about the United Nations*. New York: USA. (SR, TR)
- Beddis, Rex. *The Third World: Development and Interdependence*. Oxford: Oxford University Press, 1989. (ST, SR, TR, HI)
- Bonnor, Chris. *The Global Focus—People and Environment in Change*. Milton, Queensland, Australia: Jacaranda Press, 1989. (SR, TR, HI)
- Brown, Jeffrey L., et al. *A Sustainable Development Curriculum Framework for World History and Cultures*, Union, New Jersey: Global Learning Inc., 1991. (TR)
- Brundtland, Gro Harlem. *Our Common Future: Report of the World Commission on Environment and Development*. New York: United Nations Publication, 1987.
- Burger, Julian. *The Gaia Atlas of First Peoples*. New York and London: Anchor Books, Doubleday, 1990. (SR, TR, HI)
- Cottrell, Philip L., ed. *Events: A Chronicle of the Twentieth Century*. New York: Oxford University Press, 1992. (TR, AL)
- Crews, Kimberly S., and Concellier, Patricia, eds. *Connections: Linking Population and the Environment*, Washington, D.C.: The Population Reference Bureau, Inc., 1991. (SR, TR)
- Davies, Evan. *Aspects of Modern World History*. London: Hodder and Stoughton, 1990. (ST, SR, HI)
- Davis, Dale M. *Contours in the 20th Century*. Toronto ON: Oxford University Press, 1989. (ST, HI)
- Dockrill, Michael. *Atlas of Twentieth Century World History*. Oxford: Ilex Publishers, Harper Perennial, 1991. (Harper Collins, New York), (PR, HI, AL)
- Draper, Graham. *Global Atlas*. Toronto ON: Gage, 1993. (SR, AL)
- Dunlop, Stuart. *Towards Tomorrow: Canada in a Changing World*. Toronto ON: Harcourt, Brace Jovanovich, 1987. (ST, AL)
- Ekins, Paul, et al. *The Gaia Atlas of Green Economics*. NY: Anchor Books (Doubleday), 1992. (TR)
- Fagan, Margaret. *Challenge for Change, 2nd Edition*. Toronto ON: McGraw-Hill Ryerson, 1991. (ST, SR, TR, AL)
- Fagan, Margaret. *Dynamic Canada: The Environment and the Economy*. Toronto ON: McGraw-Hill Ryerson, 1991.
- Global Organizations* (World Issues Series). Winnipeg: Peguis Publishers Limited, 1988. (SR)
- Hall, Ralph, and Scott, Lynn. *Global Issues—Viewpoints in General Studies*. Milton, Queensland, Australia: Jacaranda Press, 1987. (ST, SR, TR, HI)
- Heater, Derek. *Case Studies in 20th Century History*. UK: Longman Inc., 1988. (SR, TR, HI)

- Heater, Derek. *Our World This Century*. Oxford and NY: Oxford University Press, 1987. (ST, HI, AL)
- Human Rights* (World Issues Series). Winnipeg MB: Peguis Publishers Limited, 1988. (SR)
- Kirbyson, R. et al. *Canada in a North American Perspective*. Scarborough: Prentice-Hall, 1989. (ST, AI)
- Lyons, M. V. *Investigating History—The Twentieth Century*. London: Macmillan Education, 1988. (SR, HI)
- Mackerras, Colin, ed. *Asia Since 1945: History Through Documents*. Melbourne, Australia: Longman Cheshire, 1992. (SR, TR, HI)
- Mitchner, E. Alyn and Tuffs, R. Joanne. *Global Forces of the Twentieth Century*. Edmonton AB: Reidmore Books Inc., 1991. (ST, HI)
- Mitchner, E. Alyn, and Tuffs, R. Joanne. *One World*. Edmonton AB: Reidmore Books, 1989. (ST, SR)
- Myewrs, Norman. *The GALA Atlas of Future Worlds*. New York, London, and Toronto: Doubleday (Anchor Books), 1990. (TR)
- Domestic Communications Division, Department of External Affairs. *NATO Review*. Ottawa: ON. (TR, SR)
- Nicholls, C.S. ed. *Power: A Political History of the Twentieth Century*. Oxford and NY: Oxford University Press, 1990. (TR)
- Pollard, Sidney, ed. *Wealth and Poverty: An Economic History of the Twentieth Century*. Oxford and NY: Oxford University Press, 1990. (TR)
- Rohr, Janelle, ed. *Problems of Africa* (Opposing Viewpoints Series). St. Paul: Greenhaven Press, 1986. (SR, TR, HI)
- Sanford, Quentin. *The Global Challenge*. Toronto ON: Oxford University Press, 1990. (ST, SR)
- Scott-Bauman, Michael, and Platt, David. *Our Changing World: Modern World History from 1919*. London: Hodder and Stoughton, 1989. (SR, TR, HI)
- Scully, Angus L. et al. *Canada To-day, 2nd Edition*. Scarborough ON: Prentice-Hall, 1988. (ST, AL)
- Sevard, Ruth L. *World Military and Social Expenditures*. Washington, D.C.: World Priorities. (TR)
- Canadian International Development Agency (CIDA). *Mini-Dictionary of International Development*. Ottawa ON: CIDA Youth Editions.
- PC Globe 5.0. (SR, TR, AL)
- Tooke, Moyra. *The Future of the Nation State: Defining Sovereignty in an Interdependent World* (Trends to The 21st Century). Ottawa ON: The Teachers' Press, 1992.
- Tooke, Moyra. EDIT FILE #1. *The Vanishing Forests, Second Edition*, (The Common Heritage Series). Ottawa ON: The Teachers' Press, 1990.

Other pertinent EDIT Files:

- #4 *The World's Resources*
- #5 *The New Migrations of Peoples (Second Edition)*
- #6 *Today's Pollution Dilemma*
- #8 *Energy and Development*
- #9 *Wilderness and Wildlife*
- #10 *Environment First: Sustainable Development*
- #11 *Biotechnology: The Search for Wisdom*
- #12 *The Future of Work*
- #13 *International Relations*
- #16 *The Question of Climate Change*
- #18 *Earth Summit: (including Agenda 21)*
- #19 *Earth Summit in Review*
- #20 *Cities: The Urbanization of the Global Community*

Tomorrow's World, Canadian Red Cross Society

Magazines

Canada and the World, e.g., April 1992, "The Globalization of Trade"

National Geographic

New Internationalist

The Green Teacher

Scientific American

Under the Same Sun, and other CIDA educational magazines

Audio-Visual

Many of the titles listed for units 1–4 are applicable to this unit as well. The catalogues developed by the Global Education Project (NSTU) and St. Mary's International Education Centre list many more titles that focus upon or refer to interdependence in its various manifestations.

International Development Photo Library, Communications Branch, CIDA, 200 Promenade du Portage, Hull, Québec, K1A 0G4.

A Chronology of Significant Events—Acknowledging Global Interdependence: The Legacy of the 20th Century?

This selective chronology is designed to assist teachers in understanding the historical scope of the theme of the unit, and to assist them in determining the case studies they might use to achieve the unit goal and objectives. However, the list is not all-inclusive, it is not intended to be memorized by students, and teachers are not expected to deal with every individual event cited in it.

- 1945 Formation of the United Nations
- 1946 U.N. Food and Agricultural Commission meets in Copenhagen
- 1947 International Children’s Emergency Fund feeds 3.5 million European children
- 1948 General Agreement on Tariffs and Trade (GATT)
- 1949 51 nations attend the 32nd conference of the International Labour Organization (ILO) in Geneva
- 1950 World Meteorological Organization formed
- 1951 Canadian, Adelaide Sinclair, elected head of International Children’s Emergency Fund
- 1952 International Civil Aviation Organization adopts new word alphabet for air-ground communication
- 1953 International Court of Justice rules on war indemnities
- 1954 The play *Teahouse of the August Moon* opens in New York
South East Asia Treaty Organization (SEATO) formed
- 1955 American folk opera, *Porgy and Bess*, plays in Moscow
- 1956 World population estimated at 2.6 billion
- 1957 Treaty of Rome
- 1958 Geneva Convention on Fisheries and Conservation of High Seas Resources signed, to go into effect in 1966
- 1959 Atlantic Treaty signed by 14 nations at Washington, D.C.
- 1960 The Economic Commission for Latin America (ECLA) recommends free trade zone for the 20 republics
- 1961 Canada builds \$70 million hydro-electric dam in Pakistan
- 1962 *Silent Spring* by Rachel Carson draws attention to dangers of pesticides
- 1963 World’s population 3.1 billion

- 1964 “Brain drain” from Britain as scientists migrate to U.S.A., Canada, and Australia
- 1965 Shah of Iran hosts International Conference on Illiteracy
- 1966 Worldwide Jewish Congress in Brussels promotes Jewish-Christian understanding
- 1967 Sweden changes to right side driving
Association of South East Asian Nations (ASEAN) formed
- 1968 First European Congress on the Influence of Air Pollution on plants
Marshall McLuhan publishes *War and Peace in the Global Village*
- 1969 39 nations meet in Rome to confer on pollution of the seas
World population 3.5 billion
- 1970 Congress of African Peoples held in Atlanta, Georgia
- 1971 U.S. and Australia table tennis teams tour P.R.C.
British-Argentina Agreement concerning Falkland Islands
Consultative Group on International Agricultural Research (CGIAR) formed
- 1972 Mayors of world’s five largest cities meet in Tokyo
Yamaha opens manufacturing plant in Brazil
U.S.S.R. signs contract with Pepsico Inc.
Club of Rome publishes *Limits to Growth*
- 1973 Cuba-United States memorandum of understanding on the hijacking of aircraft and vessels
Western industrial countries adopt gasoline rationing in response to OPEC oil embargo
- 1974 English most pervasive of world’s 2,764 languages
Approximately 20 million people speak English in India
Apollo-Soyuz link up in space
- 1975 UNESCO council on the “Biosphere and Man” begins its work in Paris
- 1976 32 African nations boycott Olympics because of inclusion of New Zealand
- 1977 U.N. Conference on desertification attended by 74 countries
- 1978 Super tanker “Amoco Cadiz” goes aground, pollutes 200 km stretch of the English Channel
- 1979 British rock singer Elton John tours U.S.S.R.
Barbara Ward publishes *Progress for a Small Planet*
- 1980 The 32nd annual meeting of the 24 member countries of the International Whaling Commission
reduces quotas for whale hunting; moratorium debated but defeated
- 1981 World recession causes international crisis regarding the debts of developing countries

- 1982 IMF approves \$1.5 billion line of credit to South African government
U.N. Convention on the Law of the Sea signed
- 1983 Parisian cultural summit of artists from around the world condemns American “cultural imperialism”
- 1984 U.N. population conference of 149 nations held in Mexico City
- 1985 Worldwatch Institute’s 2nd Annual Report estimates 140 million Africans are fed with grain from abroad
- 1986 The P.R.C. dominates the “Asian Games” held in Seoul, South Korea
Nuclear plant at Chernobyl in the Ukraine burns, spreading radioactive pollutants across northern Europe
Volkswagen opens plant in P.R.C.
International music stars contribute time and talent to assist drought victims in the Sahel
- 1987 Wimpy International, British fast food chain, to open 20 outlets in Bulgaria
- 1988 U.S.A. and U.S.S.R. sign accord for cooperation in scientific studies of AIDS, nuclear safety, and ozone depletion
- 1989 Estimated that more than 10,000 U.S. firms have manufacturing subsidiaries overseas, up from 3600 in 1967, 1900 in 1959, and 1000 in 1950

Suggestions for Implementation: Teaching/Learning Activities

Classroom practice in Global History should provide a balance between teacher-centred and learner-centred instruction. It must also reflect the nature of historical study, common essential learnings, and principles of learning.

History in The Classroom

This topic has already been dealt with at length in a previous section, The Nature of History and Historical Studies, p. 5. In summary, the range of teaching/learning activities must support the continued development of student proficiency in the skills of historical inquiry, namely

- asking historical questions
- identifying primary and secondary sources in and from a range of formats
- formulating hypotheses
- analysing, interpreting, and evaluating a wide range of historical evidence
- stating theses
- presenting historical conclusions using a variety of media and methods

Common Essential Learnings

Global History contributes to learnings that are widely accepted as being common to all subject areas. They are also considered to be essential because they will support students as they work towards becoming capable, self-motivated, lifelong learners.

The following is a brief description of these learnings. The list is not intended to be comprehensive, but is to be used as one reference point for preparing teaching/learning activities.

Communication

To develop effective language skills and processes and the ability to communicate clearly, competently, and confidently for a variety of purposes and through a variety of means and media. **Activity example:** research paper, oral presentation, debate.

Mathematical Literacy

To understand, appreciate, and utilize mathematical patterns, relationships, and concepts. **Activity example:** statistical analysis, constructing graphs.

Critical and Creative Thinking

To develop reflective and imaginative thinking. **Activity example:** the issues approach, model parliaments, mock trials.

Technological Literacy

To use technology to solve problems and to encourage individuals to make connections among technology, society and the environment. **Activity example:** PC Globe, video production, technology case studies.

Problem Solving

To identify problems and effectively apply problem-solving strategies to a wide variety of situations. **Activity example:** issues approach, crisis analysis.

Personal and Social Skills

To develop positive self-esteem and respect for others, the ability to use and apply ethical reasoning and accept responsibility for one's actions, and the ability to work collaboratively. **Activity example:** jigsaw grouping method, interviews, model United Nations assemblies.

Independent Learning

To enable students to reflect on their learning, make responsible decisions associated with their own learning, become proficient in finding, evaluating, and using information effectively and become independent, lifelong learners.

Learner-Centred Instruction

There are many definitions and interpretations for the term “learner-centred.” Common to most are two points: a) the student is given a wide range of opportunities to use their talents, abilities, and interests in order to learn; and b) much of what the teacher does is governed by the individual needs of the learners. At the heart of learner-centred instruction is the notion of striking a balance: on the one hand teachers teach students, and on the other they allow students to learn independently when knowledge, skills, and attitudes allow. This balance is very similar to the one suggested in comparing “product-oriented” and “process-oriented” classrooms.

The following table highlights some of the points featured in the above comparisons.

Learner-Centred
1. The teacher acts as a facilitator, creating an atmosphere and situations wherein students share the responsibility for their learning experiences.
2. Students are given opportunities to develop as resourceful, decisive, self-sufficient persons, and are enabled to make use of other resources, human and material, when they recognize the need to do so.
3. Lesson and unit plans, and classroom practices, have flexible time frames; the teacher anticipates the need to respond to individual and group needs.
4. The teacher anticipates that the objectives of a lesson or unit may need adjustment as a result of student input and student evaluation.

Learner-Centred
5. Students are given learning situations where both independent and co-operative, individual and group learning strategies are developed.
6. The teaching focus encompasses the acquisition of knowledge, the development of skills, the examination of values, and the development of positive attitudes. The teacher also helps the student to work through a process in which knowledge (learning) is actively manipulated and restructured to reach insight.
7. The teacher imparts knowledge and helps students to learn and use processes and skills to acquire knowledge independently and collaboratively.
8. The teacher is concerned with what the student has learned, with understanding how the student learned, and with helping the student to understand the process of learning how their learning took place.
9. There is a flexible balance between formative and summative student evaluation; mistakes are seen as stepping stones in continuous learning.
10. Student evaluation tools are numerous and varied, assessing the progress of students on a number of fronts (e.g., facts, skills, etc.) and as individual and collaborative learners. In so doing, the teacher evaluates the processes and the products of learning.

Principles of Learning

The results of classroom practices and educational research indicate clearly that there are conditions under which students learn better. These conditions are often referred to as “Principles of Learning.” The following pages list some of the conditions and suggest how they might be reflected in the Global History classroom.

Students learn better when

- **Learning is Meaningful and Purposeful**

For example, Global History requires students to prepare answers to two focus questions. Making this goal clear to all students at the outset of the course, making them responsible for their own focus question files, and referring to the questions and students’ progress in answering them during the year or semester, all help to make their work and their learning meaningful and purposeful.

- **Learning is Active and Experiential**

For example, Global History will expose students to a wide variety of political, economic, and social conditions. Interviewing immigrants to Nova Scotia, especially ones who were seeking refuge such as those who fled the dangers of the Hungarian Revolt in 1956, is an active and experiential method for students to use in their attempts to understand, for instance, the concept of universal human rights.

- **Learning is Experimental and Involves Risk-Taking**

For example, individuals played critical roles in the history of the post-World War II era. Some, like Nikita Khrushchev and Golda Meir were national leaders. Others such as Loretta and Martin Luther King, Jr. and Ethel and Julius Rosenberg were key figures in a particular series of events. Role-playing the parts these people played is a very powerful learning tool and for many high school students presents considerable risk (self-image, self-esteem) and experimentation (lack of experience). In both cases, properly and sensitively used, this method can build confidence, increase positive attitudes, open doors to other opportunities, and contribute to a student's historical knowledge, understanding, and appreciation.

- **Learning is Social and Collaborative**

For example, the United Nations General Assembly, various UN commissions such as the Law of The Sea, summit talks; these gatherings of leaders are easily simulated. To do so properly, however, requires much time, planning, co-operation, and collaboration. Students working together in the preparation of position papers, for instance, benefit from talking, researching, thinking, writing, and evaluating together as members of a team.

- **Learning is Facilitated by The Use of Language**

For example, the inquiry process that is history is impossible without the use of language. Research, exploring sides to an issue, constructing a time line, writing scripts, poems, songs, and character sketches—language, both oral and written, is essential to these processes and the products they generate.

This critical view of language as a learning tool is expanded at the end of this list of principles of learning.

- **Learning is Based on Prior Knowledge and Experience**

For example, Global History is an important vehicle for anti-racist, anti-sexist, and multicultural education. As students confront historical racist attitudes towards, for example, indigenous peoples in Australia, and historical behaviours that reveal attitudes towards particular groups such as Japanese-Canadians during World War II, they should be given the opportunity to use their own experiences and prior knowledge to facilitate further growth in understanding. Personal backgrounds may include formal education, reading habits, family culture, personal experiences, all of which can enrich a student's growth in understanding a wide range of historical concepts including prejudice, oppression, security, self-determination, and power.

- **Learning is Integrated**

For example, being able to incorporate or relate the learnings in one area of study with those from another is helpful, efficient, encouraging, and constructive. The Global History teacher can take full advantage of this strategy by, for example, using the works of authors cited in the select chronologies. They can ask the science teacher to help with the case studies on nuclear and medical science. The strategy of integration includes content items such as those just mentioned, skills such as those developed through the high school drama program, and values and attitudes that are examined in language arts, family studies, science, and so on.

- **Learning Is Enhanced by Good Models**

For example, the term “model” is interpreted here in two ways. On the one hand there are models for procedure. Models can also refer to role models, examples of preferred behaviour. Global History requires year-long planning on the part of teachers and students. The more a teacher exhibits the skills and positive

attitudes required for such planning and organization, the greater is the opportunity for students to adopt similar working habits.

- **Learning is Supported by Ongoing, Positive, and Constructive Feedback**

For example, Global History relies on case studies and will benefit from this approach if students are given the opportunity consistently to develop individual, independent, and group learning skills in the development of their own case studies. Ongoing, positive, and constructive feedback at the beginning of the year will facilitate the expanded use of this approach later on and will benefit the students by allowing for greater depth and breadth in, for example, case study research, seminars, and oral presentations.

- **Learning is Lifelong**

For example, the political, economic, and social perspectives with which global history students will work are part of their past, present, and future. Developing an understanding of these perspectives and how they overlap and integrate into the historical narrative will provide students with valuable vantage points from which to examine and assess the private, public, and global circumstances in which they will find themselves in the years ahead.

- **Learning Through Language**

Language is a tool. Social studies shares the responsibility to familiarize students with that tool, its nature and uses, and the products it can help us to create.

Each of the teaching/learning activities that follow relies heavily on language, in both its oral and written form. Speaking and listening, reading and writing, creative and critical thinking in a variety of combinations are the language processes that underlie these activities.

Speaking and listening allows us to pursue specific purposes. This will be obvious, for example, in the notes on seminars, debates, and role-playing that follow. Each is a natural vehicle for the continuing development of speaking and listening skills.

Selected Teaching/Learning Activities

The selection that follows reflects the nature of historical study and the other constructs detailed above. They also utilize the knowledge and skills that a wide range of students bring to grade 12. Most also take advantage of student maturity and put the learner in charge of activity.

This list is not intended to be “the final word.” It is simply offered as an illustration of the breadth of purpose and opportunity that Global History offers to the student and teacher alike.

- | | | |
|---|------------------------------|----------------------------------|
| 1. Document Analysis | 8. Oral Reports | 12. Video Analysis |
| 2. Case Study | 9. Crisis Analysis | 13. Field Trips |
| 3. Debate | 10. Vignettes | 14. Brainstorming |
| 4. Seminar | 11. Map/Statistical Analysis | 15. Group Work |
| 5. Role-Play | | 16. Individual/Independent Study |
| 6. Model UN Assembly, Parliament, Council | | 17. Technology-Assisted Learning |
| 7. Interviews/Guest Speakers | | |

1. Document Analysis

Students of Global History should not be strangers to document (evidence) analysis. The maps and sketches of Champlain (grade 7), the lines and lyrics of Rita Joe and Rita MacNeil (grade 9), the ancient Babylonian law code of Hammurabi (Grade 10): all are necessary resources for historical inquiry in their subject area.

Documents are windows into the past and into the hearts and minds of those who produced them. Some are called primary (first-hand). They came directly from events and people we study: a diary, a letter, a map, a speech, an act of parliament. The list is long and in the late 20th century continues to expand as electronics give us more tools to record our thoughts and describe our actions.

Other documents are termed secondary (once or more removed). These have somehow been digested, filtered, altered. They include the second-hand account, the newspaper or magazine article, the radio or television documentary, the letter that describes what someone else told a grandfather. In total, primary and secondary documents, coupled with the memory of those still alive, constitute the raw materials of history.

Governed by the inquiry at hand, the student must process the raw material. This is often called the interpretive process and it is guided by a number of questions that seem to fall into two categories. One is a set of queries that is applied to all historical sources:

For example, is the document:

- genuine?
- complete?
- in or out of context?
- primary or secondary?
- representative of the topic under study?

For a specific document students should ask, for example:

- Who authored or produced this evidence?
- What is the current source for this evidence?
- What was the purpose of this evidence?
- What is the central idea?
- What is meant by specific words and phrases?
- Is there a tone to the document?

2. Case Study

Case studies are a major feature of this Global History course. Using them on a unit by unit basis is an overall strategy for teaching/learning that should involve a number of activities and resources, some of which are described elsewhere in this list.

In using case studies that are already prepared, and in developing new ones, teachers and students should ask the following questions:

- a) Does the case study have these characteristics?
 - It is a relevant example.
 - It is a discreet occurrence.
 - It is part of a whole.
 - It is a focussed inquiry.

- b) Is a variety of resources available and accessible for the case study?

For example

- primary and secondary documents
- biographies
- interpretive essays
- journalistic narratives
- research data
- vignettes, short stories

- c) Which goals and objectives does the case study support?

For example, students will be able to

- engage in historical inquiry
- analyse perspective
- identify relationships
- make generalizations
- deal with “no one correct answer”
- make decisions

- d) In relationship to a specific theme or unit does the case study
 - support curriculum objectives?
 - serve as a basis for understanding?
 - present pertinent facts and sufficient data?
 - represent a particular perspective?

- e) In terms of classroom practice, will the case study, for example,
 - stimulate and facilitate discussion?
 - stimulate and facilitate process?
 - allow for a range of teaching/learning activities?
 - allow for a range of historical and other instructional resources?
 - allow the teacher to be a facilitator?

- f) Does the case study allow for variety in student evaluation?

For example

- student participation
- student presentation
- testing

3. Debate

The formal debate, as opposed to impromptu, is a method of dealing systematically with historical questions the answers to which offer divergent viewpoints. This will no doubt be the case at the end of the year when students finalize their answers to the focus question of the course, “Has humanity emerged into a world whose actions are governed more by interdependence at the global level than by dependence or independence at the national or international level?”

Each unit in Global History can produce historical questions that encourage debate. Unit 4, for example, should generate the obvious one, “Has technology of the post-World War II era been an agent for global improvement in standards of living and quality of life?” Unit 2 might suggest another: “Resolved that history shows the role of transnational corporations in the development of third world countries to have been a positive influence as opposed to a negative one.” Unit 3 might produce another: “In light of the historical record, is the slogan “Live Free or Die” an abusive simplification of the pursuit of justice?”

Formal debating has a number of advantages as a learning tool. In general terms it is ideally suited to cooperative and collaborative learning. It is also one of the better methods for developing oral presentation skills. With regard to the discipline of history it has a particularly strong role to play because it relies so heavily upon three things: thorough focussed research, substantiating arguments by providing supportive evidence, and reasoning.

Two student/teacher resources for various forms of debating are available from The Nova Scotia Debating Society, 56 Lorne Avenue, Dartmouth, Nova Scotia, B2Y 3E7 (Tel: 902-463-4168). One is *Debate: A Guide for Canadian Students*, and the other is *Add Students and Stir: Debate Cookbook*.

4. Seminar

Like the debate and role-play, the seminar is another method for presenting the results and conclusions of research:

a group of advanced students studying under a (teacher) with each doing original research and exchanging results through reports and discussions
— *Webster’s Seventh New Collegiate Dictionary*

The case study approach used in Global History is an ideal context for the use of the seminar method. In essence the seminar fulfills three roles. 1) It requires individual students to present the results of focussed historical research, for example North South: The Origins and Consequences of Economic Disparity, the case study on The Somoza Family in Nicaragua. 2) It requires all students in the seminar group to be knowledgeable about the context of each report, for example Unit 2: North–South: Origins and Consequences of Economic Disparity, case study focussing on the Distribution of Wealth in Developing Countries. 3) It binds students together in the exercise of completing a larger picture from the assembled parts.

A central component of the seminar is the discussion. In most cases the discussion is two-fold. On the one hand is the “examination,” the questioning that the presenters undergo to clarify their presentation and substantiate their arguments and conclusions. Then there is the consolidation and expansion where the one presentation is placed into the larger picture and then the new larger picture is examined as student’s strive for understanding.

Although the Webster definition identifies the seminar with advanced students, the method is by no means limited to them. Concrete discrete occurrences such as the building of the Aswan dam or the Freedom March with Martin Luther King Jr., can, with teacher guidance, be broken into manageable parts the total of which can produce positive results for a range of abilities.

Whatever the ability level of the student, the seminar method is a powerful tool for governing the research task and for honing the social, participation, listening, observing, reasoning, and critical thinking skills of the participants.

5. Role-Play

All the world’s a stage
and all the men and women merely players.
They have their exits and their entrances
and one man in his time plays many parts.
— *As You Like It*, Act 2, Scene 7

Whatever motives are behind the use of this activity, the underlying reality is that the roles played are only as strong, meaningful, and useful as the research and planning that went into them.

Role-playing is basically a method of presenting the results and conclusions of research. The play can recreate an actual event, a thoroughly fictitious event substantiated by “fact,” or it can be somewhere on the continuum that separates the two extremes. The presentation itself can, for example, be an interview, panel discussion, playlet, model session of a council or congress, news conference, staff meeting, heated debate.

For example:

An actual event: (Unit 1, Cold War confrontation) On May 5, 1960, prior to a scheduled May 12 summit conference in Paris, the USSR announced that one of its missiles had brought down an American U2 spy plane and that its pilot, Francis Gary Powers, had been taken prisoner. The play would be an interview of Powers after his release in 1962. The purpose of the play would be to inform the class of the incident itself, the background to it, and the consequences of it in the context of the Cold War. The exercise would involve two students and the assignment would be done collaboratively.

A fictitious event based on facts: (Unit 3, seeking justice through rebellion and terrorism) In 1952 white-dominated Kenya experienced its first Mau Mau uprising. Mau Mau is loosely translated as “hidden ones,” a name derived from the secret meetings that the Black rebels held in the forests to plan attacks against whites and Black collaborators. The play would involve two conversations. One would be among four Blacks, including perhaps rebel leader Jomo Kenyatta, as they discussed short- and long-term plans for winning their rightful place in the government of their homeland. The other conversation would be among four whites whose people had come to Kenya from England. A close relative of theirs had just been killed and mutilated in a nighttime Mau Mau raid. Fear, anger, and cultural perspective were fuelling a passionate discussion. The assignment would once again be a collaborative exercise, its purpose being to inform the rest of the class about the historical origins of an independence movement in Africa, the methods used to pursue justice by the two

sides, the role of white European and Black African perspectives in that movement and in the historical writings that tell of it.

A fact/fiction mix: (Unit 4, feminism as societal change in the United States) In 1971 a US court ruled that job advertisements could no longer specify gender. In this play there would be four scenes: an historian/narrator in his studio, a judge in her chambers, a committee meeting of a feminist organization, and a backyard barbecue with three couples and two single parents. The purpose would be to trace the history of the feminist movement in the United States, to become familiar with the court decision and the reasoning behind it, to examine the nature of feminist thinking (perspective) and to appreciate the role of cultural norms in a changing society. The play would integrate the three scenes by melding them into a half hour to an hour television broadcast moderated by the historian.

Though not always the case, role-playing requires substantial co-operation and collaboration. It also requires time to conduct research that itself requires a focussed historical question. Role-play that is in response to a spontaneous “Now you play ...” and “You be the ...” can have some good but limited effects. Role-play in the context of the Global History classroom, however, where the use of the historical method is a requirement, cannot derive full benefit from spontaneity. A good role-play is the product of considerable work in that preparation and execution are valid targets for student evaluation.

- Whether it focusses upon an individual, an informal group, a formal group or organization, the role-playing exercise is best chosen using questions not unlike those asked when determining the choice and value of a case study. For example:
- Is the individual a legitimate “representative” of the topic, e.g., Jomo Kenyata as a representative of the Mau Mau rebel organization in Kenya?
- Is the individual a legitimate “representative” of a larger theme, e.g., Can Jomo Kenyata represent the struggle for Black equality and national independence in Africa?
- Is there sufficient documentary evidence to support an historical study of the individual, e.g., primary documents—the speeches of Jomo Kenyata in his pursuit of justice on behalf of the Black people of Kenya.
- Can this role-play be used as part of a course plan to develop more fully students’ understanding of the role of individuals in the post-World War II era?

6. Model U.N. Assemblies/Parliaments

Basically, model assemblies, parliaments, and councils are large scale settings for role-playing and debating. “Large scale” refers to a number of things including the months of preparation, the dozens of students that can be involved, the actual members debating the issues, the physical setting for the event, and the several days needed to stage it. As with role-playing and debating, the success of the large scale event will be in direct proportion to the intellectual and physical efforts put into its preparation and production.

Various materials to aid teachers in the establishment of student model United Nations activities are available through the United Nations Association in Canada and its branches. In particular, teachers would find the *UNAC Catalogue* and the publication *Sourcebook of Model United Nations Activities* of value. Contact:

The Information Officer of the UNAC
808-63 Sparks Street
Ottawa, Ontario K1P 5A6
Tel: (613) 232-5751
Fax: (613) 563-2455

Information on model parliaments can be obtained from

The Nova Scotia Debating Society
56 Lorne Avenue
Dartmouth, Nova Scotia B2Y 3E7
Fax: (902) 463-4168

There are a number of themes and purposes in Global History that would be especially well-served by simulation of this scale. The pursuit of international human rights (1948: Universal Declaration of Human Rights by the United Nations) and the global pursuit of resource management (e.g., Law of the Sea) are two examples. Served particularly well by this method is the issue of perspective, something that is core to every debate at the United Nations, the Kremlin, the International Court of Justice, and so on.

7. Interviews/Guest Speakers

In Nova Scotia, the university community (for example Saint Mary's International Education Centre, Saint Francis Xavier's Coady Institute, and the University College of Cape Breton's Centre for International Studies), the three levels of government, non-governmental agencies, and our long history of immigration have created human resources of which interview and guest speaker methods can make very profitable use.

The interview is a legitimate tool for historical research. As such, a significant amount of preparation is required. On the one hand, the interviewer must have researched the topic thoroughly enough to allow the second step, the formulation of the questions, to be meaningful, efficient, and effective. The third step, the actual interview, should be conducted at such a time and place as to give the interviewee the optimum conditions for response. This is particularly true if the carefully prepared questions are given to the person(s) ahead of time. The fourth step is to "fit" the responses into the research project, both as they were given and as research material handled and interpreted by the student. The same standards apply to the use of guest speakers. Carefully selected, armed with a clear idea of the topic (and perspective) the class has been dealing with, and equipped with questions that either the talk or subsequent question period should zero in on: these steps will ensure a meaningful and effective visit.

As with the case study and role-playing activities there are questions that should be asked when choosing a person or persons to be a guest speaker or interviewee. For example,

- Is the person a source for legitimate information?
- From what perspective will this person be speaking, feeling, and thinking?
- What were the experiences or sources of information that have made this person knowledgeable about this topic? Were they first-hand? Long ago? Traumatic?
- Will the person be able to answer the questions in a manner that will make the response intelligible, understandable, and useful?

In using people as sources of information, students must be sensitive to the need to ask questions that do not in any way discomfort the volunteer. Refugees from political persecution or famine, former prisoners of war, victims of tragedy, all represent situations that can be found within the content of Global History. All have stories to tell that can enrich historical topics. Taking advantage of their experiences and expertise must be done in a way that protects their dignity and respects the background that has brought them to Canada.

8. Oral Reports

Active participation in the democratic process will usually require public speaking, either spontaneous or prepared. Delivering an oral report, debating, conducting a seminar, role-playing: all of these activities help students to develop their oral communication skills.

Simply, an oral report is the spoken version of the written research report. They are quite similar to seminars in that students are scheduled to appear before their peers, to deliver the results of their labours orally, to be prepared to answer questions about their research. A subtle but significant difference lies in the fact that the element of collaboration is usually not as strong: the podium is more the focus than the round table.

Oral presentations may also be used by the teacher to enhance the use of support materials. Students can be required to manufacture overhead transparencies or slides either to illustrate the story or to make certain primary evidence, such as a photograph, accessible to the entire class during the presentation. Use of such visual resources opens up opportunities for interactive moments during the session.

Oral reports may also be more accommodating to spontaneous anecdotal and other additional remarks. Whereas seminars are usually not public events, oral reports can be delivered in front of other classes, and at school open houses. Likewise, while only one person will most likely read the written report, listening audiences can be much, much larger, and, naturally, very immediate in their reaction. It should be a requirement of all oral presentations that a formal written version be submitted as well.

9. Crisis Analysis

The Berlin Crisis, the Suez Crisis, the Cuban Missile Crisis, the Debt Crisis, Crisis in the Sahel: crisis is a term that finds its way into the language of human affairs, but apparently only when certain conditions are present. One seems to be the idea of danger, this being particularly so in the political realm. Another is the sense of tension, of a breaking point, that, one way or another, for better or worse, someone or something “has got to give.” There is also the sense of scale, that this particular condition or event rises above others because of the nature of the consequences that could lie ahead.

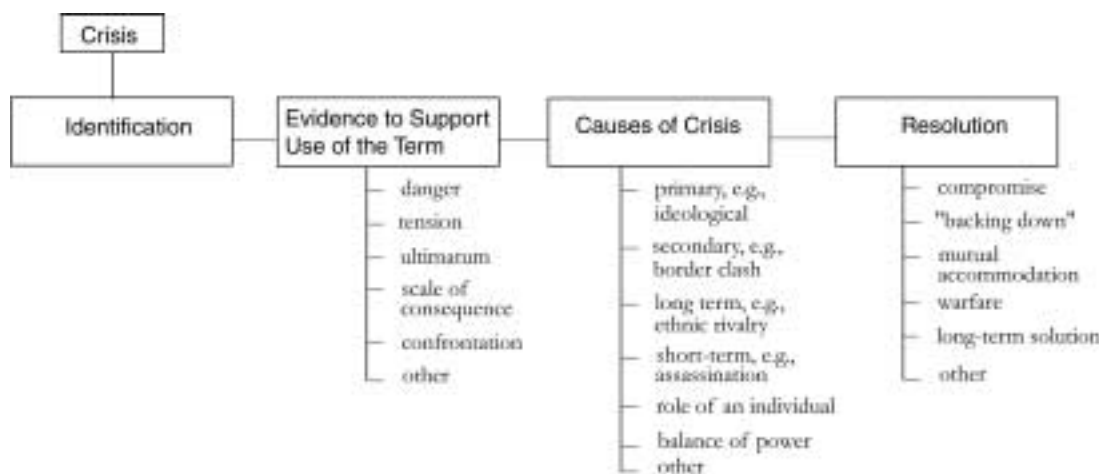
Cause and effect are at the root of crises and of course are fundamental to the study of history. Use of the word crisis is also rooted in perception: for whatever reason, it is perceived that what occurred was out of the ordinary. These two features—cause and effect, and perception—make the crisis a useful subject for focussed historical inquiry.

There is a number of questions that could give order to the inquiry. If the purpose was to have students gain an appreciation for the term and its usage, then the question might be “What was common to the Cold War events in Berlin, the Suez and Cuba that resulted in them being categorized as crises?”

If the purpose is to examine the anatomy of a crisis then the question might be, “How did individuals, decisions, circumstances (foreseen and unforeseen) create a set of conditions that was best characterized as being a crisis?”

If the purpose is to have students exercise judgment in determining the levels of cause/effect relationships, then the question might be “Was there a specific action, turn of events or combination of circumstances, etc., which stood out among others as having been the primary generators of this critical situation? Could the same type of factors be present in another set of circumstances that did not lead to a crisis, and why might that have been?”

A series of questions should be developed to deal methodically with a crisis analysis. The following schema suggests what those questions might be and how together they would contribute to a cohesive inquiry.



10. Vignettes

Vignettes are short descriptions or character sketches. Although they often apply to people, vignettes can be used to describe places, events, situations, and may deal with the past, present, or future.

The real strength of the vignette is that writers are forced to deliver their images well in a restricted amount of time. This should encourage students to be very critical and creative in their writing process and should highlight the need for accuracy and completeness in their research process.

Vignettes in tandem can be a very effective classroom method. Half a dozen rapid-fire presentations can bring a time line to life, flesh out the related components of a theme, or beautifully illustrate conflicting points of view. Depending upon the topics and the methods of presentation, there are obviously many opportunities to marry the vignette with other methods such as role-playing.

11. Map and Statistics Analysis

History is concerned with change over short and long periods of time. Words that reflect this are progress, trend, decrease, escalation, spreading, and so on. In series, maps, numbers, and graphs are used to reveal change. That change can then be interpreted and evaluated as, for example, a regression (the Great Depression), an accelerated increase (world population growth), or a pattern (voting pattern).

By grade 12, students should be very much aware of the use of these resources for historical study. For example, a series of 13 coloured maps in *Canada and the World: An Atlas Resource*, shows the political evolution of Canada between 1866 and 1984.

Elections Canada has used numbers in table form to show representation in the House of Commons for almost the same period, 1867–1987. Both can be analysed for details on the political history of both the provinces and the territories and the nation as a whole.

12. Video Analysis

Like books, reports, and magazine articles, video resources are produced to tell us something from a particular point of view. As research material, they often lose their purpose and potential when students simply view them, as opposed to study them. The former can work, but only when preceding events in the classroom have prepared the way. A study, of course, will take more time but with video technology becoming commonplace in the home, it behoves the teacher to help students gain the skills to examine these pervasive “audio-visual documents.” Video resources have been evaluated and identified for Global History. With sufficient planning and cooperation with the library, a school can build up its video holdings. With these resources, teachers can assign research tasks in exactly the same way that they do with the printed word, specifying analysis or interpretation or evaluation, etc., as being particularly important.

13. Field Trips

There is a number of community resources that can be used to explore concepts and topics in Global History. Unit 3 (Justice) could benefit from a visit to a court of law, particularly if a case is being heard or a judge can be interviewed. Unit 4 (Societal Change) could for example include a visit to the Black Cultural Centre and the Public Archives of Nova Scotia where historical documents, illustrated time lines and other display items reveal the history of a people. Unit 5 (Interdependence) can be enriched by a visit to a port facility or local industry that has international trade contacts.

In many instances teachers must make it abundantly clear how a visit to a contemporary facility may contribute to historical study and understanding. That said, well-planned excursions to such sites can help students build cases for or against the concept of an interdependent world, the pursuit of justice, technological change, and so on.

As with the use of material and human resources, visits to site resources are only as useful as the preparation that goes into them. If students arrive with no background and little in the way of expectations and responsibilities, then the value of the outing is in jeopardy. Tasks such as photographing, note-taking, interviewing, resource collection (pamphlets), and audiotaping not only give focus and purpose to the visit, they also point to back-in-class processes that will ensure the profitability of the field trip.

14. Brainstorming

Brainstorming is an organizing process that has important applications for historical study. In Global History there are unit themes, primary and secondary concepts whose meanings must be examined at the outset of a unit, case study, or research project. Justice and interdependence are two examples.

Brainstorming is a group or whole class activity during which students are asked to use reason to generate spontaneous responses to an idea, question, or problem. There are four stages to the process.

1. The teacher presents a question.
2. Students make suggestions. All suggestions are to be recorded without comment or judgment.
3. After an initial flurry of suggestions, the teacher should pose questions that stimulate the students to generate more ideas. Some additional comments might start with “Can you think of an unusual idea to ...?” or “Can you combine two or three of these ideas to ...?”
4. After all the ideas have been generated, they need to be grouped or classified. In the discussions that follow, these ideas will be critically analysed and evaluated.

A combination of brainstorming and co-operative learning techniques is achieved in the following activity. All students are asked, for example, to list independently 10 qualities or characteristics of justice. Students are then put into pairs where through discussion and negotiation they must reduce their 20 items to a combined list of 10. The pairs then go into groups of four, and fours into eights, and so on, always reducing their incoming lists into a combined list of 10. In the end the group lists are recorded and combined. This process and the list it produces is an organizing process and springboard to discussion and historical study. For indeed, there is no educational purpose to brainstorming without follow-up.

15. Group Work

Group work consists of students working together usually in groups of two to six. For group work to be effective, each member must participate in the assigned task, although it is not necessary for each member to do the same work.

One of the most important characteristics of group work is that students are responsible for a great part of their own learning. Although students are accountable to the teacher, and this is reflected in the evaluation of the completed task, students are free to make decisions about how best to achieve their goals. Students help each other, for example, by sharing ideas, resources, explaining concepts, and planning tasks.

Group work is an effective strategy for conceptual learning, creative problem solving, and for the development of social and communication skills. It is also efficient in that a) it can ease the workload by dividing it up, b) it can broaden the knowledge base of a topic by allowing a greater number of representative or related topics to be explored, and c) it broadens the knowledge base by allowing a greater number of historical sources to be used on single topics.

There is a variety of methods to carry out group work. A popular one is the jigsaw method. In it the class is divided up into groups known as “home groups.” Each member is given a number (e.g., 1, 2, 3, 4, 5) and a specialized assignment, all of which are interrelated. All those with specialized assignment #1 break off from the home group to form an “expert group” to deal with #1. The 2s do the same, and so on. When all expert groups complete their assignment, everyone returns to the home group to report. In this way (in this case) each home group is informed, through presentation and discussion, about five interrelated topics or historical resources and so on. The class should then be regrouped and a synthesis of the topic achieved through sharing. It bears repeating that for group work to be effective, each member must participate in and contribute to the assigned task. Thus, in the expert groups above, someone could be a recorder, someone else a chairperson, someone else an illustrator (e.g., flip charts, overheads), and so on.

During group work, the teacher's role is that of a manager. Sometimes it is necessary for the teacher to ask probing questions to get the group started or to keep them focussed on the task at hand. Some students have not encountered group work before and may act inappropriately. The teacher may coach students on how to handle problems. It is not the teacher's job to mediate each dispute but, rather, to encourage students to develop strategies for dealing with each other when conflicts arise. In this way students become responsible for their behaviour and the behaviour of their group. In other words, the teacher helps students learn how to do things for themselves.

Much evidence indicates that heterogeneous grouping is more effective than homogeneous grouping for most learning activities. Students with differing abilities often complement one another and are very successful in accomplishing group tasks. Having students select their own groups based on friendship cliques is seldom useful. If students are to select their own groups, they should do it on the basis of preference for work on a particular topic. Teachers should usually select groups and assign specific roles for individuals within these groups.

A wide variety of instruments is available to teachers to evaluate learning with groups. An evaluation should include a blending of self, peer, and teacher evaluations. Refer to *Together We Learn*, Prentice-Hall, 1990, (*Authorized Learning Resources*) for a variety of group evaluation instruments appropriate to science instruction.

16. Individual/Independent Study*

It seems appropriate that grade 12 students be given the opportunity individually and independently* to use knowledge and skills to complete a major research assignment. Individual means that they are not going to tackle the task with someone else. Independently means that the task will be completed with a minimum of teacher direction and supervision. Once details such as the topic, format, and due date are agreed upon, the student assumes the responsibility to work through and complete the assignment.

In some cases, student ability and interest will allow for an Independent Study Contract. This usually, though not always, means that the student is away from the classroom for extended periods of time conducting their learnings through many activities, some of which have been cited in this series of classroom practices. Independent study is a most serious undertaking and should be formalized on paper like any other meaningful contract. The example on the following page is from The Ontario Institute for Studies in Education's *Our Present: Their Future*, p. 106.

17. Technology-Assisted Learning

Recent advances in electronics, machines, and software programs offer teachers and students the potential to diversify classroom practices that can be tailored for individual and group activity. Students in Nova Scotia are using electronic networks that link them to terminals around the world. These can include different types of libraries that could be used to broaden the resource base thereby enriching the research process.

At the time of writing there were few computer software programs that had obvious applications to Global History. Some databases, however, such as PC Globe and E-Stats (Statistics Canada) allow students to classify data, graph variables, store and retrieve data, construct and calculate quantitative problems, create data tables, and find relationships and patterns. As already described in the note on map and statistics analysis, these resources can be very useful in pointing students in the direction of worthwhile research topics.

CD-ROM and Laserdisc technology will no doubt provide students with access to visual primary and secondary resources in the near future. Audio technology already makes speeches of selected world leaders such as Churchill and Kennedy available to school libraries and individual students.

*See Appendix D for additional comments on this topic.

Appendices

Appendix A: Educating for the Respect and Dignity of all Persons

In their quest for answers to the question, “How did the world arrive at its current state at the close of the twentieth century?”, Global History students will deal with, among other things, the influence of culture on social, economic, and political institutions and behaviour all over the world. In doing so they will uncover and consider historical and contemporary values that are very different from their own. They will also reexamine values that their own history and culture have made them uphold.

Global History, then, becomes a very legitimate vehicle for the study of perspective, the role of gender, anti-racism and multicultural education, and assumptions about quality of life. Dealing actively with these topics will contribute to the students’ understanding of the broad scope of interdependence, and of their roles as partners accountable for the protection, promotion, and growth of the respect for and the dignity of all persons.

The Role of Perspective

Many Nova Scotia students will long remember 1992 as the 500th anniversary of Christopher Columbus’ voyage to the “New World.” But the memory may recall not so much the celebrations, but the energetic efforts by the descendants of the post-contact indigenous peoples to present “their side” of this momentous event.

While the contemporary mass media have brought awareness of this keen interest in historical perspective to new heights in our homes, it is not new to history or the history classroom. Major historical events worldwide have been rooted in (a change of) perspective: Japan’s mid-19th century opening its doors to the West; Mohandas Ghandi’s espousal and personification of passive resistance; the trend to independence by former colonies of Europe’s faded empires.

The issue of perspective, as cited earlier, is central to Global History. On the one hand are the social, economic, and political perspectives as detailed on p. 17. Of equal importance are perspectives linked to specific topics. Be it in their examination of the efforts of political reformers to escape the bonds of colonialism (Unit 2), the struggle of minorities for their civil rights (Unit 3), or the points of view that have revealed themselves as women strive for equality (Unit 4), Global History students native to Nova Scotia will come face to face with patterns of thought and behaviour that may, in many instances, bear little resemblance to what they are accustomed to. Many will see historical conditions that are foreign to them and they will filter these images through their cultural lenses. Global History, therefore, becomes a very powerful tool in helping young adults to become aware of the role of perspectives in our lives, and how perceptions add to or detract from the respect and dignity that all persons seek to enjoy.

The Role of Gender

Most grade 12 students, either through public schooling, media coverage, or family and friends, have some awareness of the great changes that have been underway in the western world regarding the role of women. Many of these changes started in the years following World War II when the wartime female workforce found itself replaced and generally abandoned upon the return of the combatants. Over time these changes have created a number of very focussed issues to which many high school students have been exposed: parenting roles, equality in the workplace, sexual harassment, debates related to childbearing and child care. Global History must be used as a vehicle to challenge students who are complacent about gender issues, to give legitimate opportunities to examine struggles for the rights of the world's female populations, and to develop an understanding of factors that have characterized those struggles and that underlie gender disparity worldwide.

The Role of Race, Ethnicity, and Cultural Diversity

The visual image will be a frequently used resource in Global History. Daily lessons, minor and major case studies, will take students to the four corners of the globe. On both accounts their exposure to humanity's kaleidoscope of skin tones, physical characteristics, and cultural expressions will be greatly magnified.

Stereotypes, misinformation, faulty conclusions, and a lack of knowledge all contribute to the values and attitudes that underlie racism and cultural prejudices. The identification of needs, wants, and rights that have been common to all humanity, the examination of inventive and creative responses that all cultures have brought to the accommodation and solution of problems, the recognition of leadership, initiative, and the willingness to take risks that have characterized the human spirit worldwide, and the analysis of errors in action and judgment that continue to confound and hinder all societies: these are the kinds of processes that will help Global History students to deal more effectively with racism, ethnocentrism, and cultural domination in their own lives. With personal growth and continuing purposeful classroom practice, questions like "Why didn't they rebel?" or "Didn't they care about what they were doing to those people?"—which are often asked without reflection—will give way to a body of knowledge, a repertoire of skills and a deeper respect and appreciation with which to understand the cultures and actions of other people. These will help students to reconsider values and attitudes towards all of humanity with whom, fundamentally, they share more similarities than they do differences.

Quality of Life

Rethinking the roles of women is not the only cultural revolution currently reshaping our world. Societies around the globe are coming to see Earth as something considerably more than a shopping centre stocked to meet the needs and wants of disparate economies. They see ours as "the fragile planet," "the home planet," "our island home," "our spaceship earth."

As on a spaceship, we, Earth's crew, are interdependent. No longer can societies separated by distance and culture be seen as islands unto themselves. There are numerous indicators that testify to this interdependence, one being the state of the global environment, and another being the growth of a truly international economic system.

The background to a number of these conditions, trends, and indicators is examined by students of Global History. There will no doubt come before them the expected and unexpected prices that some have paid for

the development practices of others: a “have” and “have not” world, a multiplicity of social and political disparities, despoiled and threatened environments. Such exposure should lead to the examination of those cultural/economic values that provided some with high standards of living at the considerable expense of others.

The challenge, therefore, will be for the student to confront the unexamined, perhaps even unrecognized consequences of the lifestyles and expectations of dominant peoples upon others. This should allow them to see the very real connection between exploitation and the diminished human dignity that has been and is the daily reality for hundreds of millions of people worldwide.

Conclusion

Educating for the respect and dignity of all persons is an aim of Nova Scotia’s Public School Program. No one course bears the full responsibility for achieving this aim. Rather, every opportunity from primary to grade 12, and in all subjects, must be used to achieve it. Global History is a very real part of this overall integration strategy.

Appendix B: Global Education: Preparing Students for Life in an Interdependent World

Global education took a major step forward when, in 1990, the Nova Scotia Global Education Project was launched. Funded primarily by the Canadian International Development Agency, the project has the support of the Nova Scotia Teachers Union, the Nova Scotia Department of Education, and the Nova Scotia School Boards Association.

While the initial objectives of the project included the application of global education principles to grades 4, 5, 8, and 12 social studies courses, it is also accepted that global education is a primary to grade 12 concern, one that applies to all subject areas only one of which is social studies.

The following list is comprised of aims articulated by the Nova Scotia Global Education Project (1990), and by Dr. Robert A. Sargent (1992), a global education specialist at Saint Mary's University in Halifax.

Global education allows the students to develop

- perspectives consciousness—the recognition or awareness that
 - one's world view is not universally shared and, therefore, that
 - others have world views profoundly different from one's own
 - one's world view has been and continues to be shaped by influences that often escape detection
- knowledge of global dynamics, including
 - an understanding that an interdependent world is the creature of a dynamic global system(s)
 - an understanding that a system(s) approach is embracing while a dualities approach is limiting, e.g., cause and effect, local and global, problem and solution, etc.
 - a comprehension of key traits and mechanisms of a global system(s)
 - a consciousness of global change
- “state of the planet” awareness
 - of prevailing conditions within the natural global environment
 - of developments, including emergent trends, within the natural global environment of prevailing conditions within the social, economic, and political environments of the planet's human population
 - of developments, including trends, within the planet's human population
 - of the relationship between the well-being of the planet and the well-being of individuals, groups, and societies
- cross-cultural awareness
 - of the diversity of perspectives, ideas, and practices to be found in human societies around the world
 - of how such perspectives, ideas, and practices compare
 - of how one's own society might be viewed from other vantage points

- awareness of the future and of human choices
 - that should come from a recognition and acceptance of the notion of a global system(s)
 - that focus upon the role of individuals (and their societies) in the stewardship of the natural environment, local and global
 - that should be based upon an informed understanding of the concepts of dignity, justice, and human rights for all individuals, groups, and societies

Appendix C: Evaluating Student Progress and Achievement

Aims of Evaluation

In Global History, as in all courses in the social studies, key aims of student evaluation are to

- assess the progress of students in acquiring, understanding, and using knowledge (facts, concepts). For example,
 - detailing origins of the Cold War
 - explaining the concept of the Third World, interdependence
 - using “facts and figures” to identify disparity and the need for change
- assess the progress of students in acquiring, developing, and using a range of general and specific (historical) skills. For example,
 - recognizing patterns in a series of annual economic performance indicators
 - synthesizing notes from multiple sources
 - identifying the key issue in a debate
- assess student understanding and appreciation of the role of values and attitudes in human behaviour, and to assess student progress in adopting values appropriate to their (historical) studies. For example,
 - understanding feminist perspectives
 - behaving constructively in group work
 - displaying through behaviour attitudes supportive of a racially harmonious society
- help students develop positive attitudes towards lifelong learning, to explore future opportunities for learning and employment, and to set realistic life goals
- assess the integration of major components of Nova Scotia’s public school program including principles of learning and learner-centred instruction, common essential learnings, and anti-racist, multicultural, and anti-sexist education
- assess the implementation of the curriculum, and the strategies, methods, and resources used in classroom practice

Types of Evaluation

Diagnostic Evaluation

Diagnostic evaluation is usually conducted before the beginning of a sub-topic, topic, or unit. The purpose is to determine variously students’ prior knowledge, skills and values/attitudes. This form of evaluation is particularly important to global history because of the role of concepts and themes common to much of modern history, skills peculiar to the discipline of history, and because the course aims specifically at the development of positive values and attitudes to peoples, cultures, and the notion of global interdependence.

Diagnostic evaluation can involve simple recall such as the placing of names on an outline map. Presenting students with a newspaper report on a political speech will enable teachers to assess skills of bias detection and issues identification. If students must write down their findings, the teacher has an opportunity to assess writing skills. Collecting scribbles after the first two weeks of school will shed light on organizational skills that are essential to the global history student.

The critical feature of diagnostic evaluation is that it is designed to prevent confusion and discouragement that often result from students getting lost at the outset of a new undertaking. The findings of such evaluation only become valuable when they are used to modify practices and resources utilized in the classroom.

Diagnostic evaluation instruments include

- focussed quiz, oral or written
- focussed test
- teacher presentation and class discussion
- video presentation and comprehension test
- focussed skills application
- reading exercise and comprehension test
- reading exercise and note-taking assignment
- homework assignment
- co-operative learning exercise and assessment

Formative Evaluation

Formative evaluation is an integral component of teaching. It provides teachers, students, and parents with feedback on recent student performance, progress, and achievement, as well as the effectiveness of instruction. Formative evaluation therefore has a diagnostic function—it provides the information required for a teacher to improve student performance through improving curriculum delivery, redefining goals, setting new standards, choosing alternative resources, or designing remediation strategies. This type of evaluation helps “form” student learning. Much of formative evaluation focusses on what the student does not or cannot do, what is known, and what is felt, and provides the data to teacher, student, and parent on what remediation is required.

The nature of formative evaluation is that it is meant to be solely between teachers, students and parents.

Formative evaluation instruments include

- tests on a portion of a unit or on one unit
- quizzes
- projects (usually short)
- focussed homework
- problem solving and skills application
- data collection, interpretation, and presentation
- oral presentations and seminars
- journal, scribbler, and file checks
- group work

Summative Evaluation

Summative evaluation is a summing up of a student's achievement and usually occurs at the end of a unit, term, semester, or year. The summative grades may be public and can be sent to post-secondary institutions or employers upon request. These grades are judgments and are used in evaluating choices available to students. If diagnostic evaluation occurs *before* teaching and formative evaluation occurs *during* teaching, then summative evaluation occurs *after* teaching.

Summative evaluation instruments include

- independent research projects (term and semester/year-end)
- seminar projects: paper, delivery, discussion/response
- oral presentations
- problem solving based on using knowledge and skills from several units
- assessment of student-kept files
- tests on two or more units
- examinations

Elements of Evaluation

Learning Objectives

Bloom's taxonomy is a familiar hierarchical organization of learning objectives. With a number of subordinate ones, he identified six major categories: knowledge, comprehension, application, analysis, synthesis, and evaluation. Detailed descriptions of these objectives are found in a large number of teacher resource materials. One, *Making the Grade* by Prentice-Hall, is included in the Department of Education's *Authorized Learning Resources*. Chapter Two, "Learning Objectives and Student Evaluation" provides a useful description and with the taxonomy for the cognitive domain lists examples of verbs that teachers might use when developing learning objectives and the evaluation instruments used to measure student progress and achievement.

Performance Modes

Student attainment in work done apart from others is the focus of **individual performance** evaluation. There is a wide range of tasks that history students must be able to perform without the help of their fellow students. These tasks include data collection, interpretation and presentation, interpretation of thematic maps, graphed data, etc., managing the components of a term-long project, identifying main points in an issue or debate, and explaining standard components of the historical method such as the hypothesis.

Evaluating **independent performance** measures the ability of students to work without assistance, usually that of the teacher. Such evaluation applies to individual and/or groups of students who have assumed or been given a defined task. It most often involves project work. For projects a plan of action is required, a timetable must be followed, resources have to be identified, evaluated, and utilized, and a presentation must be made (written, oral, visual, and multimedia.)

Process

Just as important as the products of student learning and labour are the processes that create them. Products are the research essay, the model United Nations Assembly, the “interdependence file” and so on. Process refers to the sequence of actions that combined to produce the outcome: using the library’s vertical file, taking notes and writing summaries, producing drafts leading to the final version, and following the steps of the historical method in answering a research question. It also takes into account behavioral elements such as punctuality, thoroughness and consistency (in effort), and attitudes like willingness and conscientiousness.

Process is a vital part of learning and the development of effective and efficient procedures is a key component to developing problem-solvers, decision-makers, and independent lifelong learners. It is specifically important to Global History because of the way in which the first four units lead to Unit 5, because individual sub-topics contribute to growth in the understanding of concepts such as power, and because students must organize and prepare early in the year for presentations later on. For these reasons process must be a core element in evaluation of Global History students.

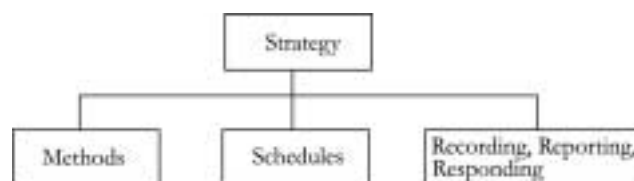
Strategies, Methods, and Instruments of Evaluation

The preceding pages of this appendix, the content outlines, the pages devoted to the nature of historical studies, and the stated aims, goals and objectives together define what Global History is. Explicit and implicit therein are the criteria upon which Global History students must be evaluated. Those criteria are

- knowledge of the discipline of history
- knowledge focussed upon in this Global History course
- skills specific to the discipline of history
- skills common to history and other areas of study
- attitudes specific to historical studies
- attitudes specific to Global History
- attitudes common to history and other areas of study

Strategies, methods and instruments for student evaluation must reflect these criteria.

Strategy



Strategy refers to the overall plan for evaluating student progress and achievement. Strategies must embrace the aims, types, and elements of evaluation. Guiding questions in defining an evaluation strategy might include

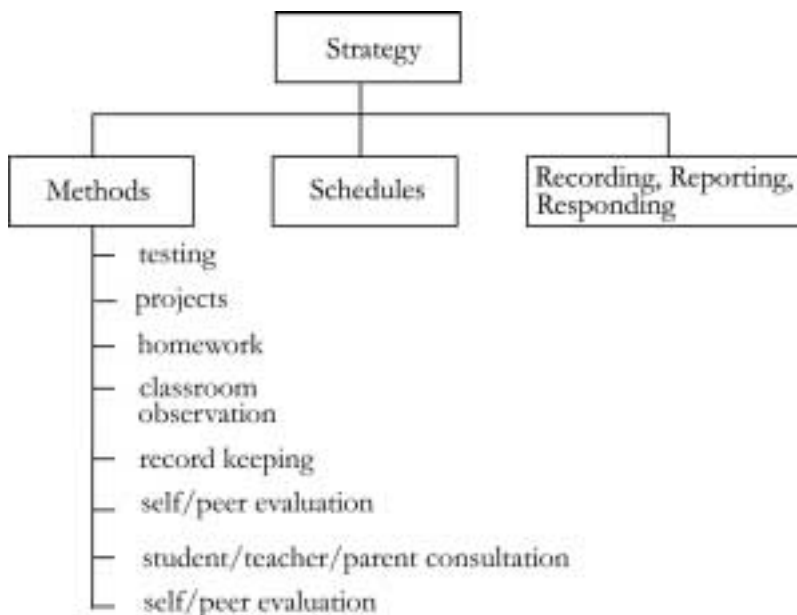
- Will there be examinations?
- What role will independent research projects play?
- How and to what degree will co-operative learning practices be evaluated?
- Will the evaluation of process be based upon class work, homework, long-term projects?

- Can peer evaluation be used safely?
- How will examinations, tests and projects be scheduled?
- To what degree will technology-assisted instruction be part of evaluation?
- What evaluation components are peculiar to this course and which can be efficiently and effectively shared with others?

Methods and Instruments

Evaluation methods provide many of the answers to the question, “How will student progress and achievement be evaluated?” Evaluation instruments are the tools employed by the various evaluation methods. The checklist is an instrument for the method of classroom observation. The detailed project assignment sheet is an instrument for the method of unit, term, or year-long projects. The multiple-choice test is an instrument for the method of testing.

Adoption of evaluation methods and instruments is subject to a number of variables. They may include school



board, school, and department policy, student readiness, resource availability/accessibility, class size, teacher readiness, and so on. In the final analysis, however, it is in the range of evaluation methods and instruments that students are given the opportunity to display all their talents, to capitalize upon their interests, to make allowances for personal circumstances such as learning styles, personality, and domestic conditions.

Testing

Testing options conventionally include quizzes, tests, and examinations. The two most common media are written and oral, each of which may be used to address both the focus of evaluation and the individual needs of the learner. Within each option there is variety. The examination, for instance can be open-book, take-home or process. Each has its own role and value. By way of example, the process exam might centre around a research question designed to use specific documents pre-selected by the teacher. The combination of option, format, and medium makes testing a very flexible and accommodating tool for evaluation.

Projects

Among other factors the use of multiple resources and the role of case studies in Global History make the project an invaluable evaluation method. The value stems from at least three features: a) projects give students greater freedom of choice; b) they give teachers the clear opportunity to evaluate the ability of students to work independently; and c) they do not consume as much class time as most testing methods do.

Independent student work will call upon a wide range of skills, will allow students to work with a range of resources, and to use a range of media in their reports and presentations, and will allow for individual and group assessment. For example, a major research report and presentation on the historical role of provincial governments in the education of Aboriginal Peoples could use interviews, overhead transparencies, videotapes and text. This range allows students and teachers to achieve a broad focus in evaluation.

Homework Assignments

This tool is particularly useful because it usually involves a very focussed task that consumes relatively little time, can be done independently and individually, and should allow the teacher to give the students feedback in a relatively short time. Homework is particularly useful for diagnostic and formative evaluation and can address a number of issues. It can help students to prepare, reinforce, and review, and is an excellent method for assessing skills associated with organization and management.

Classroom Observation

There are educational objectives that can best be assessed through listening and seeing. This is particularly true when evaluation concerns attentiveness and other concentration skills, courtesy and other interpersonal behaviours, and attitudes such as being positive or negative, enthusiastic or apathetic, optimistic or pessimistic. Learner-centred instruction encourages active participation that can be in the form of listening, speaking, conferring, and so on. Global History students should have opportunity to listen to and question individual guest speakers, to present and respond in seminars, to participate in co-operative group activities, to work co-operatively with microcomputers and CD-ROMs. All of these may be partially evaluated by classroom observation.

Peer Assessment

As with classroom observation, there are some learning objectives which are best assessed by including peer evaluation. Hosting a panel discussion, conducting a seminar, presenting a term project, making an illustrated presentation, carrying out designated, and general tasks in group work: all of these have components that can be effectively and validly evaluated by students' peers. The essential ingredient of course is that the criteria for performance and evaluation are clearly established and understood by all concerned. Once again the methods

suggested for use in the Global History classroom make well-defined peer evaluation a suitable and valuable tool.

Record Keeping

The nature of the Global History course almost requires students to keep records. There is a great deal of cross-referencing among the units that will be most effective (and not confusing) if students maintain records through files and journals. In some cases these records will be raw material for year-end or near year-end projects.

These records will give teachers important insights into students' organizational skills both by topic and over time. Including them within the formative evaluation process will help equip students with skills that are indispensable to life outside and beyond the high school classroom.

Student/Teacher/Home Consultation

There is a number of circumstances where a consultative approach to evaluation is useful. Special needs students, for instance, can benefit from this option. Students who enter into contract learning fit into this category. Under contract conditions there is a number of tasks that are done at home or with the parents'/guardians' knowledge and assistance such as library use.

Project evaluation is another area where consultation may be very appropriate. In the areas of effort, time on task and keeping to schedule, fairness in evaluation may be well served by communication and consultation with the home.

Resources

Making the Grade and *Together We Learn*, cited earlier, contain examples and guidelines for evaluation methods and instruments. The following list is a guide to them:

Making the Grade

Tests and Examinations

- "Tests and Examinations: Written and Oral," pp. 109 ff, also pp. 230–234
- "Essay-Style Questions," pp. 119 ff
- "Objective-Style Questions," pp. 155 ff

Projects

- "Projects," pp. 95 ff, also pp. 238–243

Classroom Observation

- "Observation," pp. 59 ff

Self-/Peer Evaluation

- “Student Self-Evaluation,” p. 9
- “Student Peer Evaluation,” p. 9
- “Peer Evaluation of Essays,” p. 153

*Together We Learn***Classroom Observation**

- “Observing Students to Generate New Understandings,” p. 21

Self-/Peer Evaluation

- “Individual Self-Evaluation Form,” p. 105
- “Individual Group Evaluation Form,” p. 106
- “Group Evaluation Forms,” (4) pp. 107–110
- “Involving Students in Planning and Carrying Out Evaluation,” pp. 156–160
- “Evaluating Group Interaction (Formative Evaluation),” pp. 166–168
- “Evaluating Group Interaction (Summative Evaluation),” pp. 174–176
- “Two Case Studies in Evaluation,” pp. 183
 - Overview Plans and Evaluation Forms, pp. 188–95
 - “Project Checklist”
 - “Weekly Progress Report”
 - “Teacher Observation Form”
 - “Individual Responsibilities Form”
 - “How We Worked Together”
 - “What I Learned in This Project”
 - “Group Evaluation of Our Project”

Appendix D: Course Outline—Student Copy

Grade 12 Global History

Dear Student:

Welcome to your Grade 12 Global History class. Listed below are the five units that make up the course. While the order of these units can vary, and while the amount of time spent on each can vary, all of them will be dealt with in the months ahead.

Unit 1: East–West: The Role of Superpower in the Post-World War II Era

Overview

Superpower is a term unique to the 20th century. Its origins are directly linked to the outcomes of World War II, and the nuclear weaponry that the war had generated. When the conflict ended in 1945, a new political map of the world began to take shape. With the defeat of the Axis powers, Europe, as the world had known it, had run its course as the globe’s major power broker. Rising in its place was a smarting, wary, and very determined Union of Soviet Socialist Republics, and a proud, strident, and equally determined United States of America.

With the guns of war only recently silenced, there emerged around each of these powerful survivors an alliance of nations, one defending “the East” and one defending “the West.” This reality, and the institutions that formalized it—political, military, economic—created two *superpowers*, each with massive nuclear and conventional weaponry. The final outcome of World War II was a bipolar world, on whose stage most political events would be governed by the wills and intrigues of Moscow and Washington as they, with their alliances, acted out competing and conflicting foreign policies.

Primary Concepts

Balance of power, co-existence, Cold War, détente, sphere of influence, superpower.

Required Case Studies

A minimum of two case studies must be undertaken with at least one from Group A.

- Group A
 - The Berlin Blockade
 - The Cuban Missile Crisis

- Group B
 - The Hungarian Uprising
 - The Korean Conflict
 - Nuclear Diplomacy: The Strategic Arms Limitation Talks I (SALT I)
 - The McCarthy Era
 - The Greek Civil War
 - The Suez Crisis
 - The Vietnam War

Unit 2: North–South: Origins and Consequences of Economic Disparity

Overview

Of eras driven by the desire for economic power, perhaps the greatest was the age of western European exploration and discovery. Over time this and later expansionist eras created vast colonial empires, many of whose territories were located south of the distant northern capitals that governed them. Out of these empires there eventually emerged new political units with varying degrees of autonomy and nationhood. Many attempted to forge their own futures by emulating and/or maintaining the political and economic systems brought to them. Others attempted different systems or to re-establish traditional ones. Whatever the case, the histories of these countries reveal the emergence of a wide range of economic, social, and political conditions.

A study of the 20th century suggests that the majority of these new nation-states, despite gaining political independence from their former northern colonial masters, did not achieve the economic benefits they had hoped for. International political and economic forces, coupled with local internal factors, produced conditions that perpetuated the preponderant economic power of prosperous industrialized countries in “the north,” to the detriment of peoples in “the south.”

Primary Concepts

Colonialism, dependence, imperialism, independence, development, distribution of wealth, industrialization

Required Case Studies

A minimum of two case studies must be undertaken with at least one from Group A.

- Group A
 - Unilever in India: The Impact of Transnational Corporations on the Developing World
 - Egypt’s Aswan Dam: Alternative Models of Development
- Group B
 - The Distribution of Wealth in Developing Countries
 - The Role of Women in Developing Countries
 - The Green Revolution
 - The Struggle for National Independence
 - Economic Imperialism
 - The Role of Population and Development
 - The Role of Health Care in Developing Countries

Unit 3: The Pursuit of Justice

Overview

The pursuit of justice is a theme that threads its way throughout human history. What emerges from the study of that history is the reality that justice is a notion as varied as the processes and personalities pursuing it.

The 20th century has witnessed its own processes and personalities, philosophies and perspectives, all promoting idealized notions of justice. While they don't present a monolithic construct like the bipolarity of "East–West" or "North–South," they do support the view that modern societies worldwide have continued the pursuit of justice. There may even be evidence to argue that milestones such as Nuremburg's crimes against humanity (1945–1946), the United Nations' Declaration of Human Rights (1948), and the International Court of Justice (1945), point in this century to significant first steps in the evolution of a universal concept of justice.

Primary Concepts

Common good, crimes against humanity, human rights, justice, rule of law, self-determination

Required Case Studies

A minimum of two case studies must be undertaken with at least one from Group A.

- Group A
 - The Pursuit of Racial Equality: Anti-Apartheid Movements in South Africa
 - Conflicting Struggles for Self-Determination: Israel and Palestine
- Group B
 - The Pursuit of Racial Equality: Civil Rights Movements in the United States
 - Aboriginal Rights: Canada's First Peoples
 - Religion and Perceptions of Justice: Islamic Fundamentalism
 - Terrorism: The Irish Republican Army
 - Struggles for Self-Determination: The Kurds (Iraw, Turkey)
 - The Role of Individuals and the Pursuit of Justice: Lotta Hitschmanova

Unit 4: Societal and Technological Change

Overview

The history of humanity is, from one perspective, the history of solving problems. Solutions to problems have been found in co-operative behaviour (socialization) and in invention (technology: tools, uses, processes). History also shows that many of the changes in and among societies around the world have been linked to changes in technology. Both the archaeological and historical record share this conclusion.

The 1900s have been characterized by enormous change in a vast range of human endeavours. Pierre and Marie Curie and the Wright brothers might well have difficulty recognizing their century, such have been the range and far reaching implications of its technological evolutions. What is constant, however, is that fascinating history continues to be made as humans continue their efforts to control their daily lives, and their futures, through societal and technological change.

Primary Concepts

Advantage, culture, change, ethics, society, technology

Required Case Studies

A minimum of two case studies must be undertaken with at least one from Group A.

- Group A
 - Changing Urban Patterns: Mexico City
 - Nuclear Weapons Development: Bikini Atoll
 - Medical Technology as an Agent of Change: The Development of The Birth Control Pill
 - Orchestrated Social Change: The Cultural Revolution in China

- Group B
 - The Westernization of Other Cultures: Countries on the Pacific Rim
 - Values in Conflict: Islamic Fundamentalism in the Middle East
 - The Role of Gender: The Influence of Feminism on Social Change in North America
 - Technology: Problems and Promises (e.g., The Aral Sea, Disposable Packaging)

Unit 5: Acknowledging Global Interdependence: The Legacy of the 20th Century?

Overview

Interdependence on some scale is characteristic of the human experience. Trading patterns in aboriginal North America, the evolution of Timbuktu as a centre for African scholarship, the alliances at play during World War I, the far-flung efforts of the World Health Organization: each of these sheds light on the range of circumstances that have drawn us together for mutual benefit. Throughout much of history, however, interdependence has usually been geographically limited and/or subordinated to more pressing political and economic imperatives such as territorial rights, sources of raw materials, and historical precedents.

The post-World War II era is noteworthy, however, because of the number of international institutions, initiatives and relations that are predicated upon, or reveal, the notion of interdependence. The interdependence itself is noteworthy because it seems to transcend national boundaries and interests: it is global in nature and in scale.

Primary Concepts

Dependence, independence, interdependence, power, stewardship, sustainability

Required Case Studies

A minimum of two case studies must be undertaken with at least one from Group A.

- Group A
 - The Role of the United Nations: Canadian Peace Keeping
 - Brazil: Changes in the Rainforest
 - Automobiles in the Far East

- Group B: The Control of Natural Resources (e.g., The Creation of OPEC)
 - Historical Profiles of Threatened Environments (e.g., The Aral Sea)
 - Value Systems in Conflict (e.g., The Impact of Terrorism on an International Scale)
 - Militarism and Interdependence (e.g., MAD—Mutually Assured Destruction)
 - Food and Interdependence (e.g., The Green Revolution)
 - The Impact of Global Communication [e.g., Satellite Technology and the Vietnam War (The Living Room War)]
 - International Scientific Co-operation (e.g., Antarctica)
 - International Law Enforcement (e.g., Interpol)

