

In principle it would be possible to locate the position of American education on each of these continua at different points in time and hence measure change through time. Such an analysis would undoubtedly reveal that we have moved further along some of the continua than others. For example, American education probably has moved further from a Euro/North

American-centric perspective than it has moved from a spectator-centric perspective. Similarly, such an analysis is likely to reveal that different schools are at different points along the different continua. And within the same school different courses and different teachers are at different points.

In a word, the analysis would show progress over the past few decades and

the analysis would reveal the need to continue to push on.

Charlotte Anderson reports that she has found these “content” continua particularly useful in working with teachers. Here is the rendition of these continua—with explicatives—that she adopted in consultation with Lee. She hopes readers find it equally useful in their work. Ed.

Civic Competence for A Culturally Diverse and Globally Interdependent 21st Century

MOVING FROM CURRICULUM THAT IS:

TOWARD CURRICULUM THAT IS:



* In all their variations: gender, age, ethnicity, soci-economic, etc.

The Challenge of Globalizing the Content of Education

1. MOVING FROM A EURO/NORTH AMERICAN-CENTRIC PERSPECTIVE TOWARD A GLOBAL PERSPECTIVE.

A Euro/North American-centric perspective can be characterized as one in which: (1) students’ attention is focused

overwhelmingly upon Europe and North America, (2) the “non-Western” world is treated only in relation to the “western world” and Latin America only in relation to North America, and (3) the human experience in the non-west is studied within a western frame of reference.

2. MOVING FROM A REGION-CENTRIC PERSPECTIVE TOWARD A GLOBAL PERSPECTIVE.

Curriculum based in a region-centric perspective portrays the world’s nations and geographical regions as if they were isolated and self-contained units with no relation with one another. In contrast, curriculum embodying a global perspective treats individual nations and regions as parts of a larger whole and highlights interconnections between nations and among world regions.