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ABSTRACT

This teaching and resource guide for Theme III of the secondary social studies program offers a cross cultural approach in the hope that students will develop an integrated world view as they study man and his behavior, groups of men, uses that men have of the earth and its resources, and political institutions. Five units comprise the course emphasizing concept teaching: 1) Political Systems and World Order; 2) Political Culture; 3) Economic Systems; 4) Political Economy and Decision-Making; and 5) World Cultures and Social Change. The format for each unit includes an introduction, major generalizations and concepts of the unit, cognitive and affective objectives, teacher and student resources, and instructional materials. (Author/SJM)

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WORLD CULTURE Curriculum for the 21st Century



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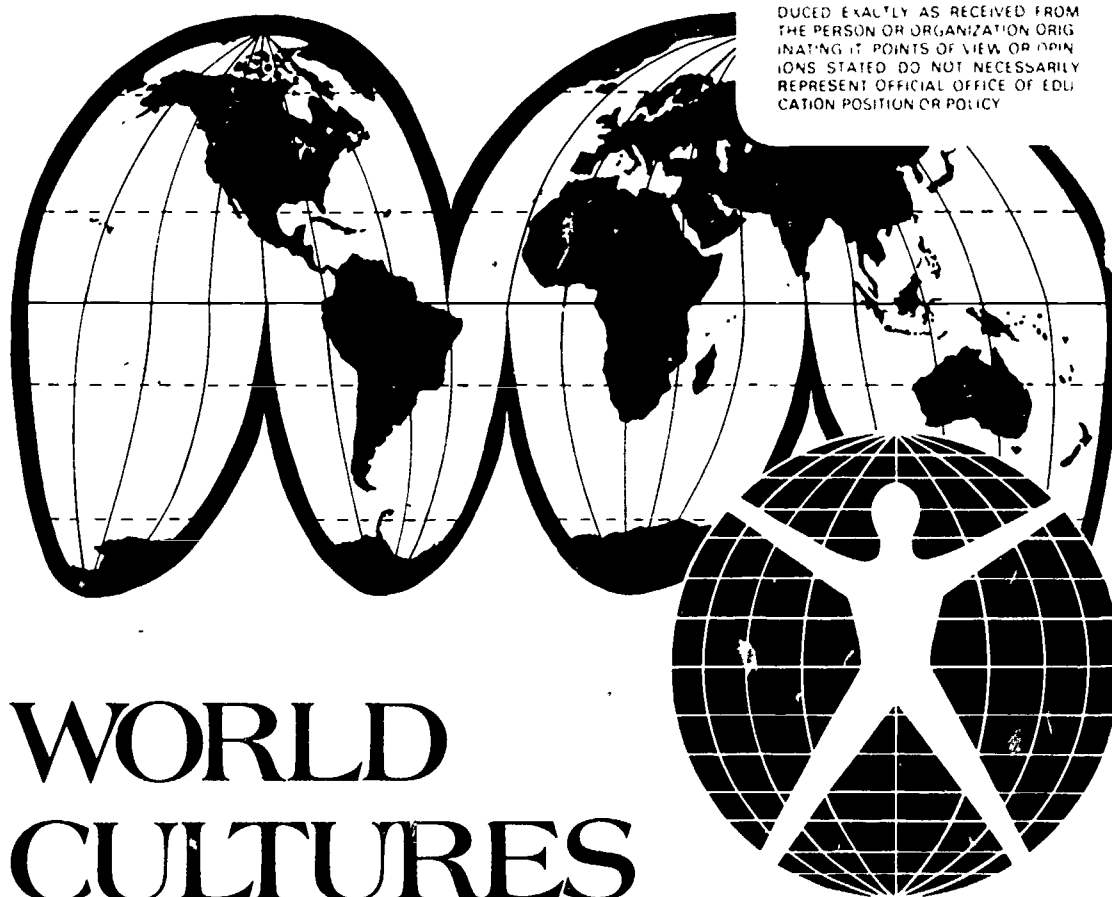
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WORLD CULTURES

Curriculum Resource Guide

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STATE OF HAWAII

DEPARTMENT OF EDUCATION

P. O. BOX 2360
HONOLULU, HAWAII 96804

MEMORANDUM

November 19, 1971

OFFICE OF INSTRUCTIONAL SERVICES

TO: Secondary Principals and Teachers of Social Studies

FROM: *for* Philip K. Ige, Assistant Superintendent *BNR/agchiro*

SUBJECT: Resource Guide for Theme III of Secondary Social Studies Program

Attached is a resource guide for Theme III of the secondary social studies program, entitled "World Cultures." It was developed by a task force of teachers as a suggested way of teaching a one-year course on "World Cultures."

There are five (5) units which comprise the course. The format followed in each unit includes an introduction, the major generalizations and concepts of the unit, the cognitive and affective objectives, and the teacher and student resource and instructional materials. Every effort was made to include those kinds of materials and media that can be made readily available to teachers and students.

If there are any questions regarding the guide, please contact Mrs. Elaine Takenaka, Program Specialist, Social Studies, at 548-5991.

PKI:ET:ma

Attachment

cc: Dr. S. Amioka
Mrs. M. Oda
Dr. P. Saiki
Mrs. E. Takenaka

F O R E W O R D

World Cultures was developed as a model curriculum guide for a one-year course in social studies, correlating with Level III, Theme III of the Secondary Social Studies Program Guide, 1971.

This teacher's guide is comprised of five units as follows: (1) Political Systems and World Order, (2) Political Culture, (3) Economic Systems, (4) Political Economy and Decision-Making, and (5) World Cultures and Social Change. Each unit is developed through key generalizations and concepts identified and defined as those particularly relevant for teaching the unit. These are followed by general and specific learning objectives and a listing of appropriate instructional and resource materials for both teachers and students. Every effort was made to cite material that is already available in many schools. A multi-media set of sound filmstrips entitled, Man: A Cross-Cultural Approach, identified in several of the units can be borrowed from the district office.

This guide should be flexibly interpreted and the teacher is encouraged to add, delete, or adapt materials as he develops learning experiences with his students.

INTRODUCTION

Theme III on World Cultures emphasizes the major cultural areas of the world. The cross-cultural approach is used to develop basic concepts from which students can understand man, groups of men, men's behavior, men's institutions, and the uses men have made of Earth and its resources. Hopefully, the cross-cultural approach will help the student develop an integrated world view.

It is suggested that the Unit begin with the showing of the first two filmstrips- People and Cultures - from the set of eight sound filmstrips called Man: A Cross-Cultural Approach. The filmstrips may be borrowed from the district office. The set can also be ordered from Educational Resources, Inc., P. O. Box 103, South Orange, New Jersey, 07079. The set includes the following eight topics: People, Cultures, Work, Leisure, Religion, Education, Housing, and Transportation.

Man: A Cross-Cultural Approach can be used to initiate Theme III at the beginning of the year and to summarize the year's work at the completion of the units. Individual topics can also be used throughout the unit to individualize learning in terms of reinforcement and clarification of specific concepts. This particular set is recommended because it uses the cross-cultural approach, the conceptual structure, and the comparative method. The concepts and visuals presented in the filmstrips zero in on the behavior of people - what they are doing and why. The teacher should use his judgment as to how and when to integrate individual topics with the specific units and lessons of the Teacher's Guide for Theme III.

The Teacher's Guide includes five major units: Unit I - Political Systems and World Order, Unit II - Political Culture, Unit III - Economic Systems, Unit IV - Political Economy and Decision-making, and Unit V - World Cultures and Social Change. Each unit is comprised of an introduction, generalizations, concepts and definitions, general and specific objectives, and instructional materials. In order to better assist the teacher in the implementation of this Guide, the student materials and their use are directly related to specific objectives as indicated in the Guide. The writers of this Guide feel that this format provides assistance in the form of instructional materials and specific objectives without usurping the teacher's freedom to use his creativity and knowledge in developing the specific lessons.

The five major units include four lessons, and each lesson, in turn,

includes a cluster of concepts. In order to permit the teacher greater flexibility, the amount of time spent on each lesson is not indicated. The amount of time spent on any one lesson depends upon the levels or abilities of the students and the amount of in-depth study required by the teacher. For example, a lesson can be covered in a couple of days, a week, or a month, depending on how much time the teacher decides to spend on each concept in the concept cluster.

Finally, it should be noted that student readings for some of the concepts such as political culture and political socialization are not as available as readings on other concepts. Also, the instructional materials for teachers and students listed for the lessons are merely examples of many others that are available in the public domain. It was impossible to list all the readings, films, filmstrips, and activities that can be used with each lesson. Refer to publication, Approved Instructional Materials, Book II, Social Studies Section, for additional listings.

UNIT 1: POLITICAL SYSTEMS AND WORLD ORDER

UNIT I: POLITICAL SYSTEMS AND WORLD ORDER

Introduction

Broadly speaking, a political system is a system of social control. Hence every social group or a society of people from family to nations has a political system which makes decisions about the ways resources are to be allocated and used, conflicts are to be settled, and the goals of the group or society are to be reached. In all political systems, authority, legitimacy, and sanctions are used to regulate human behavior. Political systems also have the final authority to make policy decisions which extend to all members of the group or society.

Rather than focusing on political systems as a system of government, the above definition provides a better conceptual definition for examining all societies or groups of people because not all societies have a special institution of government to perform only political functions. In some societies the family, tribes, or other groups perform political functions as well as the social. For example, in simpler societies the limited size and density of population enable the people to have intimate face-to-face contact and communication which minimizes the need for a formal government to maintain order or to achieve common ends. Folkways and mores are usually adequate to control or regulate the people's behavior. As the societies become larger, it is not possible for individuals to maintain intimate contact and to have all the information necessary to make decisions. Consequently, society develops formal rules, offices, and political roles to be filled by people who will make, interpret, and enforce the rules. This set of positions and offices is a society's government. In more complex societies called nations, political systems are implemented through a variety of formal governments.

In this curriculum guide it is important to note that political system is not used synonymously with government. A political institution called government is a part of the larger political system.

In Lesson I of this unit the simpler political systems are used to clarify the relationship between the subconcepts of power, authority, and leadership.

Lesson II focuses on the concept of government and political leadership. A modified version of Max Weber's model is used to

help classify governments into three ideal types based on how authority is established. It shows how governments are affected by the way their leaders come to power and how public policy decisions are made.

Lesson III presents the concepts of national states and sovereignty. It examines the role of ideology in relationship to a nation's national character and the accompanied feeling of nationalism which enables a national state to exist and maintain its legitimacy.

Lesson IV examines the alternatives for world order. It also points out the conditions necessary to achieve a world without war.

UNIT GENERALIZATIONS

1. Every social group from family to nation has a political system which regulates relations between individual people and groups of people to maintain social control.
2. Every political system has leaders and those who are led, a mechanism for decision-making, and goals toward which it strives. (Fenton)
3. Values and goals that are commonly agreed by a given society are reflected in the nature of its political system and in the manner in which it functions.
4. Most societies today have political institutions called government which is an important part of the political system. Governments are made up of people who have been especially chosen to fill political roles and to make public policy decisions.
5. Governments are affected by the way their leaders are selected.
6. Political decisions which become public policies are binding on all people within the society and can be effectively enforced by those in power and authority.
7. Governments have the authority and power to make decisions and settle conflicts; however, governments in political systems depend on the interaction of many groups inside and outside of government.
8. Throughout the history of mankind, man has experimented

with many different governmental organizations.

9. All national-states have at least four elements in common: population, territory, government, and sovereignty.
10. A national-state's ideology is a set of beliefs, values, and ideas about the state's political, social, and economic policies. The political ideology connects the people's way of life and the manner in which the political institutions are organized. The ideology serves as a guide for the pursuit of national goals.
11. Although nationalism is not a true ideology, it is a potent force in guiding the thinking and determining the action of people in many national states.
12. The concepts of national sovereignty and nationalism limit the effectiveness of international organizations to achieve world order and peace. In order for international organizations to reach their goals, nations may need to give up some of their sovereignty.

MAJOR OBJECTIVES OF UNIT

Cognitive Objectives

1. The student will define political system and its component concepts and subconcepts.
2. The student will compare and contrast simple political systems in terms of power, authority, and leadership.
3. The student will classify and analyze governments and political leadership in terms of Max Weber's model. The student will also identify the limitations of working with ideal types.
4. The student will determine the relationship between the ideology of a national-state and the rise of nationalism.
5. Using a historical perspective, the student will classify and analyze ideologies as democratic, authoritarian, or totalitarian. The student will also compare and contrast the two major opposing ideologies in the contemporary world.
6. The student will use historical perspective and contemporary

data to develop inferences regarding the sovereignty of specific national-states.

7. The student will explain the role of military force in national and international problems. The student will evaluate the limits of war in terms of man's survival in today's world.
8. The student will identify, and evaluate alternatives to promote world order and peace.
9. The student will identify his own values and behavior in relation to an ethnocentric loyalty to the state and a world view of man in a global political community.

Affective Objectives

1. The student will appreciate and understand the generalization that people all over the world follow rules of behavior that are accepted by that group.
2. The student will learn that more knowledge of other political systems is a means of increasing his understanding of human behavior.
3. The student will understand that conflicts arise because of differences in norms, values, and ways of doing things and not because of biological or cultural superiority or inferiority of groups of people.
4. The student will learn to work with opposite poles of an issue. He will identify alternatives between these poles and place them on a "values continuum." (The Social Sciences: Concepts and Values.)
5. The student will appreciate the diversity of human values and experiences.
6. The student will understand the reasons for contradictions between a national state's ideology and the actual practices and public policies of that nation.
7. The student will understand the problems of the newly developing national-states in the contemporary world.
8. The student will understand the difficulty involved in making value judgments (good or bad) about a specific government

without enough data on values, social structure, and economic development of that government.

9. The student will realize that the feeling of nationalism to one's state can be ethnocentric at the expense of international cooperation.
10. The student will understand the necessity for national states to give up a part of their sovereignty to a world government to cope with problems of man's survival.

LESSON I: POLITICAL SYSTEMS

What is a political system? Why do we need political systems?
Are all political systems alike? What makes them alike or different?

Overview of Lesson I

History and contemporary data tell us that people have been loyal to extended families, tribes, villages, or city-states. Other peoples in history were loyal to a local prince, village leader, or lord. Whenever individuals live in groups, large or small, political systems are formed because decisions must be made about how resources are to be used, how conflicts are to be settled, and what goals of the society are to be reached. Without some form of political system, social groups can result in anarchy and chaos. Because all social groups or societies of people do not have the same norms and values, the nature and functioning of their political systems differ in some aspects.

Lesson I will focus on simpler political systems to help clarify the relationship between the subconcepts of power, authority, and leadership.

Generalizations

1. Every social group from family to nation has a political system which regulates relations between individual people and groups of people to maintain social control.
2. Every political system has leaders and those who are led, a mechanism of decision-making, and goals toward which it strives. (Fenton)
3. Values and goals that are commonly agreed by a given society are reflected in the nature of its political system and in the manner in which it functions.

Concepts

Political system - system which exists in every society to regulate relations, to resolve conflicts, and to maintain order. In every political system one or more persons have the power to make decisions

which are accepted and can be enforced. These decisions are accepted as binding and legitimate.

Power - refers to relationships that involve the control of one person by another, one group by another, the many by the few, and the few by the one. (Eulau)

---- The ability to make or influence the making of authoritative political decisions. (Sorauf) Power can be exercised through persuasion, prestige, ritual, fear, terror, etc. The most effective and enduring form of power is that exercised through influence.

Authority - (legitimacy) - refers to the right to enforce the recognized standards of a group. A person or persons with authority usually has the power to apply sanctions (reward and punishment). Political authority is more than just the ability to exercise power; it implies also that the right to do so is publicly acknowledged and accepted to maintain order.

Leadership - a person or persons or groups of people who have the authority to make, interpret, enforce the rules by which a political system operates. (Fenton)

Decision-making - the process by which these rules are made, interpreted, and enforced. (Fenton)

Objectives

General Objective - To know that political systems can be examined through the concepts of power, authority, leadership, and decision-making.

Specific Objectives

1. The student will identify and define political system and the subconcepts of power, authority, leadership, and decision-making.
2. Given specific case studies, the student will identify and analyze the role of leader in relationship to power, authority, and decision-making.
3. Given a hypothetical case study (Sarnia) and excerpts of Stoerpenberg Camp, the student will compare and contrast the formation of a political system in terms of

leadership and decision-making.

4. (Enrichment). Using the school as an example of a political system, the student will identify, analyze, and evaluate the political structure in terms of power, authority, leadership, and decision-making. If the school is too large a unit, the student may use his peer group as a case study.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Sorauf, Francis J., Political Science: An Informal Overview. Charles E. Merrill Books, Inc., Columbus, Ohio, 1965, pp. 1-18.

Eulau, Heinz and March, James G., Political Science. Prentice-Hall, Englewood Cliffs, New Jersey, 1969, pp. 174-197.

Curtis, Jack; Coleman, John, and Lane, Ralph, Sociology: An Introduction. Bruce Publishing Co., Milwaukee, Wisconsin, 1967, pp. 174-197.

Principles and Practices in the Teaching of Social Sciences: Concepts and Values. (Level Six). Center for the Study of Instruction, San Francisco, California, Harcourt-Brace Jovanovich, Inc., 1970.

Schultz, Mindella, Teacher's Guide for Comparative Political Systems. Holt, Rinehart and Winston, Inc., New York, N. Y.

Clark, Leon, E., Through African Eyes: Cultures in Change Series. (Lesson Plans, Units II and III). Frederick A. Praeger, New York, N. Y., 1970.

Spindler, George and Louise, (Editors), Case Studies in Cultural Anthropology. Holt, Rinehart and Winston, New York, N. Y.

Hoebel, Adamson E., The Cheyennes: Indians of the Great Plains.

Barnett, H. G., Being a Palauan.

Norbeck, Edward, Changing Japan.

Chance, Norman, The Eskimo of North Alaska.

Uchendu, Victor C., The Igbo of Southeast Nigeria.
Middleton, John, The Lugbara of Uganda.
(Many other case studies in the series).

Students

Schultz, Mindella, Comparative Political System: An Inquiry Approach. Holt Social Studies Curriculum Series, Edwin Fenton (General Editor)

"The Tribal Ostracism and Reinstatement of Sticks Everything Under his Belt," pp. 18-20, (Specific Objective 2).

"Cries Yia Eya Banished for the Murder of Chief Eagle," pp. 20-21, (Specific Objective 2).

"Stoerpenberg Camp," Part I and II, (Specific Objective 3).

Sorauf, Francis J., Political Science: An Informal Overview.

Excerpt of Plain Girl by Virginia Sorensen, pp. 79-80, (Specific Objective 2).

Clark, Leon E., Through African Eyes: Cultures in Change Series.

Unit II, From Tribe to Town, pp. 83-115.

Unit III, The African Past and the Coming of the European, pp. 8-52, (Specific Objective 2).

The Social Sciences: Concepts and Values. Color Brown, Level Six, pp. 261-268, (Specific Objective 1). Easy reading.

Massialas, Byron B and Zevin, Jack, World History Through Inquiry Series. Rand McNally & Co., Chicago, Illinois.

Political Systems, pp. 37-39, (Specific Objective 2).
Two Societies in Perspective (China and Britain), pp. 57-59, (Specific Objective 1).

Quigley, Charles and Longaker, Richard, Conflict, Politics and Freedom. Ginn and Co.

"Sarnia," pp. 1-16, (Specific Objective 3).

Filmstrips

The Living World of Black Africa. A series of 12 sound color filmstrips, CCM Films Production, Collier-MacMillan School & Library Services, 866 Third Avenue, New York, N. Y.

"Life in the Cities"

"Lifeways of the Nomads"

"Lifeways of the Rural Villages"

"Lifeways of the Masai's"

Tribalism and Nationalism in Black Africa. Current Affairs Films, New York, N. Y., February 1971, color sound filmstrip.

These filmstrips are just examples of many others that are available to the public domain. Films from the Library Services and University of Hawaii should also be used.

Simulation

Star Power. Western Behavioral Sciences. This game can be ordered from Social Studies School Service. On the simple level, this game can be played to point out to the students that the group with wealth usually acquires the power to make the rules. On the broader level, it can be used to show how rich nations are more powerful than the poor. According to the author of the game, two books - The Pornography of Power by Lionel Rubinoff and The Arrogance of Power by J. William Fulbright are helpful to understand the use of Star Power. This game can also be used in Lesson IV.

LESSON II: GOVERNMENT AND LEADERSHIP

Do all societies have political institutions called government?
Why do governments change over time? Are governments affected by
the way their leaders or decision-makers are selected?

Overview of Lesson II

A political institution called government is a part of the larger political system. Although all social groups have political systems, not all have formal political institutions called government.

As societies developed, men have found the need to establish guidelines or rules so that each member of a society may know what to expect from other members and what is expected of him. In Lesson I the student learned that every society develops rules, determines who shall enforce them, how they shall be enforced, and how disputes arising under them shall be settled. As societies became larger and more complex, governments and specific political roles were established to carry on the political functions of the society.

Lesson II presents a model (modification of a model designed by Max Weber) which can be used to classify governments in terms of how political leaders are selected and are given the power and authority to formulate and enforce the accepted rules and laws of particular societies. It should be noted that models are ideal types. Most governments are not pure in type but are an intermixture of different types with a general inclination toward one. In spite of this limitation, models can be used to formulate some generalizations about the relationship between the kinds of decision governments make and society's values which have led to the creation of one form of government over another. Weber's model is based on the kinds of authority which are characteristic of government: traditional, legal-rational, and charismatic.

Finally, governments change over a period of time because they respond to challenges and pressures in the physical and social environment. Through the process of decision-making, those with power and authority bring about changes in the following manner: (The Social Sciences: Concepts and Values).

Society -- Government -- Policy Decisions
Government -- Policy Decisions -- Changes in
Society

A complex society has many competing demands and challenges. The public policies reflect the values of the influential in the political system.

Generalizations

1. Most societies today have political institutions called government which is an important part of the political system. Governments are made up of people who have been especially chosen to fill political roles and to make public policies.
2. Governments are affected by the way their leaders are selected.
3. Political decisions which become public policies are binding on all people within the society and can be effectively enforced by those in power and authority.
4. Governments have the authority and power to make decisions and settle conflicts; however, governments in political systems depend on the interaction of many groups inside and outside of government.
5. Throughout the history of mankind, man has experimented with many different governmental organizations.

Concepts

Government - political organizations or institutions by which laws are made and enforced in societies to provide peaceful interaction among individuals and groups.

Weber's Model to Classify Government Authority

1. Traditional - governments gain power and authority from traditional customs and beliefs. Political authority is usually inherited and is passed on from one generation to another.
2. Legal-rational - based on laws which apply equally to all citizens. These laws provide for the orderly change of political leaders whose authority to rule is accepted because the rules and procedures through which they were elected are popularly accepted by the people.

3. Charismatic - power and authority are based on the personal qualities of the leader who has tremendous appeal and who controls all governmental activities. There is usually no provision for an orderly change of leadership.

Political leader - (refer to Lesson I for definition) leader or leaders who have been selected by the rules of their society and are accepted as legitimate. A society's method of selecting its rulers is an important clue to what that society values.

Public policy - authoritative decisions or government's response to challenges and pressures from the social and physical environment. Public policies such as laws, judicial decisions, and executive rules are supported by the enforcing power of the political system.

Objectives

General Objective - To know that governments can be classified in terms of how leaders gain power and authority to make public policies.

Specific Objectives

1. Given specific sound filmstrips (refer to list of filmstrips under instructional materials) and readings, the student will classify and analyze governments in terms of Weber's model.
2. Given historical norms, laws, and the public policy of apartheid in South Africa, the student will make inferences about the values held by the leaders and the government.
3. Using case studies of political leaders, the student will hypothesize the relationship between the methods used by leaders to gain power, the values held by the leaders, and how the leaders made decisions.
4. (Enrichment - refer to supplementary reading list). Given independent study in or outside of class, the student will select three examples of charismatic leadership and complete an in-depth paper comparing and contrasting the method used by leaders to gain power, its relationship to the decision-making process, and values held by the leaders. (This objective is an extension of Specific Objective 2).

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Massialas, Byron G. and Zevin, Jack, Political Systems, World History Through Inquiry Series. Student Manual, pp. 18-34.

Curtis, Jack. Comeman, John, and Lane, Ralph, Sociology: An Introduction, pp. 181-195.

The Problems and Promise of American Democracy. Eagleton Institute, McGraw-Hill Book Co., New York, N. Y.

"The National Government," by Stephen Bailey,
pp. 301-333.

Vincent, Melvin, Personality and Leadership. The Campus World, 3757 Wilshire Blvd., Los Angeles, California 90005.

Students

Massialas and Zevin, Political Systems, World History Through Inquiry Series. Student Manual, pp. 18-34, (Specific Objective 1).

Good, John M., The Shaping of Western Society. Holt Social Studies Curriculum, Edwin Fenton (General Editor), Holt, Rinehart and Winston.

"Pericles in Praise of Athens," pp. 39-42, (Specific Objective 2).

"God Gives His Laws to the Jews," pp. 44-45, (Specific Objective 2).

"Jesus Preaches His Message," pp. 45-46, (Specific Objective 2).

"Justinian Code," pp. 48-49, (Specific Objective 2).

"The Expansion of Equality in Britain: A Case Study," pp. 267-273, (Specific Objective 2).

"Establishment of the Nazi Reich," pp. 359-363,
(Specific Objective 2).

"The Practical Politician," pp. 94-95, (Specific Objective 3).

"Louis XIV's Description of Kingship," pp. 147-148, (Specific Objective 3).

Ford, Richard B., Tradition and Change in Four Societies. Holt Social Studies Curriculum. Edwin Fenton (General Editor), Holt, Rinehart and Winston.

"The Policy of Apartheid," pp. 3-10, (Specific Objective 2).

"Caste in a Village," pp. 192-195, (Specific Objective 2).

"The Village: Leadership," pp. 209-214, (Specific Objectives 3 and 1).

Sandberg, George, Humanities in Three Cities. Holt Social Studies Curriculum. Edwin Fenton (General Editor). Holt, Rinehart and Winston.

"The Life of an Athenian Leader: Pericles," pp. 9-14, (Specific Objective 3).

Schultz, Mindella, Comparative Political Systems. Holt Social Studies Curriculum. Edwin Fenton (General Editor), Holt, Rinehart and Winston.

"What Makes a Great Senator," pp. 70-74, (Specific Objective 3).

"Personal Characteristics of Soviet Leaders," pp. 100-119, (Specific Objective 3).

"Personal Characteristics of American Leaders," pp. 60-80, (Specific Objective 3).

McKeown, Robin, (Coordinator, World Studies Inquiry Series). Field Educational Publication, Inc., San Francisco, California.

"Five African Leaders," Africa, by Stephen Marvin, pp. 99-127, Easy reading, (Specific Objective 3).

Sobel, Robert and Oliver, Carl, Our Changing World. Laidlaw Brothers, Pub., River Forest, Illinois, pp. 556-566, 574-590. (Overview on governments).

The Social Sciences: Concepts and Values. (Color-Brown, Level Six). Harcourt, Brace Jovanovich, Inc.

"Nations and Government," pp. 270-280, Easy reading, (Specific Objective 1).

"Shared Powers and Rights," pp. 281-293, Easy reading, (Specific Objective 1).

"Revolution from the Top," pp. 295-304, Easy reading, (Specific Objective 1).

Waite, Robert (Editor), Hitler and Nazi Germany. European Studies Series. Holt, Rinehart and Winston.

"The Fuhrer: Portrait of a Dictator," by Allan Bullock, pp. 14-20, (Specific Objectives 1 and 3).

"Charisma," Time Magazine, October 17, 1969.

Kenworthy, Leonard and Ferrari, Erma, Leaders of New Nations. Doubleday and Co., Garden City, New York

Today's World in Focus Series. Ginn Studies in Depth, Ginn & Co., Boston, Massachusetts. (This series covers selected nations in depth. Appropriate for Specific Objective 4 and enrichment).

Sound Filmstrips

EMC Corporation, The Changing Face of Soviet Union, Parts I and IV. Sound color filmstrip, 180 East 6th Street, St. Paul, Minnesota.

Current Affairs Films, Iran in Transition: Dawn of New Era?, 1971. Sound color filmstrip, 527 Madison Avenue, New York, N. Y. 10022.

Guidance Associates, Pleasantville, New York, N. Y.

Woodrow Wilson: Idealism and American Democracy, Part I and II. Sound color.

The American Presidency, Parts I, II, and III. Sound color.

Winston Churchill: The Man and the Century, Parts I and II. Sound color.

Britain: An Enduring Heritage, Parts I, II, and III, 1969.
Sound color.

Japan: Emergence of a Modern Nation, Parts I, II, and III, 1969. Sound color.

Soviet Union: It's Land, Customs, and History, Parts I, II, and III, 1968. Sound color.

New York Times, 229 W. 443rd Street, New York, N. Y.

Africa in Ferment, 1968. Sound filmstrip.

Emerging Indonesia, 1970. Sound filmstrip.

Simulation

Democracy, by James S. Coleman. Western Publishing Co.,
School and Library Department, 850 Third Avenue, New
York, N. Y. 10022.

Supplementary Reading List on Leaders

Birch and Allan, Gandhi, Asian Studies Inquiry Program.
Field Publications, Inc., San Francisco, California.

Weitzman, Mao Tse-tung and the Chinese Revolution, Asian
Studies Inquiry Program. Field Publications, Inc., San
Francisco, California.

Mercer, Charles, Alexander the Great. A Horizon Caravel Book,
American Heritage Publication Co.

Komroff, Manuel, Caesar. Julian Messner, One West 39th Street,
New York, N. Y.

Komroff, Manuel, Charlemagne. Julian Messner - see address
above.

Komroff, Manuel, Napoleon. Julian Messner - see address above.

Komroff, Manuel, Thomas Jefferson. Julian Messner, see address
above.

Noble, Iris, Egypt's Queen - Cleopatra. Julian Messner, see
address above.

Archer, Jules, African Firebrand: Kenyatta of Kenya. Julian Messner, One West 39th Street, New York, N. Y.

Archer, Jules, Man of Steel: Joseph Stalin. Julian Messner, see address above.

Archer, Jules, Twentieth Century Caesar: Benito Mussolini. Julian Messner, see address above.

Orrmont, Arthur, Alexander Hamilton. Julian Messner, see address above.

Levine, I. S., Young Man in the White House: John F. Kennedy. Julian Messner, see address above.

Levine, I. S., Lenin Who Made the Revolution. Julian Messner, see address above.

Shirer, William L., The Rise and Fall of Adolf Hitler. Random House, New York, N. Y.

Snyder, Louis, Hitler and Nazism. Bantam Book, 271 Madison Avenue, New York, N. Y.

Apsler, Alfred, Prophet of Revolution: Karl Marx. Julian Messner, One West 39th Street, New York, N. Y.

Apsler, Alfred, Fighter for Independence: Jawaharal Nehru. Julian Messner, see address above.

(These biographies are just examples of many others that can be used).

LESSON III: THE NATIONAL STATE AND ITS IDEOLOGY

What is the role of ideology and nationalism in understanding the formation of national states? Is it possible to understand why nations do what they do without knowledge of their values and goals? Does ideology help individuals, groups, and nations develop an identity and common goals?

Overview of Lesson III

The way in which groups of individuals and nations organize their political activities depends upon the basic values and beliefs held in common by the group or nation. Although the term ideology is new, it has existed throughout history. For example, the middle eastern states of ancient times such as Babylonia and Egypt accepted the doctrine of the god-king as their basis of government; Athens had a version of democracy; Sparta based its government on militarism; and Medieval Europe based its political structure on feudalism.

An ideology serves to justify an existing social system and it also describes a desirable future social order. According to Kenneth Boulding in the Meaning of the 20th Century, ideology is composed of three elements:

1. It is a clear image of a significant and exciting future and a clear view of what has to be done in order to achieve this future.
2. This image of the world cannot be too rational and too consistent because truths are too obvious. The half truth usually is the best candidate for an ideology because it attracts and repels people at the same time.
3. It should have the ability to change without collapsing.

Today, under the shadows of two super-powers, one guided by democracy and the other by communism, the newly developing nations have the task of building national states in a world wrought with fear of total annihilation. Hopefully, when the student completes Lesson III, he will have a better understanding and appreciation of the goals of smaller, newer, and poorer nations. By gaining a historical perspective of how national states developed, the student should be

able to analyze the present and hypothesize about the future of national states. He should be able to examine his values in terms of ethnocentrism and be willing to acquire a world view which is more compatible with mankind's survival.

Generalizations

1. All national states have at least four elements in common: population, territory, government, and sovereignty.
2. National state's ideology is a set of beliefs, values, and ideas about the state's political, social, and economic policies. The political ideology connects the people's way of life and the manner in which the political institutions are organized. The ideology serves as a guide for the pursuit of national goals.
3. Although nationalism is not a true ideology, it is a potent force in guiding the thinking and determining the action of people in many national states.

Concepts

National state - a relatively large group of people inhabiting a more or less definite area of land, possessing sovereignty, living under a government that is obeyed at home and abroad, and having a sense of community.

Political ideology - the body of beliefs, attitudes, values, and goals connecting the way of life of the people of a state with its way of governing.

Examples of ideologies - (Gibson)

Democracy - based on the idea that men should have an effective voice in running their political affairs. It is also based on the assumption that men are capable of directing their lives, their societies, and their government.

Authoritarianism - people are denied freedom and responsibility of political choice and action; however, they do have some degree of freedom and self-expression in nonpolitical matters.

Totalitarianism - based on the belief that the mass of people are not able to guide their government intelligently. Leader or leaders exercise total control of a nation because they believe that they know what is best for the majority of the population who must be controlled and directed in thought and action. No personal liberty is offered in terms of civil rights, e.g., Fascism, Nazism, Communism.

Sovereignty - (internal and external) - Internal refers to the complete right to rule within the state. External refers to recognition of a state's claims to independence by other national states.

Nationalism - a relatively modern and Western movement in which a people of a nation is given a historical tradition with which they can identify and define their future goals. As citizens of a national state, individuals develop a sense of group consciousness, identity, and loyalty.

Objectives

General Objective - To know that ideology and nationalism can be used to study the development of national states.

Specific Objective

1. Given examples of different ideologies, the student will identify the relationship between ideologies and the formation of different types of government. In relation to this objective, the student can use a hypothetical situation (Sobel - Our Changing World, page 51) to classify governments and ideologies as democratic, authoritarian, or totalitarian. The student will explain the reasons for his classification.
2. The student will compare and contrast the life in two city-states (Athens and Sparta) and infer the ideological differences and similarities of these city-states. The student will also identify contradictions between ideology and practice.
3. Given examples of nationalism, historical and contemporary, the student will identify and analyze the development of national states and sovereignty.
4. (Enrichment) - Given independent study, the student will

compare and contrast the ideological differences between a modern democratic and a totalitarian nation. From his data, the student will state his personal opinion about the significance and implications of ideological differences and conflicts in terms of world peace and cooperation.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Good, John, The Shaping of Western Society. Teacher's Guide. Holt Social Studies Curriculum.

Schultz, Mindella, Comparative Political Systems. Teacher's Guide.

Gibson, John S., Ideology and World Affairs. The Lincoln Filene Center for Citizenship and Public Affairs, Houghton Mifflin, Co.

Mason, Paul T., Totalitarianism: Temporary Madness or Permanent Danger. D. C. Heath & Co.

Ebenstein, William, Totalitarianism: New Perspectives. Holt, Rinehart & Winston.

Mehlinger, Howard, The Study of Totalitarianism: An Inductive Approach. National Council for the Social Studies.

Friedrich, Carl J. and Brzezinski, Zbigniew K., Totalitarian Dictatorship and Autocracy. Praeger, New York, N. Y.

Claster, Jull N., Athenian Democracy. European Problem Studies. Holt, Rinehart & Winston.

Brzezinski, Zbigniew and Huntington, Samuel, Political Power: USA/USSR. Compass Books, 625 Madison Avenue, New York, N. Y.

Riddle, Donald (Editor), Problems and Promise of American Democracy. Eagleton Institute, McGraw Hill Book Co.

Dickinson, G. Lowes, The Greek View of Life. Ann Arbor Paperbacks, University of Michigan. Ann Arbor, Michigan.

Djilas, Milovan, The New Class: An Analysis of the Communist System. Frederick A. Praeger, New York, N. Y.

Students

Schultz, Mindella, Comparative Political Systems: An Inquiry Approach.

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"Soviet Ideology," pp. 46-56, (Specific Objective 1).

Good, John, The Shaping of Western Society.

"The Anatomy of Absolutism," pp. 145-166, (Specific Objective 1).

"Two Treatises of Government 1690," Locke, pp. 234-235, (Specific Objective 1).

"The Social Contract, 1762," Rousseau, pp. 235-236, (Specific Objective 1).

"The Idea of Equality in the Western Tradition," pp. 274-278, (Specific Objective 1).

"Nationalism," Chapter 12, pp. 279-298, (Specific Objective 3).

"Russian Totalitarianism," Chapter 14, pp. 327-346, (Specific Objectives 1 and 4).

"Nazism in Germany," Chapter 15, pp. 347-369, (Specific Objectives 1 and 4).

What You Should Know About Democracy and Why. Scholastic Book Services, pp. 147-189. (Easy Reading)

What You Should Know About Communism and Why. Scholastic Book Services, pp. 13-44.

The Social Sciences: Concepts and Values. Color-Brown, Level Six. (Easy Reading)

"Two Kinds of City Life," (Athens and Sparta), pp. 61-73, (Specific Objective 2).

Ford, Richard B. , Tradition and Change in Four Societies: An Inquiry Approach.

"China Under the Communists," pp. 298-341, (Specific Objectives 1 and 4).

Eisen, Sydney, and Filler, Maurice (Editors), The Human Adventure: Readings in World History, Volume One.
Harcourt, Brace and World, Inc.

"The Severity of Spartan Life and Training," pp. 34-37, (Specific Objective 2).

"The Glory of Athens," pp. 38-42.

Riddle, Donald (Editor), Problems and Promise of American Democracy. Eagleton Institute.

"The Struggle for Political Independence by Clyde F. Kohn, pp. 94-106, (Specific Objective 3).

Feder, Bernard (Editor), Viewpoints in World History. American Book Co. , New York, N. Y.

"What is our Debt to Greek Civilization?" (Sparta and Athens), (Specific Objective 2).

Sobel and Oliver, Our Changing World, Laidlaw Brothers' Publishers.

"Conflicting Ideologies," pp. 629-642. (Easy Reading for Overview).

Orwell, George, Animal Farm. The Signet Classics.

Orwell, George, 1984. The Signet Classics.

Sound Filmstrips

Current Affairs Films, 527 Madison Avenue, New York, N. Y.
10022.

Israel: A Struggle for Survival, 1971. Color Sound.

Communist Poland in a Changing Europe, 1971. Color Sound.

Guidance Associates, Pleasantville, New York, N. Y.

Britain: An Enduring Heritage, Part I, II, and III.
Color Sound.

The Rise of Communism, Part I and II. Color Sound.

Soviet Union: Its Land, Customs and History, 1968.
Color Sound.

New York Times, 229 W. 443rd Street, New York, N. Y.

India and Pakistan, 1969. Sound.

Behind the Bamboo Curtain, 1969. Sound.

Emerging Indonesia, 1970. Sound.

Educational Consultant, University of Missouri at Kansas City.

Landmark in the History of Greece Series. Sound.

Athens, Sparta, The Age of Pericles.

Anti-Defamation League of B'nai B'rith

Anatomy of Nazism. Filmstrip.

Educational Audio-Visual, Inc. Pleasantville, New York, N. Y.

Making the German Nation. Sound.

Part I - 1815-1871
Part II - 1871-1917
Part III - 1918-1933
Part IV - 1933-1945

National Geographic Encyclopedia Britannica

Egypt Land of Pharaohs. Color Sound.

Simulations

Disunia (a simulation of the 21st century paralleling the problems of sovereignty in 1781-1789). Interact, P. O. Box 262, Lakeside, California 92040.

LESSON IV: WORLD ORDER - WAR OR PEACE?

As nations become more nationalistic in terms of national interest and security, is conflict among nations inevitable? What alternatives exist to resolve these conflicts? With modern weapons and technology to annihilate the world, should new foreign policy priorities be considered by sovereign nations? Is there hope for man in the future?

Overview of Lesson IV

Historically national states have gone to war whenever conflicts between and among nations could not be solved through diplomacy and treaties. Stronger national states have extended their territorial boundaries through colonialism, imperialism, and wars in the name of nationalism, national interest, and security.

The sovereign national states in the contemporary world are increasingly becoming interdependent economically, socially, and politically. In addition, the development of powerful nuclear weapons that can be fired from any part of the world into any community of nations makes the prevention of war and militarism extremely urgent. The problem of world pollution and world population explosion demand new alternatives which are viable in an international community. It necessitates a reexamination of nationalism and loyalty to one's state. Lester Pearson in Beyond the Nation-State points out this need:

The time has come to talk seriously about nationalism, its extension into internationalism, and what that could mean for all of us.

First: What is nationalism; what value does it have? How are we to move beyond the emotions and prejudices, prides, and loyalties that gather around it; the responses to it that we learn in our cradles and that some of us will never unlearn?...

Nationalism can be a fine and noble thing: the love of a man for his own country and what it means to him. But political nationalism, the absolute sovereignty of the nation-state, can also be the strongest obstacle in the way of building world order and in the way of the realization of the world community. The first reaction of millions of people today to any proposals for more

effective international institutions, for international control of anything is: "This means that foreigners will be taking charge of our affairs."

In any rational analysis, we can surely now say that sovereign power, exercised through the nation-state, which came into being to protect its citizens against insecurity and war, has failed in this century to give them that protection. The rationale for change has been established. The will to make it has not ...

Although most people recognize the need for change, there seems to be little agreement on how to bring about this change. It is not a question of having no alternatives; alternatives exist but experts cannot agree on the viability and feasibility of these alternatives in terms of world peace and cooperation. The problem is a difficult one and it demands the attention of every citizen in every national state in order that he may survive.

With the completion of Lesson IV, the student should be able to evaluate some proposed alternatives and to formulate his ideas about how national states can cooperate to maintain world order through peace rather than war.

Generalizations

1. The concepts of national sovereignty and nationalism limit the effectiveness of international organizations to achieve world order and peace.
2. In order for international organizations to reach their goals of maintaining peace, national states must give part of their sovereignty to control international violence.

Concepts

Nationalism - refer to Lesson III for definition.

Ethnocentrism - a judgment which rates the action and ideas of others negatively because they differ from the ideas and actions of one's own group. (Curtis)

War - use of military force to impose one nation's will upon another by means of systematically organized and calculated violence.

(Padover) If war or human aggression is instinctive and natural, war seems inevitable. However, if war is viewed as cultural, a social invention, it can be prevented by learning a new way of managing conflict.

International Organizations - based on cooperation of sovereign states to maintain peace, e. g., League of Nations, United Nations.

World Government - based on a federal system of government. It is similar to the World Law Model. The World Federalism would be transnational rather than nationalistic. No individual national state would have the right to veto. It would have a World Court, Representative Assembly, Executive Committee, peace keeping police force, multi-lateral political power, and rule of law. National sovereignty is transferred to a global organization in areas that would control international violence. (Boyer)

World Order - refers to the custodianship of general interests of the world by means of a system of norms (laws) which are acceptable and enforceable on a world-wide scale.

Objectives

General Objectives - To know that to survive in today's world, man must grapple with the problem of finding new ways of resolving international conflicts.

Specific Objectives

1. The student will identify historical attempts to regulate international conflicts.
2. The student will compare and contrast the arguments of those who feel that war is a social invention (it is cultural) with the arguments of those who feel that war is part of human nature and it is inevitable.
3. The student will identify the conditions necessary to work towards world peace. The student will also examine the possibility of national states giving up part of their national sovereignty to a world government.
4. Given specific readings, role-playing situations, and simulations, the student will identify, analyze, and evaluate alternative solutions to achieve world order.

The student will select the best alternative and defend his choice with additional data.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

"Beyond the Nation-State," by Lester B. Pearson in Saturday Review, February 15, 1969.

"Tomorrow's World: Challenges to U.S. Diplomacy," Headline Series, No. 189, June 1968.

"Restraining United States Policy," by Richard A. Falk, Headline Series, No. 193, February 1969, pp. 70-72.

"The UN and World Order," by Lincoln P. Bloomfield, Headline Series, No. 197, October 1969.

Boulding, Kenneth, The Meaning of the 20th Century. Harper and Row Publishers, New York, N.Y., pp. 75-103, The War Trap.

Russell, Bertrand, Has Man A Future? A Penguin Special, Baltimore, Maryland, pp. 69-127.

Fulbright, J. W., Old Myths and New Realities. A vintage book published by Random House.

Massialas, Byron, World Order. World History Through Inquiry Series, Rand McNally and Co.

Wheeler, Harvey, Democracy in a Revolutionary Era. A Center Occasional Paper, Center for the Study of Democratic Institutions, Santa Barbara, California.

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"Tradition and Change," Daedalus. Journal of the American Academy of Arts and Sciences, Summer, 1966, pp. 828-911.

Media and Methods, October 1969. Special Issue on Peace and World Order.

World Law and Models of World Order, International Dimensions in the Social Studies, 38th Yearbook, NCSS, pp. 160-170.

Students

The Social Sciences: Concepts and Values. Color-Brown, Level Six, "Steps Along a Long Road," pp. 360-373. Easy Reading. (Specific Objective 1).

Sobel and Oliver, Our Changing World. Laidlaw Brothers' Publishers.

"War in the Twentieth Century," pp. 643-646, (Specific Objective 2).

"International Relations," pp. 611-625, (Specific Objectives 1 and 3).

Organizations Among Nations: The Search for World Order.
AEP, Public Issues Series.

"The Argentine Crisis and Latin America," (a role playing game, the crisis, October 1992), pp. 31-45.

"Harmony and Friction at Robber's Cave," pp. 55-58, (Specific Objective 4).

The Limits of War: National Policy and World Conscience.
AEP, Public Issues Series, (Specific Objective 4).

"Is Aggression an Instinct or a Learned Trait?" Issues Today.
AEP, Volume 2, No. 13, March 1, 1970, pp. 14-15, (Specific Objective 4).

Understanding Foreign Policy by Paul Padover, No. 280, Public Affairs Pamphlet, (Specific Objective 1).

"War Systems or Peace Keeping Systems?" by William Boyer, (to be published).

Quinn, James A., Living in Social Groups. J. B. Lippincott Co., New York, N. Y. - Chapter on International Relations, pp. 225-235, (Specific Objectives 3 and 4).

Massaials and Zevin, World Order. World History Through Inquiry, pp. 52-73.

Simulations

Crisis, Western Behavioral Sciences Institute, 1150 Silverado,
La Jolla, California 92037.

Sound Filmstrips

Current Affairs Films, 527 Madison Avenue, New York, N. Y. 10022.

The U.S. in World Affairs: A New Role for the 70's. Color
Sound.

Suggested Films

The Hat
Fail Safe
Seven Days in May
On the Beach

UNIT II: POLITICAL CULTURE AND POLITICAL BEHAVIOR

UNIT II: POLITICAL CULTURE AND POLITICAL BEHAVIOR

Introduction

In Unit I the student was introduced to the study of political science on the macro level which included an overview of larger political units such as the political system, national states, governmental organizations, and international organizations. In Unit II the student will focus on the micro level of political science which includes the study of individuals and their behavior in the political system. The micro-political view looks at the individual and his attempts to influence the operation of the system. It should be noted that it is difficult to categorize the study of political science into these separate compartments because in reality the political system is an interaction of the macro and micro levels. However, to facilitate analysis, this Unit on political culture will emphasize the role of the individual, his attitudes, beliefs, and values which affect his political behavior, the degree of his participation in the political system, and how he attempts to influence decision-makers to obtain a greater share of advantages. Throughout the Unit analytical questions such as the following will be posed: How does an individual learn to behave politically in an acceptable manner? How and why do people get involved in politics? Why do some people prefer apathy over active involvement? Should all citizens have intense feelings and values on all issues? How do the characteristics of the political system affect the manner and extent of citizen participation in politics? How do the participation patterns of citizens affect the functioning of the political system?

To understand the political process of a society and the interaction of individuals in a political system, one must understand a number of things: 1) What political culture is and how it is transmitted from one generation to another, 2) Why individuals have similar political orientations and others have different orientations, 3) Why some individuals are more active politically than others, and 4) Why individuals organize into larger social units, such as interest groups, in the larger, more complex societies. In the final analysis, all of the strivings of individuals and groups in a political system are ultimately directed at influencing the making of public policy through the decision-makers who are affected by three major influences: 1) their own social and political values, 2) interaction and influences within the decision-making body, e.g., justice on justice, senator on senator, etc., and 3) influences outside the group such as lobbyists of powerful interest groups and public opinion.

Traditionally, government courses have focused on the structure of government which presented an oversimplified and static picture of how the political system functions. The courses paid very little attention to the interplay and interaction of individuals and groups within the system. Knowledge from the social science disciplines such as psychology, anthropology and sociology has contributed to a greater understanding of why people do what they do. The methods of the behavioral sciences are now being utilized by political scientists to gather quantitative data to formulate hypotheses and to make predictions about political behavior.

Finally, Unit II will focus primarily on democracies because of the assumption that the individual is important and because of the availability of data. Comparisons and contrasts with other political systems will be made whenever possible.

In Lesson I of this Unit, the concept of political culture will be analyzed. Hopefully the students will understand the relationship between political culture and the attitudes and beliefs of the individuals in the political system.

Lesson II emphasizes how a society teaches its children to become acceptable members. Through the process of political socialization, children learn that they are Americans, Germans or Russians, and they also learn the rules and laws of their society.

Lesson III explains the role of the citizen in the political system and how he views himself in relation to political activity or nonactivity.

Finally, Lesson IV examines the role of individuals and groups in shaping public opinion, and in joining organizations to be more effective in influencing decision-making and public policies.

UNIT GENERALIZATIONS

1. Because political system and political culture are important influences on individual political behavior, there are differences in political behavior patterns from culture to culture. (Almond and Verba).
2. Every society has a political culture which is transmitted from one generation to another to maintain the stability of the political system.
3. A society's political system and the political culture are

closely related to the fundamental system of values to which the society adheres.

4. Political symbols exist in all societies and serve to hold the society together. They stand for what everyone in a nation has in common.
5. An individual's attitudes and orientations to politics are learned from his social environment and are largely the result of his everyday group affiliation.
6. Individuals who live within the same environment tend to behave politically in the same manner because they learn the accepted ways of doing things from their environment. On the other hand, no two individuals will behave exactly in the same manner because of differences in personality.
7. Political socialization serves to preserve the traditional values and ways of doing things. It can also serve to bring about political and social change in a society.
8. In every political system, especially in the democratic, the better educated, higher socio-economic status groups tend to be more active in political organizations, more apt to vote, more apt to participate generally in the political system. (Sorauf). These individuals tend to feel more efficacious about political action because of greater knowledge and more sophistication about politics than individuals in the low socio-economic status.
9. Political activity and participation is greater among men than among women. (Sorauf and Milbraith).
10. Political apathy and alienation tends to be associated with low socio-economic status groups because of alienation from the community and a feeling of powerlessness in it. Recent studies tend to show that an individual's political behavior may be related to psychological and personality variables as well as social characteristics. (Sorauf, Milbraith).
11. In democratic societies, people are more likely to turn out for elections when clear differences are perceived among alternatives than when the alternatives are not clear. (Milbraith).
12. In democratic societies, individuals who belong to more than

one group with each group pulling in different directions tend to participate less in politics than individuals who belong to groups that are homogeneous in political direction.

13. The larger and more complex the society, the more individuals must rely on groups and organizations to express and achieve their goals. Membership in groups provides more effective means to make an individual's wishes known to those in decision-making positions. (Sorauf).
14. In every society individuals and groups disagree over some societal goals and direction, over how goals should be achieved, and how standards of behavior should be enforced. (Sorauf).
15. A decision-maker of public policy, especially in democratic societies, is influenced by his own values and attitudes, those of the group, and those outside of the group.
16. In both democratic and totalitarian countries today, public opinion is important to either persuade and influence or to manipulate and direct the behavior of others.

MAJOR OBJECTIVES OF THE UNIT

Cognitive Objectives

1. The student will identify political culture and its relationship to political beliefs, political attitudes, and political symbols.
2. The student will identify, analyze, and evaluate the similarities and differences of ideals and attitudes in different societies. The student will infer the relationship between a society's political culture and the way it regulates human interaction to maintain order and cooperation.
3. The student will identify and differentiate socialization and political socialization. The student will hypothesize the relationship between political culture and political socialization.
4. The student will identify similarities and differences found in the political socialization process of two totalitarian political systems and/or a totalitarian and a democratic political system. The student will describe the political attitudes and beliefs of the adult citizens as a result of the socialization process.

5. Given independent study, the student will analyze the biographies and/or autobiographies of two or more political leaders by comparing and contrasting the political socialization of these leaders. The students will use and relate the concepts of political self, political roles, personality, and political culture in their analysis of political socialization.
6. The student will classify political behavior and attitudes of individuals as apathetics, spectators, or gladiators.
7. Given data (charts and statistics) on voting behavior and elections, the student will formulate hypotheses about who tends to be more active or nonactive in politics and why. The student will use socio-economic status as an analytical concept.
8. In small groups the student will discuss relationships of dissent, the American Bill of Rights, and political change. The student will evaluate case studies and write a paper on the nature of dissent, whether or not dissent should be prohibited or limited in a democracy, and whether or not it is the best way to bring about change.
9. The student will identify, define, and differentiate public opinion, political parties, and interest groups. The student will infer the relationship between these political forces and the political behavior of individuals.
10. The student will compare and contrast the function of political parties and interest groups in terms of shaping public opinion and influencing decision-makers.
11. The student will analyze opinion polls and formulate hypotheses about what Americans say they believe about political leaders, events, and issues and what they actually believe which is reflected in their behavior. The student will discuss his hypotheses in small groups and decide the worth of opinion polls in predicting political behavior.

AFFECTIVE OBJECTIVES

1. The student will appreciate the uniqueness of his own political culture by being aware of the uniqueness of other political cultures. By comparing and contrasting other political cultures, the student will understand that every political culture differs from others because of the difference in

traditions and environments.

2. The student will become aware of his political values, attitudes, and beliefs, how he feels towards his political system, and why he feels the way he does.
3. The student will analyze his apolitical beliefs and attitudes in terms of his political behavior in and out of school. The student will become aware of the complex interaction among political culture, political socialization, and political behavior.
4. The student will become aware of the inconsistencies between his political beliefs and his political behavior.
5. The student will appreciate the process of valuing as a means of examining his political ideas and beliefs. The student will try to determine whether or not his values will enable him to survive in a world of constant change.
6. The student will understand the use of democratic procedures and the frustrations involved in resolving conflicts through democratic means.
7. The student will understand that dissent is very much a part of the American political culture. To eliminate dissent is to weaken the essence or the basis of our democracy.
8. The student will become aware of the role of public opinion and how he can be manipulated by propaganda.

LESSON I: POLITICAL CULTURE

In what way does the concept of political culture explain the functioning of a political system? Why is the political culture of one society different from another? Are there similarities in all political cultures?

Overview of Lesson I

Every society has a culture which consists of learned behavior traits which members of the society generally share in common. Culture is a society's total way of life which includes traditional beliefs, habits, customs, ways of behaving that members of the society believe in and practice to a greater or lesser extent. Political culture is one part of a society's culture. It provides a "people oriented" explanation of political events. The various attitudes citizens have toward political life affect the way in which the state operates. Political culture is a society's political way of life which includes how the members view power and authority and how conflicts ought to be settled. Since all societies do not have the same ideas and values about how conflicts ought to be settled, rules vary, patterns of political behavior vary, and the political culture varies from society to society. For example, the political culture in Central America differs from that of North America in terms of accepting violence as a political weapon and revolution rather than reform to change a corrupt government. These accepted political responses in Central America are not accepted to the same extent in the American political system. (Dawson and Prewitt).

In most political systems, individuals who use power legitimately according to the direction of their political culture are considered good citizens. People who deviate from the political culture when using power are considered bad citizens.

Finally, a society's political culture plays a significant role in shaping its "national character" and how its members view themselves in the political arena.

Generalizations

1. Because political system and political culture are important influences on individual political behavior, there are differ-

ences in political behavior patterns from culture to culture. (Almond and Verba).

2. Every society has a political culture which is transmitted from one generation to another to maintain the stability of the political system.
3. A society's political system and political culture are closely related to the fundamental system of values to which the society adheres.
4. Political symbols exist in all societies and serve to hold the society together. They stand for what everyone in a nation has in common.

Concepts

Political culture - A society's political way of life. It consists of a set of beliefs and feelings, or values and attitudes about how people in a society ought to behave politically. It also refers to specific orientations which consist of attitudes toward the political system and attitudes toward the role of self in the system. (Almond and Verba).

Political beliefs - Ideas about what is good or bad in describing the political environment. An individual's political beliefs guide his political behavior. Individuals who behave politically in similar ways tend to share similar political beliefs.

Political attitude - An individual's predisposition to evaluate what is good or bad political behavior. An individual's attitude toward issues, people, and things usually determine his political behavior. However, people do not always act in ways that we might expect from their expressed attitudes.

Political symbols - Objects that represent political beliefs and feelings. They are used to promote loyalty to the government, to arouse positive feelings about political values, and to support the authority of political roles, e.g., the black robe of the judge. Political symbols such as the flag influence political attitudes and behavior.

Objectives

General Objective - To know that the concept of political culture

can be used to explain the political behavior of members of a society.

Specific Objectives

1. Given instructional materials including readings and pictures, the student will identify political culture and its relationship to political beliefs, political attitudes, and political symbols.
2. Given case studies on the Kiowa and Iroquois Indians, the student will identify and explain the political culture of these societies.
3. Given short excerpts and/or filmstrips on Japan, the United States, and the Soviet Union, the student will identify, analyze, and evaluate the similarities and differences of ideals and attitudes in each society. The student will infer the relationship between each society's political culture and the way it regulates human interaction to maintain order and cooperation.
4. For enrichment: Using objective number 3, the student will complete an in-depth study on any two political cultures.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Almond, Gabriel, and Verba, Sidney, The Civic Culture. Little, Brown and Co., Boston, Massachusetts, pp. 1-44.

Dawson, Richard and Prewitt, Kenneth, Political Socialization. Little, Brown and Co., Boston, Massachusetts, pp. 25-36.

"Political Symbols," by Howard Mehlinger and John Patrick in Propaganda, Polls, and Public Opinion. Inquiry into Crucial American Problems Series, Prentice-Hall, Englewood Cliffs, New Jersey.

Sady, Rachel R., Kiowa Years. Teacher's Manual, MacMillan Company, New York, N. Y.

Hertzberg, Hazel W., Teacher's Manual for the Great Tree and the Longhouse: The Culture of the Iroquois. MacMillan Company, New York, N. Y.

American Political Behavior, High School Curriculum Center in Government, Bloomington, Indiana. (to be published in 1972.)

Students

American Political Behavior, High School Curriculum Center in Government, pp. 60-62; 96-99; 112-115. (Specific Objective 1).

Marriott, Alice, Kiowa Years. Anthropology Curriculum Study Project, MacMillan Company, New York, N. Y.

"Iroquois," Chapter I, pp. 1-10. (Specific Objective 2).

"The Founding of the Confederacy," pp. 84-94.
(Specific Objective 2).

"The Confederacy at Work," pp. 95-108. (Specific Objective 2).

Sobel and Oliver, Our Changing World. Laidlaw Publishers.

"Life in Industrial Nations," pp. 439-455. (Specific Objective 3).

The Social Sciences: Concepts and Values. Color - brown, level six. (Easy Reading).

"A Government and a Society," pp. 172-182. (Specific Objective 3).

"Don't Tread on Me! The Flag and the Law," Senior Scholastic. October 5, 1970, pp. 15-17. (Specific Objective 1).

Sound Filmstrips

Guidance Associates, Pleasantville, N. Y.

Soviet Union Today: Its People and Their Way of Life, Parts I & II. Color. RMI Productions, 4916 Main Street, Kansas City, Missouri 64112.

Daily Life in Ancient Greece.

Daily Life in Middle Ages.

Daily Life in the Dawn of Human Time.

EMC Corporation, 180 East 6th Street, St. Paul, Minnesota.
Color.

The Changing Face of Soviet Union, Parts II & III.

Society for Visual Education, Inc. From the Series, The Roman
Way of Life. Color. 1345 Diversey, Chicago, Illinois 60614

The People of Rome.

LESSON II: POLITICAL SOCIALIZATION: CONFORMITY AND CONTINUITY?

How does an individual become an American, Russian, or Japanese? What is the relationship between political socialization and political culture? Why is political socialization necessary in every society?

Overview of Lesson II

In Lesson I the student learned that every society has a political culture which influences the political behavior of individuals and groups. When individuals behave politically in an acceptable manner, rules control their behavior.

Lesson II focuses on the idea that individuals are not born with a political culture. It is learned from the social environment through the process of political socialization which is one part of the socialization which is one part of the socialization process. Political socialization fulfills two purposes: 1) it serves to preserve traditional values and ways of doing things; it is the way in which one generation passes on political standards of beliefs to succeeding generations, and 2) it is the process through which a citizen acquires his own view of the political world. It can be a vehicle of political and social change especially when children are raised with political and social expectations that are different from those of the past, or when socialization agents such as the schools inculcate values that are different from those of the past. These two perspectives, political socialization as cultural transmission and as individual learning, are complementary.

Most recent studies on political socialization agree that learning experiences in early childhood play an important part in producing the individual's political self. In The Republic Plato pointed out the importance of childhood training to instill citizen values that will maintain political order. In early childhood, an individual acquires basic identification and emotional ties with political symbols and his political community. In later childhood he begins to understand what the nation is and acquires knowledge about the political universe and its expectations. Later he begins to acquire attitudes towards specific political personalities, activities, and policies. Political learning does not stop at a specific age. It is a process that continues throughout a person's life span. Some types of political orientations are

more susceptible to change as the individual grows older; however, it is generally agreed that orientations learned early in life determine much of the form and substance of orientations acquired later, e.g., the youth who has acquired an interest in politics is more likely to be influenced by political events than a youth who has no interest. By the early twenties an individual's political self which is the product of political socialization is well established.

Studies have also shown that because of the influence of political socialization upon personality development, most individuals in a society behave according to the political culture of that society; however, because of differences in personality, individuals may have different views as to how they should behave politically. Because of personality differences all individuals do not in reality behave the way they think they ought to behave. Thus, although political roles are well defined, without knowledge of an individual's personality, it may be difficult to predict his political behavior in certain situations. In most cases, individuals conform because of what they have learned.

In Lesson II, the role of the family and school as socialization agents will be examined more closely because of their importance and influence in shaping attitudes, beliefs, and behavior patterns. (Refer to article by Tapp in Psychology Today.)

Generalizations

1. Individuals who live within the same environment tend to behave politically in the same manner because they learn the accepted ways of doing things from their environment. On the other hand, no two individuals will behave exactly in the same manner because of differences in personality.
2. Political socialization serves to preserve the traditional values and ways of doing things. It can also serve to bring about political and social change in a society.

Concepts

Political socialization - Refers to the process involved in the learning of one's political culture and political roles. Political socialization processes operate on both the individual and community levels. At the community level, it is a process by which one generation passes on political standards and beliefs to succeeding generations. On the individual level,

it is the way in which an individual acquires his political views.

Agents of socialization - The family, peer group, school, organizations.

Family - Most significant primary institution and an important source of learning.

Peer group - Form of primary group composed of members sharing relatively equal status and intimate ties. Especially important agents of socialization in transitional societies or societies that are highly developed.

School - Second institution where political learning takes place through the curriculum and how the school is structured and organized.

Political roles - Guidelines of a political culture about how an individual is expected to behave politically in his society.

Personality - Refers to an individual's behavior patterns and the forces which lead him to establish certain patterns of behavior. The forces that play a part in shaping personality are biological, physical, and cultural environments, and the individual's own experience.

Personality also refers to the system of self and role attitudes possessed by an individual (Curtis).

Political self - Refers to an individual's orientations regarding his political world and including his views toward his own political self. Political socialization produces a political self.

Objectives

General Objective - To know that the concept of political socialization can be used to examine how a society maintains conformity and stability and how it can bring about political change.

Specific Objectives

1. Given readings and instructional materials in class, the

student will identify and differentiate socialization and political socialization. The student will hypothesize the relationship between political culture and political socialization.

2. Given readings on the family and the school, the student will identify similarities and differences found in the political socialization process of two totalitarian political systems and/or a totalitarian and a democratic political system. The student will describe the political attitudes and beliefs of the adult citizens as a result of the socialization process.

3. For enrichment:

Given independent study, the student will analyze the biographies and/or autobiographies of two or more political leaders by comparing and contrasting the political socialization of these leaders. The students will use and relate the concepts of political self, political roles, personality, and political culture in their analysis of political socialization.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Dawson, Richard E. and Prewitt, Kenneth, Political Socialization. Little, Brown and Company, Boston, Massachusetts.

Almond, Gabriel and Verba, Sidney, The Civic Culture. Little, Brown and Company, Boston Massachusetts. pp. 266-306.

Langton, Kenneth, Political Socialization. Oxford University Press, New York, N. Y.

"Political Socialization," a Special Issue, Harvard Educational Review. Vol. 38, No. 3, Summer 1968.

Bronfenner, Urie, Two Worlds of Childhood: US and USSR. Russell Sage Foundation, 230 Park Avenue, New York, N. Y.

American Political Behavior. The High School Curriculum Center in Government, Bloomington, Indiana. (to be published in 1972). pp. 63-83.

"Implications of Political Socialization Research for the Reform of Civic Education," by John Patrick, Social Education, January 1969, Vol. 33, No. 1, pp. 15-23.

Patrick, John J., Political Socialization of American Youth: Implications for Secondary School Social Studies. National Council for the Social Studies, Research Bulletin No. 3, 1201 Sixteenth Street, N. W., Washington, D. C.

Mosse, George L., Nazi Culture. Grossett and Dunlop, New York, N. Y., pp. 263-286.

Raab, Earl, Anatomy of Nazism, Anti-defamation League of B'Nai B'rith, 315 Lexington Avenue, New York, N. Y. 10016, pp. 11-21.

"A Child's Garden of Law and Order," by June L. Tapp. Psychology Today, December 1970, pp. 29-30; 62-64.

Case Studies in Cultural Anthropology, Holt, Rinehart & Winston, 333 Madison Avenue, New York, N. Y. 10017.

Hoebel, E. Adamson, The Cheyennes: Indians of the Great Plains, pp. 90-98.

Barnett, H. B., Being a Palauan, pp. 4-10; 65-71.

Norbeck, Edward, Changing Japan, pp. 57-73.

Chance, Norman, The Eskimos of North Alaska, pp. 19-34.

Mead, Margaret, Growing Up in New Guinea: A Comparative Study of Primitive Education, Dell Publishing Company, 750 Third Avenue, New York, N. Y.

Mead, Margaret, Coming of Age in Samoa. Dell Publishing Co.

Students

Sobel and Oliver, Our Changing World. Laidlaw Brothers Publishing Co.

"The Process of Socialization," pp. 403-409. (Specific Objective 1).

Clark, Leon E., Through African Eyes: Cultures in Change Series. Praeger.

Coming of Age in Africa: Continuity and Change, pp. 3-38. (Specific Objective 1).

Ford, Richard, Tradition and Change in Four Societies: An Inquiry Approach. Holt, Rinehart and Winston.

"Bantu Society: Childhood, Education, and Marriage," pp. 53-57. (Specific Objective 1).

The Social Sciences: Concepts and Values. Color - brown. Level Six. Harcourt, Brace Jovanovich, Inc. (Easy Reading).

"Two Kinds of Greek City Life," pp. 61-73. (Specific Objectives 1 and 2).

American Political Behavior, High School Curriculum Center in Government, pp. 63-83. (Specific Objective 1).

Massialas, Byron and Zevin, Jack, Two Societies in Perspective. World History Through Inquiry Series, Rand McNally & Co., pp. 4-26. (Specific Objective 2).

McKeown, Robin J., Man and Woman in Asia. Asian Studies Inquiry Program, Field Educational Publications, Inc., San Francisco, California.

"Roles in a Hindu Family," pp. 43-50. (Specific Objective 2).

"High Schools Around the World," World Week, A Scholastic Magazine, October 19, 1970 pp. 4-7. (Specific Objective 2).

"Why do you go to School," World Week, October 19, 1970, pp. 8-14. (Specific Objective 2).

Case Studies in Cultural Anthropology, Holt, Rinehart and Winston, 383 Madison Avenue, New York, N. Y. 10017. (Specific Objectives 1 and 2).

Hoebel, E. Adamson, The Cheyennes: Indians of the Great Plains, pp. 90-98.

Barnett, H. B., Being a Palauan, pp. 4-10; 65-71.

Norbeck, Edward, Changing Japan, pp. 57-73.

Chance, Norman, The Eskimos of North Alaska, pp. 19-34.

Sound Filmstrips

Refer to Lesson I.

LESSON III. THE INDIVIDUAL AND POLITICAL PARTICIPATION: - CONFORMITY OR DISSENT?

Why are some individuals who are raised in the same political culture more active than others politically? Why is there a gap between what we ought to do and what we actually do? What is the relationship between a political system's ideology and what is actually practiced by its citizens?

Overview of Lesson III

Lesson III emphasizes the process of political socialization from the community level to point out how a political culture is transmitted from one generation to another to maintain conformity, stability, or change in the political system.

Lesson III will focus on the individual and his relationship to the process of political socialization. It refers to the process through which a citizen acquires his own view of the political world and how he develops a political self which will eventually determine how he functions as an adult citizen in the political community. The individual's attitudes toward himself, political personalities, activities, and policies will determine whether or not he will become a relatively conforming and passive citizen or individualistic and active in influencing decision-making.

Social scientists have found that people relate to their political systems in a variety of ways. According to Milbraith in Political Participation, "some persons take the system for granted and are concerned only to adjust their behavior to its demands, others want to improve or transform it. Some have only a passive relationship to the system, while others are very actively involved. To some the system is frightening and confusing; to others, it is an object to be explored and conquered. Some focus their attention on what the system demands from them, while others focus on the benefits they derive from the system."

Because of availability of data and the variety of human behavior and responses in a complex political system, this lesson deals primarily with the American scene. In addition, the American credos demands political participation on the part of individuals although the degree, intensity, and method of participation differs. In other words, the American political system claims government by the consent of the

governed. This implies the necessity for individuals to be at least aware of political activity. Otherwise the system can subtly move toward the direction of totalitarianism with the use of technology and the mass media as exemplified by Nazi Germany in the 30's.

Generalizations

1. In every political system, especially in the democratic, the better educated, higher socio-economic status groups tend to be more active in political organizations, more apt to vote, more apt to participate generally in the political system. (Sorauf). These individuals tend to feel more efficacious about political action because of greater knowledge and more sophistication about politics than individuals in the low socio-economic status.
2. Political activity and participation is greater among men than among women.
3. Political apathy and alienation tend to be associated with low socio-economic status groups because of alienation from the community and a feeling of powerlessness in it. Recent studies tend to show that an individual's political behavior may be related to psychological and personality variables as well as social characteristics. (Sorauf, Milbraith).
4. In democratic societies, people are more likely to turn out for elections when clear differences are perceived among alternatives than when the alternatives are not clear. (Milbraith).

Concepts

Classification of individuals based on degree of political participation: (Milbraith)

Apathetics - Individuals who do not vote and do not perform any other political activities.

Spectators - Individuals who vote, attempt to influence others into voting a certain way, and display buttons or stickers.

Gladiators - Individuals who join political clubs, give money, attend meetings, or work actively in campaigns, run for and hold public and party offices.

Classification of political attitudes and behavior:

Political efficacy - Refers to an individual's feeling that his action will make an impact on the political process, that it is worthwhile to perform one's civic duties, that he can influence the decision-makers.

Political alienation - Refers to an individual's feeling that the political system is corrupt and unresponsive to his wishes; political system as it is. There are two kinds of alienated individuals: those who feel powerless to change things so do not take part in anything political (e.g., hippies) and those who feel that because the system is corrupt they are driven to become politically active. The alienated active citizen is different from the politically active citizen because he lacks faith and trust in the political system and public officials which may lead to more violent forms of participation.

Dissent - Refers to the right to disagree. The term is used to describe the disagreement of individuals with decisions made by political leaders and it usually centers around certain issues.

Socio-economic status - Refers to a person's rank in a society. In the American society wealth, occupation, education, membership in social and civic organizations are considered in the ranking.

Objectives

General Objective - To know that the individual's attitudes, beliefs, and orientations towards himself and the political system affect the degree and extent of his political participation or nonparticipation in the system.

Specific Objectives

1. Given specific instructional materials, the student will classify political behavior and attitudes of individuals as

apathetics, spectators, or gladiators.

2. Given data (charts and statistics) on voting behavior and elections, the student will formulate hypotheses about who tends to be more active or nonactive in politics and why. The student will use the concept of socio-economic status as an analytical tool.
3. Given several case studies on dissent and protest, the student will discuss the relationships among dissent, the American Bill of Rights, and political change. The student will evaluate the case studies and write a paper on the nature of dissent, whether or not dissent should be prohibited or limited in a democracy, and whether or not it is the best way to bring about change.
4. For enrichment: Given independent study, the student will use the school as a microcosmic political system and analyze the political participation of the students in school elections, organizations, and activities. The student will conduct a survey on student attitudes toward curriculum, student leaders, administrators, and teachers. The student will also hypothesize the reasons for the degree of participation or nonparticipation in school affairs.

OR

The student will conduct a study on the alienated students by identifying the alienated and reasons for alienation and/or dissent. The student will formulate alternatives to alleviate the problem of alienation in the school.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Milbraith, Lester, Political Participation: How and Why do People Get Involved in Politics. Rand McNally & Company, P. O. Box 7600, Chicago, Illinois.

Froman, Lewis A., People and Politics: An Analysis of the American Political System. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Lane, Robert E., Political Life: Why and How People Get Involved in Political Free Press. 866 Third Avenue, New York, N. Y.

Almond, Gabriel and Verba, Sidney, The Civic Culture. Little, Brown & Company, Boston, Massachusetts.

Chase, Stuart, American Credos: What Americans Say They Believe and What They Really Believe. Harper & Bros. Publishers, New York, N. Y.

Skolnick, Jerome H., The Politics of Protest (A Task Force Report submitted to the National Commission on the Causes and Prevention of Violence). A Clarion Book, Published by Simon & Schuster, New York, N. Y.

Schultz, Mindelle, Comparative Political Systems: An Inquiry Approach. Holt Social Studies Curriculum, Fenton, General Editor. Holt, Rinehart & Winston, New York, N. Y., pp. 39-54.

Urich, Ronald, Alienation. Inquiry into Crucial American Problems. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Kane, Frank, Voices of Dissent. Inquiry into Crucial American Problems. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

"The New Youth Culture," Issues Today. AEP Periodical, Vol. 3, No. 6, November 20, 1970.

Brown, Michael E., "The Condemnation and Persecution of Hippies," Transaction, September 1969, pp. 33-46.

American Political Behavior, High School Curriculum Center in Government. Bloomington, Indiana. (To be published in 1972).

Students

American Political Behavior, High School Curriculum Center in Government.

pp. 101 - (Specific Objective 1).

pp. 124 - (Specific Objective 1).

pp. 107-111 (Specific Objective 3).

Dissent and Protest, AEP Books. Education Center, Columbus, Ohio.

"The Limits of Dissent," pp. 5-20. (Specific Objectives 1 and 4).

"Working from Within," pp. 23-27. (Specific Objective 1).

"Limiting Dissent," pp. 39-41. (Specific Objective 4).

Schultz, Comparative Political Systems: An Inquiry Approach.

"Voter Behavior," pp. 219-221. (Specific Objective 2).

"The Right to Disagree: Dissent," pp. 226-231, 241-245. (Specific Objective 3).

"The Right to Disagree: Alienation," pp. 231-236, 245-250. (Specific Objective 4).

Chase, Stuart, American Credos. pp. 106-121. (Specific Objective 2).

Urlick, Ronald, Alienation. Inquiry into Crucial American Problems.

"I Care, You Care, He Cares," pp. 98-99. (Specific Objective 1).

"The Alienated Voter," pp. 48-50. (Specific Objectives 2 and 3).

"Who Votes, Who Doesn't and Why?". Senior Scholastic, September 27, 1968, pp. 16-17. (Specific Objectives 1 and 2).

"Youth and the '68 Campaign," Senior Scholastic, September 27, 1968, pp. 18-19. (Specific Objectives 1 and 2).

"Youth and Communism: What Future Will They Bring?", World Week, October 26, 1970, pp. 19-25. (Specific Objective 3).

"Elections Around the World," World Week, November 2, 1970. (Specific Objective 2).

"The Bill of Rights," Scholastic Scope, May 3, 1971, pp. 24-25. (Specific Objective 3).

"The New Youth Culture," Issues Today, AEP Periodical, Vol. 3, No. 6, November 20, 1970, pp. 4-10, 18-19, 22-31. (Specific Objectives 2 and 3).

Role Playing

"The Polarization Game," Dissent and Protest. AEP,
Columbus, Ohio, pp. 42-47.

Simulation

Democracy - Social Studies School Service, 10000 Culver Blvd.,
Culver City, California.

Confrontation - The Game of Students and Protesters Against
the Establishment. Social Studies School Service.

Small Group Games

Propaganda Games. Social Studies School Service. (Techniques
professionals used to mold public opinion).

Sound Filmstrips

Guidance Associates, Pleasantville, New York.

Civil Disobedience, Parts I and II. Color.

The Alienated Generation, Parts I, II & III. Color.

The People's Choice: An Analysis of the Electoral College,
Part I. Color. New York Times, 229 W. 443rd Street,
New York, N. Y.

The History of Dissent. Black and White.

Citizen Involvement. Black and White; No record.

LESSON IV: INDIVIDUALS IN GROUPS: PUBLIC OPINION AND PRESSURE GROUPS

What is public opinion? How does it influence decision-making and events? How is public opinion expressed and by whom? What is the purpose of political parties and interest groups? How do these groups attempt to influence public opinion? How important is the mass media in the formation of public opinion?

Overview of Lesson IV

Lesson III emphasized the role of the individual, his attitudes and beliefs about politics, his feelings of efficacy or alienation, and his desire to participate or not to participate in political activities.

In Lesson IV the student will learn that the connecting link between individual political behavior and the behavior of people in groups is that of common environmental influences. Because people live in social environments they learn to respond to different political stimuli in similar ways. Citizens also learn that group action in many instances is more effective than one person's effort to be heard.

Studies have shown that in democratic countries which are based on the belief that men must have a voice in the political affairs of the nation, the average citizen pays little attention to the forces that shape political policies and actions. Many citizens do not understand how public opinion is formed and how it affects them directly or indirectly. Many citizens are not aware of the extent and degree of influence that active, vocal, and special interest groups have on the policy makers. Many also are not willing to analyze the role of the mass media in influencing their political behavior.

The role of television particularly and its power and influence on public opinion especially during election years is causing a new kind of politics to win elections. Some people say that unless a candidate has money, he cannot be elected because of the expense of television advertising. Television is a tremendous means of communication; however, citizens must be able to detect when they are being manipulated with propaganda and when they are being persuaded with facts.

Lesson IV which concludes Unit II, will help the student to under-

stand the political forces such as public opinion, political parties, and interest groups which are organized and operated to influence decision-makers to choose policies that reflect their wishes. This knowledge may not be as important to citizens in totalitarian countries because their preferences are limited; however, this knowledge is imperative in a democratic society because of the number and variety of competing policy preferences. It pays to know how the game is played and how one goes about changing the rules to redistribute advantages and disadvantages.

Generalizations

1. The larger and more complex the society, the more individuals must rely on groups and organizations to express and achieve their goals. Membership in groups provides more effective means to make the individual's wishes known to those in decision-making positions. (Sorauf).
2. In democratic societies, individuals who belong to more than one group, with each group pulling in different directions, tend to participate less in politics than individuals who belong to groups that are homogeneous in political direction. (Milbraith).
3. In every society individuals and groups disagree over some societal goals and direction, over how goals should be achieved, and how standards of behavior should be enforced. (Sorauf).
4. A decision-maker of public policy in more democratic societies is influenced by his own values and attitudes, those of the group, and those outside of the group.
5. In both democratic and totalitarian countries today, public opinion is important to either persuade and influence or to manipulate and direct the behavior of others. (Milbraith).

Concepts

Public opinion - Expressed attitudes shared by a part of the population that has some influence upon people's thoughts and actions. (Sobel). Organized public opinion (pressure groups) is more effective and powerful than an individual voter's opinion. Public opinion is formed in two ways:

1) persuasion and 2) propaganda.

Public Opinion Polls - Method used to find out people's attitudes and ideas on government, leaders, events, and issues. Polls attempt to find out what the future holds or what the body politic is collectively thinking.

Political parties - Refers to organized groups of individuals whose goals are to influence the selection of public officials, to guide the operation of government, and to determine what its policies shall be. (Sobel).

Interest groups - Refers to organizations of individuals with similar interest. These interest groups become pressure groups when they try to influence government through lobbying. These groups promote the interest of their members and provide an important link between government officials and the public at large.

Objectives

General Objective - To know that individuals in a democratic society join groups and organizations to be more effective in influencing the process of decision-making.

Specific Objectives

1. The student will identify, define, and differentiate public opinion, political parties, and interest groups. The student will infer the relationship between these political forces and the political behavior of individuals.
2. Given specific case studies (the Midville Campaign and Municipal Politics), the student will compare and contrast the function of political parties and interest groups in terms of shaping public opinion and influencing decision-makers.
3. The student will analyze opinion polls and formulate hypotheses about what Americans say they believe about political leaders, events, and issues and what they actually believe which is reflected in their behavior. The student will discuss his hypotheses in small groups and decide the worth of opinion polls in predicting political behavior.
4. For Enrichment: Given independent study, the student will

construct an opinion questionnaire on a school issue and poll a random sampling of the student body. The student will interpret his findings and formulate tentative generalizations. The student might even propose a course of action based on what students feel about the issue.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Mitchell, Malcolm G., Propaganda, Polls, and Public Opinion. Inquiry Into Crucial American Problems. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

American Political Behavior. High School Curriculum Center in Government.

Municipal Politics: Interest Groups and Government, AEP Series, Public Issues Series, Harvard Social Studies Project, Education Center, Columbia, Ohio.

Froman, Lewis A. People and Politics: An Analysis of the American Political System. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Patterson, Franklin (General Editor), Practical Political Action. The Lincoln Filene Center for Citizenship and Public Affairs. Houghton Mifflin Company, Boston, Massachusetts.

Issues Today, AEP Periodical. Vol. 3, No. 3, October 9, 1970, pp. 24-31.

"1970 Election Special," Senior Scholastic, October 12, 1970, pp. 7-17.

"Public Opinion: How Does Your View Count?" World Week, October 12, 1970, pp. 8-12.

Sobel and Oliver, Our Changing World. Laidlaw Bros. Publishers.

Political Parties in the US, AEP Series. Education Center, Columbus, Ohio.

Chase, Stuart, American Credos. Harper and Row, Publishers, New York, N. Y.

Ribicoff, Abraham and Newman, Jon O., Politics the American Way. Allyn and Bacon, Belmont, California.

Lane, Robert, Political Life: Why and How People Get Involved in Politics. Free Press, 866 Third Avenue, New York, N. Y.

Schultz, Mindella, Comparative Political Systems: An Inquiry Approach. Holt Social Studies Curriculum. Fenton, General Editor. Holt, Rinehart and Winston, New York, N. Y., pp. 221-226, 238-241.

Students

Sobel and Oliver, Our Changing World.

"The Bases of Political Action," (Public Opinion, Political Parties, Pressure Groups), pp. 591-610. (Specific Objective 1).

Political Parties in the US, AEP Series.

"The Midville Campaign," pp. 40-46. (Specific Objective 2).

Patterson, Franklin, Practical Political Action. (Specific Objective 1).

Municipal Politics: Interest Groups and Government, AEP Series. (Specific Objective 2).

"1970 Election Special," Senior Scholastic, October 12, 1970, pp. 7-17. (Specific Objectives 1 and 3).

"Public Opinion: How Does Your View Count?" World Week, October 12, 1970, pp. 8-12. (Specific Objectives 1 and 3).

Chase, American Credos, pp. 41-72, 106-121, 1861-202. (Specific Objective 3).

Issues Today, AEP Series. Vol. 3, No. 3, October 9, 1970, pp. 24-29. (Specific Objective 3).

Brown, Donald E., How America Gets Its News. Rand McNally Classroom Library, Chicago, Illinois. (Specific Objective 1).

Ribicoff and Newman, Politics: The American Way, pp. 15-28. (Specific Objective 1).

Role Playing

Quigley, Charles and Longaker, Richard, Voices for Justice, pp. 23-34. (A public hearing based on the Storm King Mountain Controversy.)

Simulation

Plans, Western Behavioral Sciences Institute. Simulation can be ordered from Social Studies School Service. (Simulates interest groups attempting to change the American society.)

Sound Filmstrips

Guidance Associates, Pleasantville, New York.

Anatomy of US Political Parties, Parts I, II, III, IV. Color.
The Third House: Washington Lobbyists at Work, Parts I,
II. Color.

Political Conventions: Choosing the Candidates, Parts I,
II. Color.

UNIT III:

WORLD ECONOMICS

UNIT III: WORLD ECONOMICS

Introduction

"The primary task of economics is to explain both the essential similarities and the nature of the differences in the economic life of different peoples, so that man may be better able to understand the conditions under which he lives and the alternatives that are open to him." (Martin & Miller, Economics, p. 9)

An important task of the teacher is to guide the student to discover for himself the commonality of all economic systems; that is, the essential sameness of all peoples in their struggle to survive. On the other hand, all economic systems are different in their problem-solving approach. The differences in economic systems are found in their values, goals, beliefs, and institutions and how these factors affect the total way of life or culture characteristic of that system.

The second task of the teacher is to assist the student in his search for differences by a comparative study of economic systems. Hopefully, the comparative approach will help to dismiss stereotyped images of other peoples, eliminate prejudices that lead to discrimination and biases which obstruct a fair and rational view of people who are different.

There are four questions that we must ask about any economic system:

- 1) How is economic decision-making organized?
- 2) What are the characteristic institutions of the economy?
- 3) How well is the system performing in the light of its goals?
- 4) What changes are taking place?

(Eagleton Institute, Contemporary Issues in American Democracy, p. 304.)

Unit III is divided into four lessons following in sequential order the four questions raised above. Lesson I covers the most fundamental questions of economics: 1) What is it? 2) What is an economic system? 3) What is the central problem of all economic systems? 4) How do people organize to solve economic problems?

Lesson II stresses major differences in various types of economic systems by an examination of economic institutions and societal values. The students are introduced to the method of analysis by using the "spectrum."

Lesson III examines the concept of economic growth and stability and how these measure the performance of an economic system. The student will be able to use the tools for measurement after he has examined the model analyzed in the lesson.

Lesson IV on international interdependence and trade is a natural sequence of Lesson III. The student will ask how international trade affects the growth and development of an economy; how changes in a country's economic system affect the economic activities of the other countries. He will also examine the idea of economic interdependence and the consequences of non-cooperation among nations in their economic activities.

UNIT GENERALIZATIONS

1. Economics is a basic social institution. Every society has some kind of economic system. This pattern of arrangements involves the production, distribution, and use of goods and services and reflects the values and objectives of the particular society.
2. While all countries face the same basic economic problem, they go about solving it in different ways. We give the name economic system to the way in which a country organizes its economic life.
3. All economic systems are confronted by the problem of relative scarcity, unlimited wants and limited resources.
4. In all modern economic systems certain basic economic activities are carried on. These include production, consumption, and distribution. However, each economic system has certain characteristics which distinguish it from others. These characteristics are its institutions, such as private property.
5. Although economic systems may be grouped into broad categories, the actual operation of any one system depends upon the nature of the society in which it exists, because economic institutions develop to meet the needs of society.

6. Economic growth is a goal in almost all countries today.
7. Economic growth is not dependent solely or even mainly on a greater quantity of resources. Growth and development usually mean doing things in alternative ways to best meet the needs at a given time.
8. In order to judge how well an economic system works and what both its achievements and its unsolved problems are, we must understand the goals of the people.
9. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.
10. Men in the industrial societies of the world cannot be totally self-sufficient or completely independent. They have generally become economically interdependent, relying heavily upon the production of others to satisfy many of their needs. This same type of interdependence is rapidly developing even among underdeveloped nations of the world today.
11. Although international trade is mutually profitable for all participants, trade barriers nevertheless persist because some countries put rapid short-run growth ahead of long-run consumer gain, because of political pressure by domestic producers, and because of foreign exchange shortages.

MAJOR OBJECTIVES OF THE UNIT

Cognitive Objectives

1. The student will know that economic systems can be classified in terms of production and according to the manner in which economic decisions are made.
2. The student will know that by using a "spectrum" economic systems may be analyzed according to a society's economic institutions and values.
3. The student will know that measuring economic growth is another means to analyze and compare economic systems.
4. The student will know that a country's economic development and growth can be determined by its degree of involvement in international trade.

AFFECTIVE OBJECTIVES

1. The student will appreciate a fundamental knowledge of world economics and become aware of the ways in which world economics influence his daily life.
2. The student will be willing to examine the various economic systems, be willing to make value judgments upon each, and choose one system rather than another in the light of known values and of economic data about the societies.
3. The student will be willing to accept the idea that, in economics, relative differences are often more significant than absolute differences.
4. The student will be willing to examine several viewpoints before forming an opinion and to change personal opinions when they have been proven to be unsupportable by factual evidence.
5. The student will realize that economics is a complex, difficult subject.
6. The student will realize that economics is both a natural and a social science:
 - 1) it relates man to the material world and thus touches the natural science;
 - 2) it relates man to other men and thus is a social science.
7. The student will realize that although our understanding of world economics is constantly improving, our need for new knowledge will never cease. As the economy changes and new problems develop, the need for information to explain, analyze, and understand such conditions continues to exist. The lesson of history is that failure to solve our economic problems may destroy the fabric of society and the lives of the individuals within it.

LESSON I: WORLD ECONOMICS AND ECONOMIC SYSTEMS

What is economics? Why economic systems? What is the central problem of all economic systems? Which is the best system? Why?

Overview of Lesson I

Everyone is involved in economic problems everyday of his life. From the beginning of recorded history man has faced economic problems in many different ways. However, fundamentally, the same questions have been raised in the past as well as the present.

This Lesson introduces the student to the basic concepts of economics, economic systems, the central problems of all economic systems, and how people go about trying to solve these problems. The models used for the lesson date back to the beginning of recorded history and compares the past with the present. By using comparative models the student will be able to discover for himself the essential commonality of economic systems. He will also discover that economic systems also have differences; be able to give ideological reasons for their differences; and point out the relationship between ideology and practice.

Generalizations

1. Economics is a basic social institution. Every society has some kind of economic system. This pattern of arrangements involves the production, distribution, and use of goods and services and reflects the values and objectives of the particular society.
2. While all countries face the same basic economic problem, they go about solving it in different ways. We give the name economic system to the way in which a country organizes its economic life.
3. All economic systems are confronted by the problem of relative scarcity, unlimited wants and limited resources.

Concepts

Economics: The study of man's material wants, and the methods used to satisfy these wants with the limited, and often scarce, resources available.

Economic system: The specific way in which a particular society deals with its central economic problem-scarcity: what, how much, and for whom goods and services are to be used. "Scarcity" refers to the limited supply of the factors of production: land (natural resources), labor and management (manpower), capital (tools of production. factories, machines, etc.).

Types of economic systems -- in terms of production:

1. Subsistence economy, in which enough is produced to meet the immediate needs of the people, but little, if any, surplus is produced for trade.
2. Commercial economy, in which a surplus of goods is produced and active trade exists among communities or nations.

According to the methods by which their operation is determined, that is, referring to the manner by which economic decisions are made:

1. Traditional economy: decisions are made by referring to established and customary practices in a society.
2. Command economy: decisions are made by referring to a central authority, such as a king, a dictator, or the central government.
3. Market economy: decisions are made by supply and demand in a free enterprise system.
4. Mixed economy: all economic systems today are mixed economics, that is, each contains some elements of the three major types.

Production: Refers to the question what and how goods and services are to be used.

Distribution: Refers to the question who gets how much of what.

Market: Generally refers to the way that supply and demand are met.

Supply: The amount of goods that producers offer for sale at various prices

Demand: The amount of goods the consumer would buy at a set price at a given time.

Objectives

General Objective - To know that economic systems can be classified in terms of production and according to the manner by which economic decisions are made.

Specific Objectives

1. Given specific visuals and readings, the student will classify economic systems in terms of production. (See Massialas).
2. Given specific readings and visuals (films and filmstrips), the student will identify the central economic problem which every society faces.
3. Given specific readings and visuals, the student will classify economic systems according to the manner by which economic decisions are made and be able to explain the relationship between decision-making and economic systems (theory and practice).
4. For Enrichment - The student will make generalizations about the merits and demerits of each economic system and be able to defend any one type of economic system.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Byron G. Massialas and Jack Zevin, Economic Organization.
Teacher's Manual. Rand McNally & Company, 1969.
"Economic Organization: Introduction," pp. 6-7.
"Exercise 1: Classifying Economics," pp. 7-12.

Edwin Fenton, (Editor), Comparative Economic Systems.
Teacher's Guide. Holt, Rinehart & Winston, Inc., 1968.
Chapter 2: The Economic Problem.

Carl Oliver and Robert Sobel, Our Changing World. Teacher's Manual. Laidlaw Bros., Publishers, 1969. Unit Five: The Role of Economics.

Frederick M. King, et al., The Social Studies and Our World. Teacher's Manual. Laidlaw Bros. Publishers, 1970. Teacher's Preview of Chapter 7. T48-T50.

Richard S. Martin and Reuben G. Miller, Economics and Its Significance. Charles E. Merrill Books, Inc., 1965. Chapter 1: What is economics?, pp. 1-14; Chapter 6: Suggested Methods for Teachers, pp. 115-128.

John U. Michaelis and A. Montgomery Johnston, (Editors), The Social Sciences. Allyn & Bacon, Inc., 1965. Chapter 5: Economics by Ronald H. Wolf. Generalizations from the Social Sciences, pp. 319-321.

Students

Massialas, Economic Organization. "Classifying Economics," pp. 1-17. (Specific Objective 3).

Fenton (Editor), Tradition and Change in Four Societies.

"Bushman-Hottentot and the Coming of the Dutch," pp. 12-18. (Specific Objective 3).

"The Village: Leadership," p. 214. (Specific Objective 3).

"The New Society: Economic Planning: The Five Year Plans," pp. 227-231. (Specific Objective 3).

_____. Comparative Economic Systems: "What, How, and For Whom," pp. 16-19. (Specific Objective 2).

_____. 32 Problems in World History. "The Importance of the Neolithic Revolution," pp. 15-21. (Specific Objectives 1 and 2).

Stavrianos, Leften S., (Editor), Readings in World History. Allyn & Bacon, 1966.

"Man's Resources: Exhaustible or Inexhaustible?", pp. 14-24. (Specific Objective 1).

Sobel and Oliver, Our Changing World.

"The Role of Economics," pp. 459-467. (Specific Objective 2).

King, et al., The Social Studies and Our World. (Easy Reading).

"Chapter 7: Ancient Economic Systems," pp. 109-118.
(Specific Objectives 1 and 2).

Films

University of Hawaii Audio-Visual Services. Also check with
Hawaii State Library A-V Services Division.

"The Reference Man". (28 min. B+W)
(Looks at the world's food needs and sources).

"Japan - Harvesting the Land and Sea". (27 min. Color.)

"Japan's Food from Land and Sea". (12 min. Color.)

"Himalaya - Life on the Roof of the World". (22 min. Color.)

LESSON II: ECONOMIC INSTITUTIONS

What are economic institutions? How does an examination of various economic institutions help to make further distinctions between economic systems?

Overview of Lesson II

In Lesson I we have seen how various economic systems from ancient to modern periods have fundamentally the same problems to solve. Lesson II is a study of the different ways economic systems approach problems of the economy. The manner of approach is very much influenced by geography, history, and values of a society.

By using the "spectrum" the student will be able to plot, on the continuum the range of differences of economic institutions and values of a society. In this Lesson the student should be cautioned to be wary of classifications for the sake of classification. He will find that one society may be within the same range of differences as another. From discussion the student should indicate that a spectrum helps to visualize change and the direction of change and see relative positions along a scale, rather than just extremes. Students should be able to generalize that societies which are described as traditional tend to have subsistence economies and are less likely to change, whereas commercial economies tend to be more flexible and grow.

Generalizations

1. Certain basic economic activities are carried on in all modern economic systems. These include production, consumption, and distribution. However, each economic system has certain characteristics which distinguish it from others. These characteristics are its institutions, such as private property.
2. Although economic systems may be grouped into broad categories, the actual operation of any one system depends upon the nature of the society in which it exists, because economic institutions are developed to meet the needs of society.

Concepts

Economic institutions: Established practices found in a society's

economic system. For example, private property, government control of major industries, etc.

Value: A term used to compare the worth of something with something else. For example, some societies value tradition, others value change. Values underlie economic decisions and are often the basis for disagreements about economic policies. Values are sometimes explicit and at other times implicit.

Spectrum: A continuum showing the range of differences extending from one extreme to another.

1. A spectrum allows us to see relative positions along a scale rather than just extremes.
2. It helps us to visualize change and the direction of change. (See Fenton, Comparative Economic Systems, p. 13.)

Objectives

General Objective - To know that by using a "spectrum" economic systems may be analyzed according to a society's economic institutions and values.

Specific Objectives

1. Given an expository lesson on the use of the "spectrum", the student will be able to make inferences concerning the value of the spectrum as an analytical tool for inquiry.
2. The student will use the spectrum to identify the main characteristics (institutions and values) of major economic systems.
3. Given readings, examples, and discussion sessions, the student will suggest other economic practices or societal values which differentiate major economic systems. (See Fenton).
4. For Enrichment. Given independent study, the student will make a survey of members in the working community about the economic values held highly in the American way of life. He may then relate these values to the institutions which developed as a result of American economic goals.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Fenton, Comparative Economic Systems. Teacher's Manual, pp. 2-3, 13-15. (Specific Objective 1).

Oliver and Sobel, Contemporary Issues in American Democracy. "Economic Institutions," pp. 292-293

Martin and Miller, Economics and Its Significance. "Economic Systems: Diversity, Similarity, Functions," pp. 9-14.

Students

Fenton, Comparative Economic Systems. (Specific Objective 2 and 3).

"The Kwakiutl's Values," pp. 5-8.

"Economies Along Spectrums," pp. 19-21.

Sobel and Oliver, Our Changing World. (Specific Objective 3). "World Economic Systems," pp. 460-479.

Hyman, Kublin, (Editor), India. Houghton Mifflin Co., 1968. "India's Source of Water Have Been Forces of Life and Death," pp. 15-19. (Specific Objectives 2 and 3).

"The Village is the Core of Indian Life," pp. 19-23. (Specific Objectives 2 and 3).

AEP Unit Books: American Education Publications 1967. India and Pakistan. Subcontinent in Transition. Case studies for student reading and understanding. (Specific Objective 3).

"The Land - A Vast and Varied Subcontinent," pp. 7-11.

"The People - An Ancient Society in Transition," pp. 13-19.

Changing Latin America. (Specific Objective 3).

"The Land - Man's Struggle Against Cruel Nature," pp. 7-11.

"A Time of Rising Expectations," pp. 13-17.

"Institutions - Revolutions Shape a New Society," pp. 19-23.

"Chilean Economy Links Lot 15, Mines," pp. 40-41.

The Middle East. (Specific Objective 3).

"A Desert Sheikh Suffers Ordeal by Oil, " p. 28.

"In the Middle East, Oil is King, " pp. 29-30.

Southeast Asia. (Specific Objective 3).

"An American Contends with School Spirit, " pp. 35-38.

Filmstrip

"Russia - 50 Years of Revolution." New York Times.
(Quest for better living standards and more consumer goods.)

Films

University of Hawaii Audio-Visual Services.

"China - The Awakening Giant". (17 min. Color)

"China Under Communism". (22 min. B-W)

(Shows radical changes in traditional pattern of living both economic and social).

LESSON III: ECONOMIC GROWTH AND STABILITY

How is economic growth measured? Why is measurement important? When is an economic system stable? Why is stability important?

Overview of Lesson III

In the previous lesson the idea that traditional economies tend to be static, and that commercial and industrial economies are flexible and are more likely to change is a conclusion most economists hold today. That idea is supported even further by an examination of growth and development of various economies. The present Lesson attempts to introduce to the student important and frequently used terms which relate to economic growth and stability. That the student may be able to judge the performance of any economic system is the objective of this Lesson. He should be able to interpret economic charts and graphs and draw inferences from analyzing statistics concerned with economic growth and stability.

Generalizations

1. Economic growth is a goal in almost all countries today.
2. Economic growth is not dependent solely or even mainly on a greater quantity of resources. Growth and development usually mean doing new things or doing old things in new ways.
3. In order to judge how well an economic system works and what both its achievements and its unsolved problems are, we must understand the goals of the people.

Concepts

Economic growth: The increase in the output of goods and services in any economic system. Economic growth can be measured by examining a country's gross national product (GNP), its standard of living, or per capita economic growth.

Economic stability: The consistent pattern in which an economy functions. The stability of an economy may be measured by

the unemployment rate and the price index.

Gross National Product (GNP): The sum of all the goods and services that a country produces in a given period of time, usually a year. GNP is measured in terms of money, that commodity used in the exchange of goods and services.

Per capita economic growth: An increase in the output of goods and services produced per person.

Unemployment rate: Shows the percentage of people wanting to work who have no jobs.

Depression: A slack period in economic activity, when many workers and factories are idle. Mild depressions are called recessions.

Inflation. A rise in the prices of most goods and services.

Deflation: A fall in the prices of most goods and services.
Deflation usually occurs during depressions.

Business cycles: The rises and falls in the levels of economic activity over any period of time. There is little evidence that such cycles follow steady or predictable patterns.

Objectives

General Objective - To know that measuring economic growth is another means to analyze and compare economic systems.

Specific Objectives

1. Given the Rostow model the student will be able to define the major concepts of economic growth. (See Massialas).
2. Given specific visuals of artifacts, documents and statistics the student will identify the five stages of economic growth defined by the Rostow model.
3. The student will evaluate the Rostow model by offering tentative answers to the questions raised by the teacher during discussion. (See Massialas).
4. Specific Objective 4. For Enrichment. As an extension of

Objective 3, the student will develop his own model for measuring economic growth.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Massialas, Economic Organization. Teacher's Manual.

"Identifying Economic Growth," pp. 12-14 (Specific Objectives 1 and 4).

Fenton, Comparative Economic Systems. Teacher's Manual.

Unit Six, pp. 106-123. (The U. S. is used as the model, but concepts may be applied to any other setting.)

King, et al., The Social Studies and Our World. Teacher's Edition. "Economic Development," pp. T101-102.

Martin and Miller, Economics and Its Significance.

"The Performance of the Economy as a Whole," pp. 47-62.

W. W. Rostow, The Stages of Economic Growth: A Non-communist Manifesto, Cambridge University Press, 1960.

Students

Massialas, Economic Organization.

"Identifying Economic Growth," pp. 18-52. (Specific Objectives 1 and 4).

Fenton, Comparative Economic Systems.

"Growth and Stability in the American Economy," pp. 178-205.

Eagleton Institute, Contemporary Issues in American Democracy, pp. 295-304. (for advanced students.)

Sobel and Oliver, Study Guide for Our Changing World

"Interpreting Evidence," pp. 139-140. (Specific Objective 3, using imaginary societies.)

King, et al., The Social Studies and Our World. (Easy Reading).

"Economic Development," pp. 321-323. (Specific Objective 2).

Simulation

"Panic" (A game simulating the American Depression of the 30's). Lakeside, California: Interact.

Films

University of Hawaii Audio-Visual Services.

"Philippines - Gateway to the Far East". (11 min. Color.)
(Economic growth from past to present).

"Japan 1962". (29 min. Color.)
(Modernization of Japan's industries).

"Japan's Geography - Human and Economic". (13 min. Color.)
(Japan's changing economy).

"Mooti - Child of New India". (15 min. B+W).
(Changes in new India).

"The Desert and the River - Mali". (28 min. B+W).
(New African country emerged into a new prosperity).

LESSON IV: ECONOMIC INTERDEPENDENCE

What is economic interdependence? Can nations cooperate in their effort to satisfy the needs of the people? How? What are some obstacles? What are the rewards of economic cooperation?

Overview of Lesson IV

A country does not grow and develop in a vacuum. Many factors influence its progress and international trade and cooperation is one of them. No matter how advanced a country is, it is dependent on other countries for resources and commodities to satisfy many of its needs. As a result all industrialized and developing countries have become interdependent and found that international cooperation is a necessary fact of economic life.

By examining the concept of economic interdependence the student will become aware of the degree of involvement of his own country in international affairs. The greater the economic strength a country has the greater the influence it has on the welfare of other nations. International trade has benefited and changed nations not only economically, but socially and politically as well. Finally, the student may discover for himself that whereas international cooperation has failed to materialize in the social and political arena, it has often succeeded in the area of economic activities.

Generalizations

1. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.
2. Men, in the industrial societies of our world, can be neither totally self-sufficient nor completely independent. Instead they have become economically interdependent, relying heavily upon the production of others to satisfy many of their needs. The same type of interdependence is rapidly developing among nations.
3. Although international trade is mutually profitable for all participants, trade barriers nevertheless persist because some countries put rapid short-run growth ahead of long-run consumer gain, because of political pressure by domestic

producers, and because of foreign exchange shortages.

Concepts

Economic interdependence: The idea that nations depend on each other for raw materials, foodstuffs, and other commodities to meet the needs of their societies.

International trade: Exchange of goods and services between nations.

Import: To bring goods into one area from another - usually used in reference to goods brought from other countries.

Export: To send goods from one area to another - usually used in reference to goods sent to other countries.

Import quota: Restrictions which limit the number of certain items that can be brought into a country each year.

Tariff: A charge, or tax, placed upon imported and, in some cases, exported goods by a government - usually by the government of sovereign nation.

Free trade: A term used to express the carrying on of international trade without restrictions.

Absolute advantage: The advantage one nation has when it can produce a product at a lower cost than any other nation.

Comparative advantage: The advantage two or more nations have from trade with each other even when one has the absolute advantage.

Objectives

General Objective - To know that a country's economic development and growth can be determined by its degree of involvement in international trade.

Specific Objectives

1. Given readings and visuals of trade in the ancient and modern periods, the student will identify reasons for trade among nations.

2. The student will analyze two basic economic principles which apply to trade:
 - a) absolute advantage;
 - b) comparative advantage, and explain how these affect international trade.
3. The student will make generalizations on the effects of restrictions on international trade from an examination of the following concepts: tariffs and import quotas.
4. For Enrichment. From further research the student will make generalizations on the reasons for and results of foreign aid programs and international trade organizations.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Richard J. Ward, Ph.D., Economics - Its Principles and Means.
W.H. Sadlier, Inc., 1965.

Chapter 10: "International Trade and Aid: The Laws of Absolute and of Comparative Advantage".

Chapter 11: "World Trade - Free or Fettered?"

Richard S. Martin and Reuben G. Miller, Prologue to Economic Understanding. Charles E. Merrill Books, Inc., 1965.

Chapter 6: Economic Controversy and Common Concerns,
pp. 74-85.

Eagleton Institute, Contemporary Issues in American Democracy.
Chapter 5: The United States Economy and the World.

Sobel and Oliver, Study Guide for Our Changing World, pp. 167-172. (suggested to develop skills for Specific Objectives 1 and 4).

Students

Frank J. Cappelluti and Ruth Grossman, The Human Adventure.

Field Educational Publishers, Inc., 1970. (Specific Objective 1).

"Neolithic Culture - Transportation Develops," pp. 52-54.

"Sumerian Origins - Rivers and Trade," pp. 63-64.

"The Phoenician Trading Empire," pp. 120-123.

"The Crusades," pp. 278-280.

Stavrianos, Readings in World History. (Specific Objective 1).

"Interregional Trade During the Classical Age," pp. 73-75.

"East African Trade in Roman Times," pp. 754-755.

"World Economic Interdependence," pp. 858-859.

Sobel and Oliver, Our Changing World. (Specific Objectives 2 and 3).

"International Economics," pp. 535-541.

"International Economics," pp. 541-551. (Specific Objective 4).

King, et al., The Social Studies and Our World. (Easy Reading).

"Trade and Commerce," pp. 167-173.

Filmstrips

"India and Pakistan" (New York Times Filmstrip).
(About famine and foreign aid).

Films

University of Hawaii Audio-Visual Services.

"Tenth Pacific Science Congress" . (25 min. Color.)
(60 countries represented in seminar for exchange of ideas
in food production)

"So That Men Are Free". (27 min. B+W).
(Peruvians receive help from Cornell University.)

Film Services of Hawaii, Ltd.

"The Engineers". (26 min. Color.)
(Worldwide projects on the earth, in water, and in air.)

"One Hoe for Kalabo". (27 min. Color.)
(U. S. to African Village)

"Chocolate Crossroads of the World". (27 min. Color.)
(Importance of international goodwill and trade are highlighted.)

"In Spite of Walls". (27 min. Color.)
(Growth of international trade and worldwide communications.)

UNIT IV:

POLITICAL ECONOMY

UNIT IV: POLITICAL ECONOMY

Introduction

Throughout Unit III we examined past and present economic systems and found that they vary because of differences in the way economic problems were solved. We analyzed the problem of differences in four ways: 1) in the manner economic decisions are made; 2) in economic institutions and values; 3) in economic growth and development; and 4) in the degree of participation in international trade.

The present study is an in-depth examination of the first approach mentioned above. Regardless of other differences the major economic systems are usually classified according to economic decision-making. Unit IV is an attempt to interrelate economic systems in terms of who makes economic decisions to political systems (covered in Units I and II). The interrelationship between political decision-making and economic systems is generally referred to as political economy. Broadly speaking, political economy refers to what degree the government of a state participates in economic decision-making.

Today, there is considerable difference of opinion about what the role of government in the economic affairs of the nation should be. Freedom to participate in controversial discussion on the matter is an assumption not much evident in some political economies -- both in the earlier and in the present periods of economic history. Unit IV focuses on past as well as present evidences of the role of government in the economy. The question of what it should be is left to the student to decide after he has examined all the facts available in this very limited study. More important than that exercise in judgement is his explanation of the role of the individual in the economic decision-making process in the different types of political economies. As a culmination of the study he should be able to support and defend the merits of any one type of political economy.

Lesson I examines Western political economy of the Middle Ages. The Medieval period of feudalism and manorialism are excellent models to analyze the transition from the traditional economy to the planned economy and, finally, i.e. the later stages of the medieval period, to the development of the market economy.

Japan is used as the Case Study for Lesson II. Although the United States is the more preferred example of capitalism as a study

of the market economy, the Asian model most approximates the American system of free enterprise and, as a non-Western nation, Japan is an appropriate setting for studies in world cultures.

Political economy in the form of socialism is the theme for Lesson III and the Case Study for analysis is Great Britain. England is a most likely choice for two reasons:

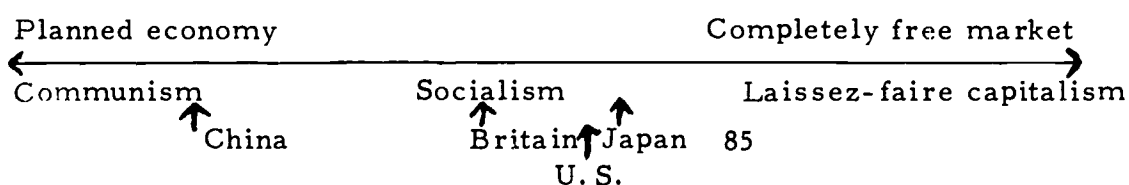
- 1) it is there that industrialization gave birth and there that the reform movements led to government intervention; the transition from laissez-faire capitalism to socialism is the case in point;
- 2) the British free enterprise system was the object of study for Karl Marx's socialistic theory which is today one of the strongest and most revolutionary forces in the world.

Finally, communism as the most extreme form of socialism is the concept for Lesson IV and China is the Case Study. The rationale for using China as the Case Study in preference to the Soviet Union is similar to that for using Japan in Lesson II. Where Japan had adapted many ideas of the "mixed economy" from the United States, China has modeled her planned economy to that of the Soviet Union.

For each of the Case Studies it is helpful to use the following questions as guidelines within the framework of political economy as the basic concept underlying the entire unit:

1. Who makes the decision in the production and distribution of the goods and services in the community?
2. How is this decision made?
3. To what degree does the government participate in the political and economic decision-making process?
4. What is the role of the individual in the decision-making process?
5. How does the society in each case study fit in a spectrum ranging from the controlled economy to the free enterprise system?

Example:



UNIT GENERALIZATIONS

1. Alterations in traditional economic, social, and political patterns bring about change. Increased economic activity often led to the rise of civilizations and the end of traditional economic systems.
2. A nation's political system also affects the economic system by allowing or restricting freedom of activity and economic choice, which ultimately determines the nature of the economic system.
3. Social and economic development of medieval Europe was aided by the rise of national governments which tended to stabilize the institutions of their nations.
4. A free market economy is regulated by competition and self-interest. A system of free enterprise allows individuals to seek economic gain and, as a result, self-interest produces competition which tends to regulate prices through supply and demand.
5. Urbanization and interdependence produce problems as individuals find themselves forced to adjust to their changing society. Older, accustomed ways of life are altered as people migrate to urban centers and seek jobs in various industries.
6. Industrialization influenced the growth of capitalism in two ways:
 - 1) it led to the use of expensive machinery, making it necessary for the means of production to be owned, normally, by inventors or capitalists rather than by individual workers;
 - 2) it led to the development of a large middle class which resented governmental restrictions upon the economic system and demanded the end to them. The middle class believed that competition should replace such restrictions as the regulator of the economic system.
7. The increased industrialization of many nations has led to problems - both social and economic - of such proportions that their solutions have required some degree of governmental intervention in the economic affairs of those nations.

8. Socialistic theories gained strength in several European nations during the periods of economic distress that occurred during the 1920's and 1930's. In some democratic European nations such as Great Britain, political leaders who favored socialistic programs gained high political positions. The result was the emergence of guided economic systems in a number of these countries.
9. Welfare states are a common outgrowth of the socialistic influences in many democratic European nations.
10. Communism is characterized by state-controlled economic systems.
11. The Communistic economy relies upon national plan established by the central government to answer the society's basic economic questions. The consumer has very little to say in determining what will be produced and how it will be produced and distributed
12. The importance placed upon industrialization by most totalitarian states usually means that their societies will enjoy fewer consumer goods and lower standards of living. Often, a state-controlled economic system produces a lower standard of living for their people than would an industrialized, free market economy.
13. National economic plans in totalitarian, state-controlled economic systems are usually geared to increasing the power of the nation state and demonstrate only a secondary concern for the welfare of the consumer.

MAJOR OBJECTIVES OF THE UNIT

Cognitive Objectives

1. The student will know that political economies may be analyzed and classified in terms of the degree of government participation in the economy.
2. The student will know that by comparing and analyzing the changes in the past and the present political-economic history of a society, one can detect evidences of changes taking place in the economic, social and political institutions of that society.

3. The student will know that the political economy of Great Britain may be used as a model to understand the concept of socialism.
4. The student will know that an examination of the revolutionary socio-economic and political events which took place in China from 1911 to the present will enable the student to interrelate political and economic institutions and understand the workings of a planned economy under a totalitarian state.

AFFECTIVE OBJECTIVES

1. The student will become aware that the economic state of a society is closely related to its political state.
2. The student will become aware that the forces that bring change in the political order will also bring some sort of change in the economic order.
3. The student will become aware of the alterations and transformations characteristic of political and economic systems.
4. The student will be aware that economic and political systems change over a period of time and therefore, will be willing to investigate new as well as familiar factors of political economy.
5. The student will appreciate the fact that in a political economy such as we have in the United States, an individual cannot avoid taking a position on questions of public policy related to the political economy. If he does not explicitly take a stand, his silence is taken as implicit approval of what the government does in his name.
6. The student will be willing to accept the fact that economic growth or change may have differing effects upon individuals and societies and therefore will be willing to examine, with open mind, the different types of political economies -- particularly, the socialistic and communistic brand of political economies.
7. The student will become aware that some individuals and some societies may be prepared to sacrifice a high living standard in order to avoid some of the difficulties which may accompany it. For this reason, some societies may be unwilling to embrace a free, industrial market economy without significant modifications - modifications that many

Americans would feel are contrary to the principles of their society.

LESSON I: POLITICAL ECONOMY

How is economic decision-making related to a society's political culture? Are there various "types" of interrelationships? What are they? How do they differ? Why do they differ?

Overview of Lesson I

"Economic and political systems do not conform to precise and logical models. The capitalistic system was never adopted in any country as a social contract in some sort of constitutional convention. It gradually evolved in somewhat different forms in the various countries. At the peak of its development, serious vulnerabilities had become evident and it began to undergo fundamental change." (Hoover, The Economy, Liberty, and the State, p. 13).

This Lesson reviews the major ways economic decision-making is organized but within the framework of political cultures. Theoretically, fundamental distinctions are made when describing political economies. However, there is much overlapping and change taking place in the principal systems today. (See Eagleton, p. 291).

Opposite extremes of political economies may be identified as pure socialism on the left and as pure capitalism on the right. On the left the governmental authority makes all of the economic decisions, and imposes its will on the people who must accept government decisions without dissent. On the right, the people have control over the economy, and make all the economic decisions with no interference by the government. Neither of these extremes exists in its purest form today. What do exist are variations of both. Major variations are the modified forms of economic systems associated with either the democratic or authoritarian societies.

Lesson I approaches the concept of political economy by reviewing the concepts of traditional, command, and market economies which are evident in the period known as the Middle Ages. The student will investigate the working of feudalism (political system) and manorialism (economic system) and identify the relationship between the two systems.

Generalizations

1. Alterations in traditional economic, social, and political

patterns bring about change. Increased economic activity often led to the rise of civilizations and the end of traditional economic systems.

2. A nation's political system also affects the economic system by allowing or restricting freedom of activity and economic choice, which ultimately determines the nature of the economic system.
3. Social and economic development of medieval Europe was aided by the rise of national governments which tended to stabilize the institutions of their nations.

Concepts

Political economy: The interrelationship between a society's political culture and its economic system. A study of political economies focuses on the role of the government in economic planning and decision-making.

Free enterprise system: An economic system under which private businesses operate for profit, with little or no government control.

Laissez-faire: A French term that translates into English as "Let do." As it is used in economics, the term refers to a doctrine developed in the eighteenth century that taught that the government should not interfere with the operation of the economy.

Middle Ages: The period in history between the fall of Rome and approximately 1400.

Middle Class: A class of European society which developed with the growth of medieval cities. Belonging neither to the noble nor the peasant classes, these townsmen and merchants were in the "middle."

Feudalism: A political system in medieval Europe based upon the granting of land to a vassal by his lord in return for military and other obligations. This system lasted from about the ninth through the eleventh centuries.

Fief: A name for a tract of land given by a medieval lord to his vassal knight.

Manorialism: A medieval economic system in which needs were met through production on large agricultural estates usually worked by serfs. It lasted from the ninth to the twelfth centuries.

Objectives

General Objective - To know that political economies may be analyzed and classified in terms of the degree of government participation in the economy.

Specific Objectives

1. Given readings and visuals on the political, economic, and social structure of Western Europe during the Middle Ages, the student will identify the periods in which traditional, command, or market economies existed and relate these to the political culture of the period.
2. From the same readings and visuals, the student will make inferences about the political and social factors which brought about change from the traditional to the market economies.
3. The student will make generalizations on the relationship between the political culture and economic system of a society. (See generalizations for the Lesson).
4. For Enrichment. From further research the student will describe in a report on the new culture which resulted from the changes in medieval political and economic systems.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Fenton, Edwin (Editor), The Shaping of Western Society by John M. Good. Teacher's Manual. Holt, Rinehart & Winston, Inc., 1968.

Chapter 2: Medieval Society.

Sobel and Oliver, Our Changing World. Teacher's Manual, pp. T98-T102.

Hoover, Clavin B., The Economy, Liberty, and the State. Doubleday and Company, Inc., 1961. Paperback Anchor Books. (especially Chapter 12).

Students

Fenton, (Editor), The Shaping of Western Society. (Specific Objectives 1, 2, and 3).

Chapter 2: Medieval Society, pp. 57-79.

Chapter 8: The Development of the Market Economy, pp. 187-208.

Sobel and Oliver, Our Changing World. (Specific Objectives 1, 2, and 3).

"Pre-industrial Commercial Economies," pp. 484-490.

Sydney Eisen and Maurice Filler, The Human Adventure: Readings in World History. Vol. 1. Harcourt, Brace & World, Inc., 1964.

"Feudal Society," p. 102.

"The Life of a Peasant," p. 107.

"The Revival of Commerce," p. 119.

"The Regulation of a Craft Guild," p. 124.

"The Spirit of the Crusades," p. 127.

Louis L. Snyder, Marvin Perry, Benjamin Mazon, (Editors). Panorama of the Past, Vol. 1. Houghton Mifflin Company, 1966.

Chapter 3: Social and Economic Conditions During the Middle Ages.

Chapter 4: Commercial Revolution: Expansion and Commerce.

Cappellini and Grossman, The Human Adventure.

Chapter 44: Revival of the West, pp. 272-285.

King, et al., The Social Studies and Our World. (Easy Reading).

Chapter 13: Economic Development in the Middle Ages.

Bernard Feder, How Did Towns and Trade Grow In Medieval Europe?

Viewpoints in World History Series. American Book Company, 1968. (Specific Objective 4).

LIFE Education Reprints. The Medieval World.

Filmstrips

"Middle Ages". (Life Education Program).

Films

"Democracy and Government in the Middle Ages".
(Eye-Gate House, Inc.)

LESSON II: CAPITALISM - JAPAN AS A CASE STUDY

How does capitalism work in Japan? To what degree does the government of modern Japan control the economy of the free market? What changes are evident in Japanese society because of modernization and a free economy?

Overview of Lesson II

Japan is an ideal model for a lesson which has for its objectives the examination of the theories and practices of capitalism in a non-Western society and of the interrelationship of politics and economics. In Japan we see the change from a feudal society to modernization.

"The story of modern Japan, interesting in its own right, may well have much wider significance. Vast areas of the non-Western world are today on the threshold of modernization. Japan is the only nation lacking Western traditions which has successfully risen to this challenge and largely completed the task. While certain factors underlying the country's efficient and rapid transformation may be unique to Japan, the Japanese experience is most relevant to the central problem of modernization faced today by the non-Western world." (Langer, Japan-Yesterday and Today, p. 75).

Generalizations

1. A free market economy is regulated by competition and self-interest. A system of free enterprise allows individuals to seek economic gain and, as a result, self-interest produces competition which tends to regulate prices through supply and demand.
2. Urbanization and interdependence produce problems as individuals find themselves forced to adjust to their changing society. Older, accustomed ways of life are altered as people migrate to urban centers and seek jobs in various industries.

3. Industrialization influenced the growth of capitalism in two ways:
- 1) it led to the use of expensive machinery, making it necessary for the means of production to be owned, normally, by inventors or capitalists rather than by individual workers;
 - 2) it led to the development of a large middle class which resented governmental restrictions upon the economic system and demanded the end to them. The middle class believed that competition should replace such restrictions as the regulator of the economic system.

Concepts

Capitalism: An economic system in which private businesses operate for profit, with little or no government control. Such a system is also called a free enterprise system.

Industrialization: The process by which the tools and techniques of large-scale business and manufacturing are introduced into a society.

Urbanization: (In this Lesson) - Change from simple farming existence to more complex city living and the continuous growth and development of cities.

Bureaucrats: (In this Lesson) - Professional managers bossed by high-ranking members of the emperor's cabinet.

Objectives

General Objective - To know that by comparing and analyzing the changes in the past and the present political-economic history of a society, one can detect evidences of changes taking place in the economic, social, and political institutions of that society.

Specific Objectives

1. Given introductory readings on capitalism and the free enterprise system, the student will associate concepts of the free market with political democracies.

2. Given selected readings and visuals on Japan, the student will identify the reasons why the Japanese were able to change from a feudal society to a more industrial society while other Asian nations were still in the feudal period.
3. From the same readings and visuals, the student will make inferences about the role of government in economic change during the transition from the feudal to modern period of Japanese history.
4. For Enrichment. The student will submit a paper showing the impact of political and economic changes on the social life of Japanese people. (Family, education, customs, etc.).

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Paul F. Langer, Japan - Yesterday and Today. Holt, Rinehart and Winston, Inc., 1966.

"The Emergence of Modern Japan," pp. 75-107.

"Political Institutions," pp. 108-132.

"Economic Institutions," pp. 133-160.

"Social Institutions," pp. 161-196.

(Also for advanced students and enrichment.)

Edward Norbeck, Changing Japan. Holt, Rinehart and Winston, Inc., 1965. (Case Studies in Cultural Anthropology. Paperback. 82 pages.)

Sobel and Oliver, Our Changing World. Teacher's Manual.

Students

Sobel and Oliver, Our Changing World.

"Capitalism and Free Enterprise," pp. 470-471. (Specific Objective 1).

King, et al., Concepts in Social Studies. (Easy Reading).

"Industrialization," pp. 291-293. (Specific Objective 1).

Hyman Kublin, Japan. World Regional Studies. Houghton Mifflin Company, 1969.

1. Japan and Its People, pp. 1-28.
4. Japan Under Centralized Feudalism, pp. 90-123.
5. The Modernization of Japan, pp. 124-150.

Cyril E. Black, The Eastern World Since 1945. Ginn and Company, 1967. (Easy Reading).

Section 2. Japan's Astounding Progress, pp. 31-35.

AEP Unit Books. Japan - Asia's Busy Island Giant. American Education Publications, 1969.

Filmstrips

"Japan. Emergence of a Modern Nation". (Guidance Associates).

Films

University of Hawaii Audio-Visual Services.

- "Japan - the Japanese Economy". (29 min. B+W).
- "Japan's Geography - Human and Economic". (13 min. Color.)
- "Japan - the Leap Across Time". (29 min. B+W).

LESSON III: SOCIALISM - GREAT BRITAIN AS A CASE STUDY

Why did the British government interfere with the free enterprise system in Britain's economy? What were the social and economic results of government control in some areas of the market economy?

Overview of Lesson III

Socialism denotes any political or economic philosophy that advocates government ownership of the means of production. In practice, this means that the state, acting as the trustee of the community, owns and operates all major industries, such as communications, transportation, mining, fuel, steel, and power.

Under socialism, free competition may be permitted in some of the lesser fields of economic activity, but prices are set and regulated for major industries and goods by "central planning" agencies. Socialism in England grew out of a need to control the competitive economic climate which developed as a result of laissez-faire capitalism. Karl Marx's theories were formed on the basis of his observation of the evils connected with the economic conditions in nineteenth-century England. His deterministic theories, however, failed to take into account the possibilities that reform measures could correct the evils of capitalism and improve the lot of the workingman.

Generalizations

1. The increased industrialization of many nations has led to problems - both social and economic - of such proportions that their solutions have required some degree of governmental intervention in the economic affairs of those nations.
2. Socialistic theories gained strength in several European nations during the periods of economic distress that occurred during the 1920's and 1930's. In some democratic European nations such as Great Britain, political leaders who favored socialistic programs gained high political positions. The result was the emergence of guided economic systems in a number of these countries.
3. Welfare states are a common outgrowth of the socialistic

influences in many democratic European nations.

Concepts

Socialism: An economic and social system in which the government owns and runs the means of production such as farms, factories, and transportation systems for the benefit of all the people.

Welfare state: A nation which provides for the economic security and basic welfare of its citizens, including provisions for old age and sickness, public housing, health services, education, and full employment.

Objectives

General Objective - To know that the political economy of Great Britain may be used as a model to understand the concept of socialism.

Specific Objectives

1. Given specific readings the student will identify the positive and negative effects of industrialization on the socio-economic life of the individual in Great Britain.
2. The student will explain how the government of Great Britain attempted to solve the social problems brought about by the evils of industrialization.
3. The student will make inferences about the relationship between the individual's participation in political action which increased the role of government in the economy and the growth of socialism in Great Britain.
4. For Enrichment. Given specific readings on Karl Marx, the student will make inferences about the effects of his economic theories on the growth and development of socialism.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Fenton, (Editor), The Shaping of Western Society. Teacher's Manual. Chapter 9. Economic Growth in Britain.

Sydney Jackman, (Editor), The English Reform Tradition: 1790-1910. Prentice-Hall, Inc., 1965.

Richard L. Schoenwald, (Editor), Nineteenth-Century Thought: The Discovery of Change.

"Introduction," pp. 1-11.

"The Employment of Children," pp. 81-98.

"The Poor: A Proposed Solution," pp. 154-164.

"The Budget and the People," pp. 170-181.

Byron G. Massialas and Jack Zevin, Two Societies in Perspective. Rand McNally and Company, 1970.

Students

Fenton, The Shaping of Western Society. (Specific Objectives 1 and 4).

33. Government Influence on the Economy, pp. 209-213.

39. The Social and Intellectual Environment, pp. 215-218.

40. Economic and Technological Changes, pp. 219-221.

41. British Economic Growth - A Historical Essay, p. 223.

King, et al., The Social Studies and Our World. (Easy Reading).

"Socialism in Great Britain," pp. 315-317.

Cappelluti, The Human Adventure. (Specific Objectives 1 and 2).

"Industrialism," pp. 446-450.

"The Growth of Socialism," pp. 450-451.

Massialas and Zevin, Two Societies in Perspective.

"Great Britain".

LESSON IV: COMMUNISM - CHINA AS A CASE STUDY

Why did China turn to Communism as a solution to her social, economic, and political problems? How successful is her government in bringing about effective solutions? How do the people respond?

Overview of Lesson IV

China has always remained a fascinating and intriguing country to the West. The events which led to the upheaval from the traditional Chinese way of life to modernization have arrested the attention of the West, particularly the United States. The second great nation of the world to try Communism, China believes that its new system of government and economy will bring about great progress in a short time. But the methods China is using have raised many questions regarding the legitimacy of her actions. For example, is it legitimate to deprive people of freedom to achieve national goals, e.g., to control the economy totally so that no one should starve; or to shape the minds of the young to a philosophy exclusively, silencing criticism and freedom of speech?

In many of the readings for this Case Study the student should be encouraged to evaluate the evidences, form his own judgment, and make tentative conclusions about the justification of China's methods to achieve her goals. Can China accomplish all she has set out to do by any other method?

Readings and audio-visuals on China are abundant. There should be no difficulty getting inexpensive sources - the daily newspaper is the most logical and accessible. The bibliography for this Lesson is only a partial listing as it has been for prior lessons, and between the time of this writing and the time the student approaches this Case Study on China, many more sources, and more updated ones, will be available.

Generalizations

1. Communism is characterized by state-controlled economic systems.
2. The communistic economy relies upon national plans established by the central government to answer the societies

basic economic questions. The consumer has very little to say in determining what will be produced and how it will be produced and distributed.

3. The importance placed upon industrialization by most totalitarian states usually means that their societies will enjoy fewer consumer goods and lower standards of living. Often, a state-controlled economic system produces a lower standard of living for its people than would an industrialized, free market economy.
4. National economic plans in totalitarian, state-controlled economic systems are usually geared to increasing the power of the nation state and demonstrate only a secondary concern for the welfare of the consumer.

Concepts

Communism: A system of government based on the idea of public ownership of land and capital - a system in which the government has almost complete control over every phase of the economy.

Collectives: In communist China, collectives originally consisted of hundreds of farm families. Their purpose was to increase agricultural production through cooperative use of the land and employment of farm workers.

Commune: A small unit of government. In communist China, a unit of farmers or industrial workers (originally from 4000 to 5000 families) under the direction of political cadres who mobilize the labor force.

Five--Year Plan: A program begun in 1953 to promote industry and agriculture in China. Attention first centered on heavy industry, but the plan also dealt with communications, transportation, commerce, and education.

Great Leap Forward: A political program, proclaimed in 1958, which attempted to transform China quickly from an agricultural to an industrial nation. A drought in 1959, which damaged agricultural production, helped curtail industrial production and investment, and the Great Leap Program slowed to a standstill during 1960. In 1961 it was officially abandoned.

Objectives

General Objective - To know that an examination of the revolutionary socio-economic and political events which took place in China from 1911 to the present will enable the student to interrelate political and economic institutions and understand the workings of a planned economy under a totalitarian state.

Specific Objectives

1. Given readings and visuals on the institutions and conditions of China before the 1949 Communist take-over, the student will make generalizations about the causes of the social revolution in 1911 and the Communist take-over in 1949.
2. Given specific readings and films on the Communist Party government in China, the student will interrelate the political and economic institutions of the "new" China by analyzing the value structure of the Communist Party.
3. Given specific readings and films on the appraisals of the political economy of the People's Republic of China (Communist China), the student will determine whether or not the new Chinese state has benefited the individual citizen.
4. For Enrichment. Given readings of and by Mao Tse-tung, the student will critique the philosophy of the Chinese leader and make generalizations which explain his success in gaining control over China.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

- C. P. Fitzgerald, et al., The China Giant - Perspective on Communist China. Scott, Foresman and Company, 1967.
(Suggested classroom projects, pp. 162-163.)
- O. Edmund Clubb, Twentieth Century China. Columbia University Press, 1963.
- John K. Fairbank, The United States and China. Columbia University Press, 1958.

Roderick MacFarquhar, (Editor), China Under Mao: Politics Takes Command. The M.I.T. Press, 1966.
(Selections from The China Quarterly.)

Stuart R. Schram, The Political Thought of Mao Tse-tung.
Frederick A. Pareger, Publishers, 1963.

Students

Asian Studies Inquiry Program: Field Educational Publications,
Inc., 1969.

- "Revolution," pp. 24-27.
- "The May Fourth Movement," pp. 28-32.
- "First Manifesto of the CCP," pp. 36-38.
- "The Peasant Movement in Hunan," pp. 39-44.
- "Memoranda by Foreign Service Officers in China," pp. 56-60.

Birch, Life in Communist China. (Specific Objectives 3 and 4).

- "Introduction," pp. 6-7.
- "The Effect of Mao Tse-tung's Thought in Rural China," pp. 32-43.
- "The Effect of Mao Tse-tung's Thought in Urban China," pp. 44-49.

_____. (Specific Objective 2).

- "The Effect of Government Policy on Progress in Modern China," pp. 50-62.

_____. (Specific Objective 3).

- "Life in Rural China," pp. 8-31.

Fitzgerald, et al., The China Giant - Perspective on Communist China. Scott, Foresman and Company, 1967.

- "China in Transition," pp. 29-64. (Specific Objective 1).
- "The Leaders," pp. 65-86. (Specific Objective 2).
- "Progress in the Economy," pp. 87-131. (Specific Objective 3).

Earl Swisher, China. Today's World in Focus Series. (Easy Reading). Ginn and Company, 1964.

- "The Chinese Revolution," pp. 28-37. (Specific Objective 1).
- "The Communist Victory in China," pp. 38-55. (Specific Objective 1).
- "The Chinese Communist Party," pp. 56-69. (Specific Objective 2).
- "The Government," pp. 70-76. (Specific Objective 2).
- "China's Struggle to Become a Modern Nation," (Specific Objective 3).

Hyman Kublin, China. World Regional Studies Series. Houghton Mifflin Company, 1968.

- "China Under the Red Flag," pp. 193-214. (Specific Objectives 2 and 3).
- "China from Nationalist to Communist," pp. 165-192. (Specific Objective 1).

China - Selected Readings.

- "The Emergence of a New China," pp. 132-170. (Specific Objective 1).
- "The Surge of Communism," pp. 171-216. (Specific Objectives 2 and 3).
- "The Shaper of Red China," pp. 216-221. (Specific Objective 4).

AEP Unit Books. Communist China: Communal Progress and Individual Freedom. American Field Education Publications, 1968. (Specific Objectives 2 and 3).

John P. Armstrong, Chinese Dilemma. Foreign Relations Series. Laidlaw Brothers, 1965. (Easy Reading). Specific Objectives 1 and 3).

"Communist China," pp. 33-42.

Robert Payne, Mao Tse-tung: Portrait of a Revolutionary. New York, Abelard-Schuman, Ltd., 1962. (Specific Objective 4).

LIFE Education Program - Reprints. (Specific Objectives 1 and 3).

- "China: Prelude to Chaos".
- "China: Age of the Warlords".
- "China: Rise of Communism".

Filmstrips

Available at Hawaii Newspaper Agency.

"China in Perspective". (Sound; Color.) Associated Press.
"China in Crisis".

New York Sound Filmstrips.

"Communist China".

Doubleday Multimedia.

"Red China - A Series".
"China - Modernization Through Human Power".

Scholastic Filmstrip.

"Communist China - Its Rise and Fallout".

Films

Available at the University of Hawaii Audio-Visual Services.
(Also check with Public Library)

"China - the Awakening Giant". (17 min. Color.)
"China Under Communism". (22 min. B+W).
"Communist China". (23 min. B+W).
"Mao Tse-tung". (26 min. B+W).
"The Face of Red China". (54 min. B+W).

UNIT V:
WORLD CULTURES

UNIT V: WORLD CULTURES

Introduction

"Today different cultures are coming into contact everywhere and all the time on an increasing scale. This is an important reason why an understanding of cultures other than our own has become essential. * Basically, the fundamental similarity of all human cultures everywhere justifies the study of all their varieties. In understanding other cultures, we may come to understand ourselves better. "** (John Beattie, Other Cultures, *p. 272; **p. 274).

The objective of this Unit is threefold:

- 1) to examine the similarities and differences of cultures the world over in both their traditional and contemporary aspects;
- 2) to investigate the process of cultural change through cultural borrowing (cultural diffusion) and through the interaction of tradition and modernization;
- 3) to motivate the student to make hypotheses on the following:
 - a) why culture change is occurring more rapidly in some aspects of culture than in others;
 - b) why some cultures consider change essential and others consider change irrelevant;
 - c) what happens to the individual and groups in the process of culture change.

Lesson I introduces the student to the concept of cultural patterns from a cross-cultural approach.

Lesson II attempts to motivate the student to hypothesize on the effects of cultural exchange.

Lesson III is a specific in-depth study of Africa which, hopefully, the student will use as a theoretical model for other area studies during independent study time.

UNIT GENERALIZATIONS

1. Culture is a product of man's exclusive capacity to comprehend and communicate by means of language. Culture is socially learned and consists of the knowledge, beliefs, and values which humans have evolved to establish rules of group life and methods of adjusting to and exploiting the natural environment.
2. The variety of cultures developed by human societies affords man more diverse ways of living than animals. At a specific time and place, every society has a culture to some degree different from that of any other society, past or present.
3. All cultures provide for the essential needs of human group life but differ, sometimes markedly, in the means by which they fulfill these needs. Different cultures result in different modes of thought and action. People generally prefer the culture of their own society but should recognize that they would probably prefer another culture if they had been subject to its influences in the same degree.
4. Cultural diffusion may involve the exchange of either material things or ideas. Material things include paintings, tools, music, food, architecture, clothing, machinery, and medicine. Ideas cover language, religion, morals, legal precepts, social organizations, traditions, and customs. Material objects from other cultures are more readily accepted than are ideas.
5. Culture, the creation of human activities, may be altered by human beings. Norms of culture are derived historically but are dynamic and thus may be subjected to planned change.
6. Culture can be altered rapidly to cope with new conditions and a society can borrow ideas readily from another culture. The superiority of man's cultural adaptations is thus emphasized in contrast with the slowly developing and constrictive biological adaptations of animals. Man's superiority illustrates the desirability of encouraging the continuance of many different cultural streams and of fostering sympathetic understanding of them. Such diversity enriches all of human life.
7. The person who has gained some anthropological knowledge about the range of human variation, both physical and

cultural, and who understands and accepts the anthropological viewpoint about the causes and positive values of such differences will understand more fully his own behavior and that of others.

8. Little of the history of Africa has been recorded. But it is known that at one time, before the arrival of Europeans, Africans developed powerful empires.
9. The Europeans who divided Africa into large colonies in the late 1800's had little respect for African culture and institutions. European rule downgraded African traditions.

MAJOR OBJECTIVES OF THE UNIT

Cognitive Objectives

1. The student will know that by examining, analyzing, and comparing the material and non-material aspects of various societies (the artifacts, customs, beliefs, and practices as well as environmental factors) cultural universals and dissimilar cultural patterns are found among all peoples.
2. The student will know that a wide variety of evidences support the idea that when societies come into contact with each other material objects and ideas will be exchanged and cultural change gradually takes place.
3. The student will know that an examination of the Westernization of Africa is an ideal theoretical model for the study of:
 - 1) the concept of cultures in change;
 - 2) the interaction between traditional and contemporary aspects of culture;
 - 3) the emerging roles of individuals and groups in the process of acculturation.

AFFECTIVE OBJECTIVES

1. To appreciate a fundamental knowledge of the study of man, society, and culture in order to arrive at conclusions based on factual evidence rather than on personal opinions and biases.

2. To become aware of cultural diversity and of one's attitude toward other cultures in order to avoid the dangers of ethnocentrism.
3. To become aware that, fundamentally, all men are alike in whatever time or place, and that they differ only secondarily, if not superficially.
4. To be willing to change one's stereotyped images of other cultures in order to facilitate one's understanding of and appreciation for other cultures.
5. To become aware that cultural anthropologists have been unable to discover a scientific basis for evaluating cultures as absolutely inferior or superior.
6. To give acknowledgment to the fact that a major problem in the modern world is to discover ways in which social groups and nations with divergent cultures can cooperate for the welfare of mankind and yet maintain as much respect for one another's cultural patterns as possible.
7. To become aware that human beings, regardless of their racial or ethnic background, are nearly all capable of participating in and making contributions to any culture.
8. To appreciate the fact that the environment in which a person lives and his opportunities for personal growth have profound effects upon the development of every individual. When these opportunities are limited by cultural poverty or repressive action, society loses as much as the individual.
9. To become aware that so-called "race problems" are cultural problems arising from conflicts between ethnic groups or an ethnic group and the majority population. If the positive social value of cultural diversity is recognized, ethnic differences can add to the general richness of life. (Reference: Michaelis, The Social Sciences.)

LESSON I: CULTURAL PATTERNS

If people the world over have similar basic needs why are they so different in their cultural behavior? What are the factors which distinguish a society's cultural pattern from another?

Overview of Lesson I

"The notion that if people would just get to know one another they would be friends and everything would be all right is as dangerous as it is sentimental. Getting to know people is a necessary prelude to understanding and respect, but such knowledge alone will not resolve our differences or insure our liking people whose ways are alien to us. Persons may know one another very well and yet be bitter rivals and equally bitter enemies. Nor does a common race, religion, language, nationality, or culture insure friendliness or goodwill as numerous civil wars, rebellions, and intergroup conflicts attest. The sober truth is that different peoples must learn to get along together whether they like one another or not.

No matter how different other peoples may seem, their ways are not peculiar, unnatural, or incomprehensible. The more we know of other cultures the more evident it becomes that no society could hold together unless its patterns of thinking, feeling, and acting were reasonably systematic and coherent. The first principle of anthropology is that cultures must be studied as wholes, and no custom or belief can be properly understood unless seen in the context within which it operates. To understand other peoples, then, we must have some idea of what culture is and how it functions and some knowledge of the variety of ways in which different human groups have gone about solving universal problems." (Ina Corinne Brown, Understanding Other Cultures, v.)

Lesson I introduces the concept of cultural patterns from a cross-cultural approach. Wherever possible readings and visuals should relate to living societies, both primitive and advanced. Although great emphasis is placed on the Asian cultures in the sources listed, other materials are easily available and should be used.

Generalizations

1. Culture is a product of man's exclusive capacity to comprehend and communicate by means of language. Culture is

socially learned and consists of the knowledge, beliefs, and values which humans have evolved to establish rules of group life and methods of adjusting to and exploiting the natural environment.

2. The variety of cultures developed by human societies affords man more diverse ways of living than animals. At a specific time and place, every society has a culture to some degree different from that of any other society, past or present.
3. All cultures provide for the essential needs of human group life but differ, sometimes markedly, in the means by which they fulfill these needs. Different cultures result in different modes of thought and action. People generally prefer the culture of their own society but should recognize that they would probably prefer another culture if they had been subject to its influences at the same degree. (Reference: Michaelis, The Social Sciences.)

Concepts

Culture: The way of life of a particular group of people; it includes the ideas, tools, values, and practices common to the group.

Cultural pattern: An established society, association, or social group gradually develops patterns of learned behavior accepted by and common to its membership. These patterns, together with their accumulated institutions and artifacts, make up the cultural "way of life" of the society and its associations and groups.

Component parts of culture: Culture traits: smallest unit of a culture. If a trait is divided its parts cease to be part of culture.

Culture complex: A combination of culture traits organized around some basic activity. Example: a symphony orchestra.

Cultural universal: A form of behavior exhibited by most members of a given society with respect to a particular situation. Examples: To eat, to keep healthy, to work, perpetuate and preserve the human species (marriage and the family).

Cultural variation: The way societies have found different ways

to satisfy the universal needs. Example: The variations of the eating universal are evident in the way Chinese eat with chopsticks; American with fork, knife and spoon; Fijians with their fingers.

Objectives

General Objective - To know that by examining, analyzing, and comparing the material and non-material aspects of various societies (the artifacts, customs, beliefs, and practices as well as environmental factors) cultural universals and dissimilar cultural patterns are found among all peoples.

Specific Objectives

1. Given readings and film trips of a wide variety of peoples and places, the student will recognize universal similarities in terms of culture.
2. Given cross-cultural readings and visuals, the student will identify cultural variations and complexes which determine the cultural patterns of societies.
3. Given readings, films, and filmstrips on a cross-cultural approach to the study of non-material factors of cultures, the student will make inferences about the influence of beliefs, values, customs, and religion upon the behavioral patterns of individuals in a society.
4. For Enrichment. Given independent study and a suggested reading list the student will hypothesize about the methods used by cultural anthropologists to draw conclusions related to the study of culture.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Ruth Benedict, Patterns of Culture. Houghton Mifflin Company, 1934.

- I. The Science of Custom.

- II. The Diversity of Cultures.
- III. The Integration of Culture.
- VIII. The Individual and the Pattern of Culture.

Florence Kluckhohn and Clyde Kluckhohn, Man, Society, and Social Order. McGraw-Hill Book Company, 1965.

Chapter 2: The Individual, Society, and Culture.

Marvin R. Killer and Harold C. Couse, Modern Sociology. Holt, Rinehart and Winston, Inc., 1969.

Part Two: Culture, the Product of Group Experience.

Ina Corinne Brown, Understanding Other Cultures. Prentice-Hall, Inc., 1963.

- 1. Man and Culture.
- 5. The Embroidery of Life.
- 7. The System of Values.
- 8. Religion in Culture.

John Beattie, Other Cultures. The Free Press, 1964.

- 5. Beliefs and Values.
- 6. Marriage and Affinity.
- 12. The Field of Ritual: Magic.
- 13. The Field of Ritual: Religion.

Ralph Linton, The Study of Man. Appleton-Century-Crofts, 1936.

Byron G. Massialas and Jack Zevin, Man and His Environment. World History Through Inquiry Series. Rand McNally and Company. Teacher's Manual.

Exercise 1: Examining the Natural Environment.

Exercise 2: Comparing Five Islands.

Exercise 3: Determining Where People Settle.

_____. Religious-Philosophical Systems.
Teacher's Manual.

Exercise 1: Examining Religious Ideas.

Exercise 2: Comparing Marriage Ceremonies.

Exercise 3: Analyzing the Influence of Religion on Art.

Exercise 5: Expressing Values.

John V. Michaelis and Robin J. McKeown, (Editors), Traditional Patterns of Asian Life. Asian Studies Inquiry Program. Field Educational Publications, Inc., 1969. Teacher's Manual.

Asian Thought.

Students

Massialas and Zevin, Man and His Environment. (Specific Objectives 1 and 2).

"Examining the Natural Environment," pp. 1-12.

"Comparing Five Islands," pp. 12-18.

"Determining Where People Settle," pp. 18-36.

Religious-Philosophical Systems.

(Specific Objective 3).

"Examining Religious Ideas," pp. 2-12.

"Comparing Marriage Ceremonies," pp. 13-34.

"Analyzing the Influence of Religion on Art," pp. 34-44.

"Expressing Values," pp. 44-55.

Asian Studies Inquiry Program. (Michaelis, Editor). Everett B. Johnson, Jr., Cultural Patterns in Asian Life. (Specific Objectives 2 and 3).

"Customs and Attitudes," pp. 8-20.

"Philosophy and Religion," pp. 22-36.

"Caste, Clan, and Family," pp. 38-54.

Christopher L. Salter, Man and His Environment in Asia, pp. 8-63.

Robin J. McKeown, Man and Woman in Asia.

"Traditional Marriage Patterns," p. 30.

"Traditional Roles in the Asian Marriage," pp. 21-32.

"Traditional Roles in the Asian Family," pp. 33-50.

A. Jeff Tudisco, Class and Caste in Village India, pp. 9-47.

A. Jeff Tudisco, Confusianism and Taoism. (Specific Objective 3).

- "On Human Conduct," pp. 23-34.
- "On Learning," pp. 35-43.
- "On War," pp. 45-50.
- "Confusian and Taoist Impacts on the Arts, pp. 51-63.

LIFE Education Reprints. The Path of Buddhism.

Enrichment List. (Specific Objective 4).

Clyde Kluckhohn, Mirror for Man. A Survey of Human Behavior and Social Attitudes. Fawcett Premier Book, McGraw-Hill Book Company, 1968.

Margaret Mead, People and Places. Bantam Books, Inc., 1959.

_____. New Lives for Old. Mentor Book, 1961.

_____. Coming of Age in Samoa. Mentor Book.

_____. Growing Up in New Guinea. Mentor Book.

Ralph and Adelin Linton, Man's Way From Cave to Skyscraper. Harper and Row, Publishers, 1947.

Filmstrips

Educational Resources, Inc., "Man: A Cross-Cultural Approach".

- I. People
- III. Transportation
- VI. Leisure
- VII. Religion
- VIII. Education

LIFE Education Filmstrips

- Part 1: Hinduism
- Part 2: Buddhism
- Part 3: Confucianism and Taoism
- Part 4: Islam
- Part 5: Judaism
- Part 6: Christianity

Films

University of Hawaii Audio-Visual Services.

- "Social Variations". (28 min. Color.)
- "Four Families," Parts I and II. (30 min. each. B+W).
(Comparing India, France, Japan, Canada).
- "Four Religions," Parts I and II. (30 min. B+W).
(Hinduism, Buddhism, Islam, Christianity).
- "Nomads of the Jungle - Malaya". (20 min. B+W).
- "The Hindu World". (11 min. Color.)
- "Village in India -- 50 Miles from Poona". (20 min. B+W).
(Explains that people everywhere have much in common).
- "Wonderful World". (45 min. Color.)
(Visits largest cities of the world, showing the interesting cultural aspects of life in each).
- "Mood of Zen". (13 min. Color.)
- "School Life in Japan". (20 min. Color.)
- "Submerged Glory - A Study in Stone". (28 min. B+W).
(Presents examples of human creativity which tell the story of the human race through the ages and in all civilizations).

Simulation

"Dig" - Interact. Post Office Box 262, Lakeside, California.
92040.

(A game which stresses the interrelationship of cultural patterns: economics, government, family, language, religion and recreation. Students design and construct artifacts which reflect their civilization's cultural patterns chosen as their project).

LESSON II: CULTURAL EXCHANGE

What happens when peoples of different cultures come into contact? To what extent do the people of one culture influence and change the culture of another society?

Overview of Lesson II

In this Lesson the student considers how societies exchange materials things and ideas and why exchange takes place. The student will examine the effects of cultural exchange upon the traditions and philosophy of a society. They will also develop hypotheses about the relationship between the effects of cultural diffusion and cultural change.

Innumerable evidences of cultural diffusion are available. In addition to those suggested in the list of Instructional Materials the teacher should refer to pictures and articles from magazines (Life, Look, National Geographic), daily newspapers, music recordings, and, if possible, make slides or transparencies duplicating colorful travel posters, illustrations from books and magazines.

Generalizations

1. Cultural diffusion may involve the exchange of either material things or ideas. Material things include paintings, tools, music, food, architecture, clothing, machinery, and medicine. Ideas cover language, religion, morals, legal precepts, social organizations, traditions, and customs. Material objects from other cultures are more readily accepted than ideas are.
2. Culture, the creation of human activities, may be altered by human beings. Norms of culture are derived historically but are dynamic and thus may be subjected to planned change.
3. Culture can be altered rapidly to cope with new conditions, and a society can borrow ideas readily from another culture. The superiority of man's cultural adaptations is thus emphasized in contrast with the slowly developing and constrictive biological adaptations of animals. Man's superiority illustrates the desirability of encouraging the continuance of many different cultural streams and of fostering sympathetic understanding of

them. Such diversity enriches all of human life. (Reference Michaelis, The Social Sciences).

Concepts

Cultural diffusion: The spread of culture traits, complexes, and patterns among societies. Commonly called cultural borrowing or cultural exchange.

Direct diffusion results from face to face contact.

Examples: Migration, trade, war, missionary activities.

Indirect diffusion results from communication via media such as radio, television, newspapers.

Cultural transmission: The process by which the accumulated knowledge of one generation is passed on to other generations. Within societies that possess a written language, traits, complexes, and patterns may be transmitted in written form. Written non-literate societies by word of mouth.

Invention: The process of trying out new ways of doing things so as to improve existing methods. The first step in cultural growth and change.

Primary inventions: Those which make possible significant advances in man's struggle to shape his environment.

Example: Discoveries as fire, the wheel, phonics alphabet, etc.

Secondary inventions: Those which represent improvements upon existing designs rather than unique breakthroughs.

Example: The rudder replaced the steering car at the rear of sailing vessels.

Culture base: Specifically, the store of knowledge accumulated by a particular society. The base helps to determine the extent and direction of the society's continued cultural growth. It is the determining factor of selectivity.

Selectivity: The essence of the cultural process. A culture consists of repetitive behavior involving a selection which is partly conscious and rational, partly accidental. The attitudes of a receiving society help to determine whether that society will accept new ways of doing things. Example: The Chinese for many centuries refused to accept most foreign innovations

because they considered their own culture far superior to any other culture.

Objectives

General Objective - To know that a wide variety of evidences support the idea that when societies come into contact with each other material objects and ideas will be exchanged and cultural change gradually takes place.

Specific Objectives

1. Given Massialas' Study on cultural exchange of material objects the student will cite evidences from visuals and documents which support the concept of cultural exchange.
2. Given Massialas' Study on cultural exchange of ideas, the student will analyze specific documents and will indicate what conditions or factors: 1) encourage the exchange of ideas; 2) hinder the exchange of ideas.
3. The student will compare the evidences from Specific Objectives 1 and 2 and determine:
 - a) whether the exchange of material things or of ideas is easier to accomplish and adapt to a culture.
 - b) whether material things or ideas tend to change a culture more.

The student should be able to give reasons for his generalizations.

4. For Enrichment. Given independent study and using Massialas' model, the student will gather evidences which indicate cultural exchange of material things and ideas within his own community or his school.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Byron G. Massialas and Jack Zevin, Cultural Exchange. Rand McNally and Company, 1970. Teacher's Manual.

Norman F. Washburne, Interpreting Social Change in America. Randon House, 1954:

Chapter Two: Why Society Changes.

Chapter Three: How Social Changes Takes Place.

Asian Studies Inquiry Program: Changing Patterns of Asian Life. Teacher's Manual.

East Meets West, pp. 16-22.

Edwin Fenton, (Editor), Tradition and Change in Four Societies. Holt, Rinehart and Winston, Inc., 1968. Teacher's Manual.

Ralph Linton, The Study of Man. D. Appleton-Century Company, Inc., 1936.

XVIII: Discovery and Invention.

XIX: Diffusion.

Students

Massialas and Zevin, Cultural Exchange:

Exercise 1: Exchanging Material Things, pp. 1-15. (Specific Objective 1).

Exercise 2: Exchanging Ideas, pp. 16-31. (Specific Objective 2).

Asian Studies Inquiry Program:

Robin J. McKeown, Man and Woman in Asia.

"Changing Roles in the Asian Family," pp. 51-63. (Specific Objectives 1 and 3).

Everett B. Johnson, Jr., Cultural Patterns in Asian Life.

"Changing Patterns," pp. 56-63.

David L. Weitzman, East Meets West, pp. 8-61.

AEP Unit Books: Anthropology In Today's World. (Easy Reading).

"Why the Native Tried to Buy President Johnson," pp. 9-12.

"Change vs. Tradition in Saudi Arabia," pp. 21-22.

"America Sets the Global Beat," pp. 39-42.

"Japan's Emperor and the End of a War," pp. 47-50.

"Culture Meets the Brainwashers," pp. 53-56.

"A Broken Engagement," pp. 57-60.

Fenton, (Editor), Tradition and Change in Four Societies.

"Chinese Reaction to the Coming of the West," pp. 281-287.

"The New Society: Caste and Industrialization," pp. 244-248.

"The New Society: Elites and Industrialization," pp. 249-252.

Filmstrips

Educational Resources, Inc.

"Man: A Cross-Cultural Approach: II. Cultures."

New York Times Filmstrips.

"The Americanization of Europe."

"The Struggle Within Asia."

Films

University of Hawaii Audio-Visual Services.

"Japan - the Leap Across Time," (the Westernization of Japan and the continuing strength of the Ancient roots and tradition.)

"Japan - Village Life in the New Japan," (Social transformation in traditional village is slowly and quietly taking place.)

"Japan - City Life in the New Japan."

"Japan's New Family Patterns."

LESSON III: CULTURAL CHANGE: AFRICA AS A CASE STUDY

What happens to an individual when his society undergoes rapid changes from the impact of cultural exchange? How does he adjust to a new culture, oftentimes not of his own choice? What traditions are kept, and what ones are discarded and replaced by new cultural patterns? Are there creations of entirely new culture traits and patterns from the interaction of tradition and modernization?

Overview of Lesson III

"Change is taking place in all human societies all the time. Sometimes it is sudden and catastrophic, as when a system of government is destroyed by revolution and replaced by a different one; sometimes it is gradual and hardly perceptible, so that even the members of the society themselves scarcely notice it." (John Beattie, Other Cultures, 241).

In Lesson II the student learned the concept of cultural exchange as the larger factor in effecting change within a society. Modern social anthropologists caution against naively emphasizing the idea of cultural diffusion as the overriding cause of social change.

"For social change cannot be adequately understood merely as a kind of borrowing or reshuffling of culture traits... What we are presented with in situations of social change is something new, 'a process of reorganization on entirely new and specific lines,' (John Beattie, Other Cultures, p. 243).

"Organizational changes are changes in ways of doing things, which themselves continue to be done, and in the extent and range of particular complexes of social relationships, which remain formally unaltered." (Ibid., p. 247).

A great deal of information about the dynamics of social change and cultural contact have been contributed by social anthropologists who have studied living societies on the spot and have witnessed the social changes which took place. Most of these studies focused on the less developed countries under Western influence. For this reason Africa is chosen as the Case Study for the present lesson. However, more important reasons are based on three assumptions:

- 1) That Africa must be reckoned within the world body of

nations. There are thirty-two (32) African nations in the United Nations General Assembly at the present time.

- 2) That because of her wealth of natural resources and uncommitted political attitude Africa will continue to be a battleground in the conflict between the East and the West.
- 3) That because one-tenth of every American is of African descent a study of the origins of Afro-Americans will, hopefully, create better race relations in America.

Generalizations

1. The person who has gained some anthropological knowledge about the range of human variation, both physical and cultural and who understands and accepts the anthropological viewpoint about the causes and positive values of such differences will understand more fully his own behavior and that of others.
2. Little of the history of Africa has been recorded. But it is known that at one time, before the arrival of Europeans, Africans developed powerful empires.
3. The Europeans who divided Africa into large colonies in the late 1800's had little respect for African culture and institutions. European rule downgraded African traditions.

Concepts

Acculturation: The process that occurs when groups of individuals having different cultures come into contact with subsequent changes in the original cultural patterns of either or both groups.

Culture lag: The situation that develops when non-material culture fails to keep pace with material culture - when thinking and behavioral modes lag behind technology.

Culture lag may produce a condition known as social disorganization, which appears when a society lacks the behavioral guidelines needed to cope with new conditions.

Culture change: A change from the past in culture traits, complexes, values, attitudes, and behaviors as a result of invention (technology), transmission, and diffusion, when traits, complexes, and patterns

of culture are continually being reorganized into new combinations.

Tribe: A group of people who have cultural and political unity. Each tribe has its own customs and way of life. Most tribes consist of several families.

Objectives

General Objective - To know that an examination of the Westernization of Africa is an ideal theoretical model for the study of 1) the concept of cultures in change; 2) the interaction between traditional and contemporary aspects of culture; 3) the emerging roles of individuals and groups in the process of acculturation.

Specific Objectives

1. Given specific readings and visuals of traditional African life and the process of European Westernization, the student will identify the conflicts which the average African confronts in his attempts to adapt to a new culture..
2. The student will determine whether or not European modernization of Africa has brought about significant benefits to the average African and will support his generalizations with evidence from specific documents and case studies.
3. The student will make hypotheses about the impact of a superior technologically-oriented culture (Europe) upon a less well-developed country (Africa) and decide to what extent the people of one culture should try to influence the development of another.
4. For Enrichment. Given independent study, the student will apply the knowledge learned from specific objectives 1 to 3 to an in-depth study of the modernization of a less-developed country; compare it to that of Africa; and make hypotheses about cultural exchange and the process of social change in that chosen area. Examples: Communization of China, Americanization of Japan, the British in India, the Spaniards in Latin America.

The student will research for his own bibliography, using community resources for his study.

INSTRUCTIONAL MATERIALS FOR TEACHERS AND STUDENTS

Teachers

Linton, The Study of Man: Chapter XX: Integration.

Beattie, John, Other Cultures. The Free Press, 1964.

Chapter 14: Social Change (Highly recommended for this Lesson.)

Massialas and Zevin, Cultural Exchange. Teacher's Manual.

Exercise 4: Reacting to Cultural Change.

Exercise 5: Influencing Cultural Development.

_____, Social Structure. Teacher's Manual.

Exercise 5: Test Questions. Statistical Tables on Africa.

Leo E. Clark, (Editor), Through African Eyes: Cultures in Change.
Teacher's Manual Frederick A. Praeger, 1969.

Unit I: Coming of Age in Africa: Continuity and Change.

Unit II: From Tribe to Town: Problems of Adjustment.

Unit III: The African Past and the Coming of the European.

World Studies Inquiry Series. Teacher's Guide.

Stephen Marvin, Africa. Field Educational Publications, Inc., 1969.

Students

Massialas and Zevin, Social Structure.

Exercise 5. Statistics - South Africa. (Specific Objective 2).

Fenton, (Editor), Tradition and Change in Four Societies.
(Specific Objectives 1 and 3).

"Race Relations In The Republic of South Africa," pp. 2-10.

"The Development of Society in the Republic of South Africa,"
pp. 11-45. (Selected Readings).

"Contemporary South Africa," pp. 47-82.

Clark, (Editor), Through African Eyes: Cultures in Change.
(Specific Objectives 1 and 3).

- Unit I: Coming of Age in Africa: Continuity and Change.
- Unit II: From Tribe to Town: Problems of Adjustment.
- Unit III: The African Past and the Coming of the European.

Hyman Kublin, (Editor). Africa by Fred Burke. World Regional Studies. Houghton Mifflin, 1970.

- 4. Patterns of Change in Central Africa, pp. 119-167. (Specific Objective 1).
- 5. The Era of African Slave Trade. (Specific Objective 1).
- 6. Conquest and Colonial Rule. (Specific Objective 2).
- 7. Toward Liberation. (Specific Objective 3).

, Africa. Selected Reading.

- Part I. The Land and People of Africa. (Specific Objective 1).
- Part IV. European Exploration and Colonization. (Specific Objective 1).
- Part V. Africa in the Modern World. (Specific Objective 3).

Stephen Marvin, Africa. (Easy Reading).

- Two: African Traditions. (Specific Objective 1).
- Three: Changes in Africa. (Specific Objectives 1 and 2).
- Four: Five African Leaders. (Specific Objectives 1, 2 and 3).
- Five: Toward Tomorrow. (Specific Objectives 2 and 3).

Basil Davidson, A Guide to African History. Zenith Books, 1965. Easy Reading for Specific Objectives 1 and 3).

AEP Unit Books, Africa - Emerging Nations Below the Sahara:
 "Tradition and the Modern World," pp. 13-17. (Specific Objectives 1 and 2).
 "The Soldiers Grab for Power," pp. 19-23. (Specific Objective 3).

AEP Unit Books, Anthropology In Today's World, pp. 13-16. (Specific Objective 3).

AEP Unit Books, Colonial Kenya - Cultures in Conflict.

David Hapgood, Africa. Today's World in Focus Series. A Ginn

Study in Depth. Ginn and Company, 1965. Easy Reading.

Chapter 4: African Village Life.

Chapter 5: Between Two Worlds.

Filmstrips

CCM Films Productions.

"The Living World of Black Africa."

Singer Visual Education.

"Africa, Land of Developing Countries."

New York Times Filmstrips.

"Focus on Africa."

Films

University of Hawaii Audio-Visual Services.

"Congo - the Way Ahead". (28 min. B+W).

"The Written Word". (21 min. B+W).
(On developing Nigeria)

"The Morning After". (27 min. B+W).
(On the problems of Tanganyika's newly acquired independence.)

Records

Folkways/Scholastic Records.

"Africa - South of the Sahara".