Globalization: Cultural Impacts and Implications into the Twenty-First Century

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Globalization: Cultural Impacts and Implications into the Twenty-First Century

by

Michael Austin Turbeville
August 2010

A thesis submitted to the Department of Education and Human Development of the State University of New York College at Brockport in partial fulfillment of the requirements for the degree of Master of Science in Education
Globalization: Cultural Impacts and Implications into the Twenty-First Century

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Globalization: Cultural Impacts and the Shifting Balance of Power

Economic success today is more dependent on a global scale than at any other time in history. Since the early 1900s a nation’s economic, political and social success has been rooted in the ideas and principles of global interdependence. After World War II, this dependence has been continuously increasing, creating a phenomenon known as globalization. A general definition of globalization is the reduction of barriers between nations which encourage closer economic, political and social relationships.¹ Throughout the Twentieth Century, nations experienced many changes to their traditional economic methods and theories. Developed and developing nations alike had to adapt to the new business practices introduced as a result of two global conflicts within fifty years of each other. The end of World War II created an ever changing struggle for power within the global marketplace. Furthermore, modern globalization has impacted the economic, political and social/cultural aspects of many nations, while redefining what elements a nation must have to be considered a leading or super power. It is the changing power balance and cultural impact that are the focus at hand.

Many authors approach globalization from an economic standpoint. This one dimensional approach focuses on the negative aspect of increasing dependence of the worlds economies. The exploitation of the poor and increasing gap between the aforementioned group and the wealthy is the focus of much of the literature on this topic.

However, globalization has many avenues that must be studied. A basic definition of culture is the way one lives their life. It encompasses language, religion, social status, occupation, and where one lives; to name only a few. Therefore, globalization is responsible for the changing social and cultural landscape of the globe. As nations become more dependent on each other, their communication and diffusion increases. How does this aspect of globalization impact societies around the world? Furthermore, what implications does the shrinking of the globe have on distinct cultures? As the globe gets smaller, because of the outstretched arm of business, many societies are losing their distinct cultural characteristics and are adopting elements from global merchants. Traditional societies that have survived into the twenty-first century are on the brink of collapse because of modern globalization. The impact of this phenomenon also influences the delicate balance of power that has been changing around the world since the end of World War II.

Modern globalization is a product of trade, travel and conquest over the centuries. While there is no definitive beginning to this global phenomenon, many scholars argue that its modern role developed during the fifteenth century. A byproduct of the Age of Exploration, the opening of the globe began with European explorers such as Christopher Columbus. Motivated by the luxuries of the Eastern world, European voyagers stumbled on the greatest find of their century, the American Continent. Once discovered, the Americas quickly became home to French, English and Spanish colonies developed to further the economic, social, cultural, and political success of the mother countries. European cultures were seen as dominant in a land that appeared to be populated by, what
colonists called savages. However, Spain, England and France were not interested in promoting a unified European way of life in the Americas. Their unique political and social institutions within the Americas were vastly different, introducing the region to its first foreign diffusion with culture.

The reality of American colonial history lay not in the similarity, but in the uniqueness of various cultures and institutions... In the end he (O’Gorman, an essayist quoted by Tepaske) saw no sense in speaking of a “common history” of America.2

Each of the three main forces in the colonization of the Americas would enforce their own uniquely designed systems. Their goal was to establish an overseas empire that would be long lasting and prosperous. The prosperity discussed throughout focuses on the spreading of, what each European nation saw as their, unique culture, religion, economic and political institutions.

While the history of Columbus and other maritime explorers is vast and complex, a simple analysis of the impacts of their contributions is essential in understanding the modern global phenomenon of globalization. Many historians claim the opening of the Americas, caused by Christopher Columbus in 1492 remains the foundation of modern globalization. Had it not been for the quest for Asian markets, and European monarch support in the name of national pride and success, the American continent may have

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2 John J. Tepaske, ed. *Three American Empires* (New York: Harper & Row Publishers, 1967), 2-3. Tepaske is introducing the compilation of essays used to discuss the different types of empires that were established in the Americas as a result of the Age of Exploration. One voice in the essays is that of Edmundo O’Gorman, a Mexican philosopher-historian. The thoughts expressed in the section point to the different cultures that were attempting to conquer the New World, and the vastly different paths they took.
remained unknown by Europeans for several more centuries. However, the history of the opening of the Atlantic remains a topic for many scholars in an attempt to make connections to the modern political, economic, and cultural bonds of the global community. James Axtell discussed this point at length expressing the connections of globalization to the voyages of Christopher Columbus and subsequent explorers.

...(the discovery) of the Americas set in rapid motion the final stages of the human and biological exposure of the earth’s constituent parts to each other and the tying of those parts together with nautical lines.³

Axtell’s argument deeply discusses the idea that much of the Ancient world remained isolated until the discovery of the Americas. The opening of the Atlantic Ocean and the exhilaration of uncovering land new to Europeans which held the secrets of ancient cultures created hysteria among European nations. Driven by economic forces, social relentlessness and an evangelical religion, Europeans did the most to open the newly found globe to interdependent marketplaces.⁴ No longer was the Atlantic an uncharted body of water. It quickly became the connection between the old and the new world.

The voyages of Columbus opened the doors of America. As a result, the foundations of modern globalization were developed. The creation of a mosaic American culture was an immediate and direct consequence of the Europe conquest of the continent.⁵ Each of the distinct nations most important in the division of the Americans; England, Spain, and France, brought their specific cultural and political agenda to spread

⁴ Axtell, viii.
⁵ Axtell, 222-223.
among the peoples of the new continent. This example set the foundation for future nations to use. Historians often discuss ancient conflict and the Crusades as the beginning points of globalization. However, it is clear within Axtell’s study that the true foundations of modern globalization lie in the actions and consequences of Christopher Columbus.

When Columbus bumped into America en route to Asia after a maritime apprenticeship in Europe and Africa, he made it likely—indeed, inevitable—that the peoples of the world’s insular continents would no longer live in splendid isolation but would soon become a single “global village” due largely to European colonialism, technology, and communications.  

The European continent was home to the most powerful nations of the time period. In a comparison to the modern era, it makes sense that the most powerful nations would be responsible for the sharing of their own, dominant, way of life. Included in this dominance, would be their quest for economic and political power, which generally come hand-in-hand.

From this brief focus on the Age of Exploration; the voyages of Columbus and other maritime heroes, it becomes clear that the modern global society was indeed created after the fifteenth century. European nations dominated the New World. They enforced their own cultural, political and economic policies in a world that was inhabited by natives for centuries. No consideration was given to indigenous tradition, culture, political systems or ways of life. The dominant forces swept through and connected, for the first time, the entire world. While the Crusades are certainly important in spreading

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6 Axtell, 223.
of unique cultures and ideas from Europe into Asia, the first true global period did not begin until after the opening of the entire globe. Perhaps an accident in nature, the voyages and discoveries of Columbus are responsible for the modern era of globalization.

The foundations of globalization are centuries old. However, since the end of World War II, global patterns have continued to change and gravitate towards a more dependent state. Many scholars agree that increasing globalization of the twentieth and twenty-first centuries has been caused by improvements in transportation technology, communication, information technology and the growth and strengthening of multinational corporations.\(^7\) While all of these causes carry with them the background motive of profit, they are also stand alone issues. After the 1940s, many improvements have been made in transportation. Automobiles, airplanes, improvements to the rail system, new roads, and bridges and improvements in sea travel have increased the movement of people and goods throughout most of the globe. Areas such as the interior of Africa, which had remained a mystery into the late 1800s, is more familiar to global merchants and markets than ever before. Without transportation, this type of movement would be slowed, and the impacts of globalization into the modern era would be quite different.

Furthermore, communication technologies have opened the globe in ways unthought-of centuries ago. No longer does it take months to ship products from Europe to Southeast Asia. A phone call from the United States to China takes place in a matter of seconds. This communication boom has many positive aspects in a consumer driven

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society. However, what are the negative cultural impacts that are taking place? Areas that were once occupied by hundred year old trees and traditional societies now boast towers with the latest satellite technology to place phone calls from multinational corporations. The occupational landscape of these places has drastically changed as a result of an increase in communication. Many people argue that the accessibility offered through modern communication devices is priceless. However, many traditional societies have paid a grave price for this type of accessibility, their traditional cultures have disappeared. Finally, the development of multinational corporations has added to the problems presented by globalization. Multi-billion dollar companies have more control and power in developing nations than their own governments. The cultural impacts of policies like these are evident in a study of nineteenth century European Imperialism. The foundations of a global society sound harmless. Better transportation, communication, and stronger businesses seem like a positive change in the post World War II marketplace. However, these developments have been met with abuse and opposition. Together, improvements in transportation, communication technology and the development and strengthening of multinational corporations have added to a modern phenomenon associated with globalization, the homogenizing of culture.

Tillman, 340-344.
The focus of Tillman’s research is based on the traditional plaza as it relates to South American Culture. The plaza was the center of daily life. The church was at its center, with surrounding shops for daily services and needs. This meeting place influenced the development of South American cultures based on the Spanish model. Modern scholars, like Tillman, argue that globalization has completely disrupted this traditional setting, changing the social and cultural norms within society. His focus is on Ponce Plaza in Puerto Rico. A comparison of the plaza from the years 1907, 1935, 1980, 1990 and 2000 clearly shows the increasing multinational phenomenon that is associated to globalization. Old private residences now house McDonalds and Burger King. Tillman argument is based on these types of changes. The homogenizing of global culture around one ideal is a potentially dangerous practice.
As migration of people around the globe continues to increase, cultures begin to blend. This blending, known as cultural diffusion in social studies curriculum, is attributed to many positive outcomes. Modern America prides itself on the diversity that is found within the nation. Immigration into the 1940s brought new ways of thinking and different ways of life into a country that already had great diversity. As the United States developed into the global economic giant that it is today, the culture that it represents flowed naturally into other parts of the world. The homogenizing world culture that exists today is based off of that American model. Therefore, it is the culture that determines the political economic and social polices of a nation. “A society’s responses depend on its political, economic, and social institutions and on its cultural values.” It is the cultural values of a nation that determine the other three elements mentioned by Jared Diamond in his analyses of globalization. Cultural values dictate what policies are made based on the principles a nation feels are most important. When nations are motivated by economic gain and little else, their value of culture (as well as cultural values) diminishes. It becomes acceptable to assimilate the world’s cultures into a common mold.

It is the homogenization of culture that stands as one of the most problematic issues of globalization. One must ask the question, how did this take place with the United States at the forefront? The answer to the aforementioned question is World War II. The financial crisis that gripped the United States after the stock market crash in 1929 was alleviated by the onset of the European war. While the United States remained out

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9 Tillman, 342-343.
of the conflict in a military sense, the economy was more involved in Europe than it had ever been in the past. Unemployment virtually disappeared into 1940 as Americans took factory jobs in an attempt to strengthen the militaries of its European allies. Output of American industry had never reached that mark in the past. While European nations were preparing for war, as well as figuring out a way to sustain their efforts, the United States was the willing outsider who offered the necessary tools and supplies for its allies’ success.\(^{11}\) By the time the United States prepared itself for war, it had already created a stable example of post-war economic success. Furthermore, as the conflict ended, the United States became the beneficiary of an innovative post-war economic approach. While European soldiers were returning to little in the way of industry, Americans came back to a strong and booming industrial economy. The United States did not just throw veterans into the work force. New training programs and scholarships were given to the approximately ten million returning Americans. Many scholars, including Gabor Steingart, agree that the steps taken in training returning soldiers is what helped the United States economy to continue its upward boom post World War II.\(^{12}\) Additionally, European nations suffered extreme destruction that left many of their industrial centers unable to produce for the reconstruction effort.


\(^{12}\) Steingart, 60-62.

Steingart’s argument throughout this section of his research goes back to the idea that there had to be a beginning for the power and role of the United States in globalization. Again, history points at the big-brother role of the nation after World War II. Without the stable industrialized economy and workforce of the United States, Europe would not have redeveloped as quickly as it did. Additionally, this help offered by the United States gave them great power in a global sense, while sharing the ideals and values important to its culture.
World War II left old European powers looking to the United States for help in rebuilding the destruction left behind. One must remember, the effects of World War I were still alive and well into the post World War II era. Much of the destruction seen during the first global conflict had not been completely repaired. Europe looked outside of their once ethnocentric selves to rebuild centuries old structures ravaged by war. The United States was willing and able to lend a helping hand. The ensuing conflicts brought about by the Cold War were reason enough for American involvement in rebuilding Europe. Promoting the ideals of democracy (and the cultural values that surround it) became a primary goal of reconstructing Europe. The so-called *Golden Age of Contemporary Capitalism* was created with the involvement of the United States in the rebuilding of Europe. Those events led to the strengthening of the United States economic and political structure as well as cultural and societal values. Thus, the homogenization of the worlds cultures (modern day) have roots in the post World War II era.\(^{13}\)

Furthermore, the effects of American involvement in the rebuilding of Europe after World War II are apparent in the similarities seen in cultural values after the time period. The economic and political ideals of the United States are apparent in post World War II Western Europe. Additionally, United States corporations paved the way for the


Bello’s article discusses the current economic crisis impacting the globe. His analysis, like many others, is that the issues facing the world today are a direct result of the impacts of globalization. The focus is directed towards the development of modern capitalism and the strength of the economic system globally. The start of the system, in his analysis is the post World War II era and reconstructing Europe. While many cultural changes took place because of the war, the Cold War and the rebuilding itself, the lasting impacts are a result of the power given to the United States from this process. Furthermore, the culture of the United States was shared during this time period increasing the homogenization of American culture abroad.
American way of life to be shared with Europeans. This is a bit of an ironic twist to the conversation, considering the role of European Imperialism through the nineteenth century. Once the dominant culture, European ideals became second best to that of the United States. American cultural values became a staple in the redeveloping European continent.

The global field was prepared and the men and women of the business world merely had to storm down a readied path, which they did. They brought along the Ford Mustang and the dollar, they put on their rock' n' roll records, and they had already produced dreams in Hollywood’s film factories.¹⁴

The American way of life easily spread throughout Europe into the 1950s because the United States was responsible for assisting in redevelopment. Something as simple as the Ford Mustang became a symbol of dominance and social status in a region monopolized by traditional social structures. The cultural landscape of Europe changed. This phenomenon has been recreated in many different areas of the globe. Again, one of the main problems with globalization is development of a homogenized world culture. What negative implications might this have for future generations? Scholars have a few hypotheses.

With an understanding of the developments of homogeneous cultures resulting from increased globalization, it becomes important to study the impacts and implications of the modern phenomenon as it relates to global power. As globalization grips the world, political, economic and social norms are redefined.¹⁵ The values associated with

¹⁴ Steingart, 64.
¹⁵ Mittelman, 28-29.
the dominant culture are generally at the forefront of changing global standards. Traditional economic structures have been changed greatly by the introduction of the global economy in remote places. Humans are a product of their environment. It is incorrect to think that an increase in global communication will result in anything but a complex global culture that is based on the ideals and values of the dominant nations.\textsuperscript{16}

While many scholars believe it is important to maintain the independent characteristics of diverse cultures, it is naive to believe that this will happen with the increasing role of the global community. H.R. Wagner quoted Alfred Schutz as saying,

> The world of my daily life is by no means my private world but is from the onset an inter-subjective one, shared with my fellow men, experienced and interpreted by others; in brief, it is a world common to all of us.\textsuperscript{17}

As globalization increases, it is only natural that global culture homogenizes. Simple contact between groups of people changes the traditional values that people have. This is not a new phenomenon. Ancient civilizations drastically changed when they were confronted with different groups of people. The Greeks, Romans, and the Chinese adapted new ideas and values from warring groups as well as peaceful merchants and traders. Economic expansion and development is not a new theory. Neither is the changing of cultural values and norms as a result of new contact and the opening of different markets.


The final topic of conversation regarding the changing landscape of culture and global values goes back to overall impact of globalization on peoples lives. Culture is a broad term reflecting the values, traditions and way of life of particular societies. As globalization has increased after World War II, a homogenous culture has emerged. As stated previously, scholars focus on the role of the United States in redeveloping Europe and the global economy after World War II as the start of modern globalization. Therefore, the focus begins there. Tillman’s research focused on the traditional plaza seen in many Latin American societies. Based of the Spanish model, the plaza was the center of daily life. Culturally, the plaza represented the religious values and community ideals of society. At the center was the church, on the outside, residences and locally owned businesses. The American business model, which developed as a result of the post World War II era, drastically changed the plaza. American businesses and corporations created a new model of acceptable values within the plaza. While Tillman’s study is a simple example using Puerto Rico, a U.S. commonwealth, this phenomenon has already stretched into other Latin American nations and traditional societies. 18

As these simple traditions were changed, a new culture developed. Again, the new culture was based on the acceptable homogeneous values that had developed since the mid twentieth century. While American corporations defend their right to create competition in traditional societies, one must argue that the changes to traditional cultures are a detrimental impact that may never be corrected. Most people would agree that the lasting impacts of European Imperialism in Africa and parts of Asia are in fact the most negative aspect of that time period. Most notably, the destruction of traditional culture in

18 Tillman, 342-343.
those areas has yet to be corrected. New values and standards have been adapted and 
pave the way to current conditions in Africa and Asia. Similarly, the actions of 
multinational corporations in the modern era continue to destroy cultures and values that 
stand in their way. The capitalist system, while not necessarily bad by itself, has been 
exploited and adapted to fit the increasing profit motive of large businesses. However, 
the expense of this has been great, and will continue to negatively impact the globe. 
When ones culture is taken, what else can they hold onto?

With an understanding of the development of a homogenous global culture, one 
can begin to understand the development of new world powers. Additionally, when 
discussing global balance of power, an analysis of the possible changes to that structure 
warrant attention. The power phenomenon of the modern era is based on the economic 
superiority of nations. As a nation flexes its economic strength, it is able to conquer other 
areas of the global marketplace. The result of this phenomenon is the ability of a nation 
to express and share its cultural and societal values as the basis of a homogeneous global 
system. Furthermore, the nation, or nations with the most global economic power also 
enjoy political power and influence within the global arena. The capitalist system has 
immense power built into it. As nations prove themselves worthy of the capitalist 
system, their power tends to grow. The major beneficiary of the changing balance of 
power since World War II has been the United States of America. As discussed earlier, 
the end of World War II brought great economic success to the United States. It is for 
this reason the United States also developed as the Superpower that it is today.
Although Europe’s claim to world supremacy had dissipated after two unsuccessful attempts, the Americas came on the scene as liberators of a continent...Their (The United States) concepts of democracy were as welcome as their pop culture.\textsuperscript{19}

Seen as the savior of Europe, the U.S. was able to institute its democratic ideals in a continent that was desperate for change. Additionally, the development of Communism in Eastern Europe created a scare that would promote democracy among many (especially Western) European nations. As the economic, political and cultural example to the world, the United States began its reign as the leading global superpower.

The ability to control the global market is often seen as a negative consequence of globalization. Many nations are fearful of the “money rules” philosophy that is often attributed to the modern economic machine. As the United States strengthened its grip on the global system, western pop culture was shared among newly developed nations. The phenomenon would only strengthen into the end of the Cold War era. The fall of the Berlin Wall solidified western pop culture, driven by the United States. Advertisements for U.S companies became common place all over Europe. Products and services from the emerging global giant flooded the European marketplaces, thus increasing the overall power of the United States in the world system. Consumerism grew exponentially as a result of the western drive to institute economic, cultural, and political values of the world leader (the United States). Foreign nations latched onto American trends, ideas,

\textsuperscript{19} Steingart, 64.
cultures and values. The world superpower emerged incredibly strong into the 1990s, sharing its culture with the world seamlessly until the new millennium.\textsuperscript{20}

As the twenty-first century began, the United States grew increasingly dependant on the global marketplace. As a negative impact of the global process, power quickly began to slip away based on the need for cheap consumer products. Consumerism is the need of a society to have cheap, often disposable products at their fingertips. The increase in technology, transportation, homogenizing of pop culture and globalization itself are all factors in the increasing of consumerism.\textsuperscript{21} As the United States has become a more consumer driven society, foreign and domestic policy have been shaped and reshaped by the American consumer. Unfortunately, greed is a byproduct of the aforementioned process. Consumerism becomes an obsession as national deficits grow past one trillion dollars. When does the debt end? Many scholars argue that the increasing of the national debt in the United States, caused by global consumerism, will in fact be the stumbling block and shift of the balance of power in the emerging global marketplace. However, others defend the United States and contend that an increasing national deficit is nothing to worry about considering current economic and political conditions around the world. The United States remains a superpower that is not going to fall, as it has the largest consumer society on the globe. Some scholars and economists argue that the competition based on the system of globalization is positive for nations like the United States because foreign economies depend on American consumers. They feel the balance of power is rooted in the consumer control held by the American public.

\textsuperscript{21} Halweil, 11-15.
Even though Americans spend more money than any other society on the globe, and debt is an increasing problem, theorists say without the influence of the consumer the power of the United States could be threatened.\textsuperscript{22} However, other economists and political scientists argue that the power held by the United States is on a downward spiral as the foreign deficit reaches past two trillion dollars. The theory, our creditors may be on their way to claiming the title of the new world superpower. The problem, what will come of the United States?

This analysis will not attempt to answer the aforementioned question. Rather, it analyzes the reasons for the shifting balance of power from the United States to many strengthening Asian nations, namely China. The discussion goes back to the original rise of the modern global giant after World War II. The first part of this analysis discussed the changing/homogenizing global culture. The United States emerged as the global leader because of its economic superiority after World War II. Generally unharmed on the domestic front, the United States was able to lend a hand to the reconstructing European continent. Sharing economic, political and cultural elements that would be adapted by European nations became the building block for American global dominance. Similarly, scholars are feverishly writing about the changing balance of power to the new economic and social giant, China.

Into the twenty-first century, Chinese markets began to swell with foreign investment and attention. With a population of over one billion people, and the resources of a third world nation, western powers continued an age old attempt to modernize China through the end of the twentieth century. As global markets expanded, investment in

China has grown exponentially. Technology, transportation, communication, and western pop culture are areas that infiltrated Communist China. Multinational corporations began investing time and money in China attempting to tap into the world’s largest population base. IBM’s merge with Lenovo, the leading Chinese computer company, in 2004 represents both companies need to evolve into globalized companies. The interesting analysis of this event is rooted in the makeup of the multinational corporation that was created with the merge. The new Lenovo is headquartered in New York, production lines operate in Raleigh, North Carolina and Beijing, China, and research, customer service and sales offices are located in nations around the world including China, the United States, India and Japan. The epitome of multination/global company has been presented with the merge of IBM and Lenovo. The result Lenovo’s merge with IBM has been the continued adaptation and innovation on the behalf of the Chinese citizens. Additionally, the merge provides an example of interdependent relationships that American corporation must strengthen to succeed in the changing global marketplace. 

Keeping up with global demand has not been an issue for corporations within China’s borders. Multinational corporations have jumped at the chance to outsource labor to the cheaper Chinese market. New jobs in manufacturing gave millions of Chinese citizen’s employment opportunities. While it is clear that multinational corporations have taken advantage of the Chinese workforce for cheap labor, businesses

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jump at the opportunity to produce products for less in an attempt to maximize profits. Additionally, China sought to modernize itself as a whole. Industry was important, but defense was a priority. With the largest population on earth, the Chinese military is approximated at an astounding eight million troops (compared to 2.5 million U.S.). The number alone is frightening to many opponents of globalization. According to Gabor Steingart’s research, the Chinese military has been the leading importer of weapons for most of the early twenty-first century.\footnote{Steingart, Chapter 4.} As China militarizes, it is also becoming a leading investor in American and other western business. What are the implications of these events? Opponents to globalization say the profit motive of the United States (and multinational corporations) is seriously threatening national security. How will the balance of power change during the next decade? Will China become the new global superpower, responsible for the safety and wellbeing of the world? Will the global homogenous culture begin to follow Chinese societal and cultural trends? These are questions that will only be answered in the future.

Globalization is a multifaceted issue that has developed into a modern phenomenon. The origins of this issue are centuries old. However, many scholars agree that the influences of globalization have solidified since the coming of the Age of Exploration. With the opening of the New World, explorers, such as Columbus, helped open the door to colonization in unknown lands. The development of economic, political and cultural dominance in the Atlantic world by Europeans increased power of imperial nations. Additionally, that power remained relatively unmatched until the end of World War II when the United States emerged and the new global superpower. Since the World
War II era the United States has continued to increase its grip on the global marketplace. Had it not been for the pre-war developments of American industry and innovation throughout the war-time era, Europe may not have had such a strong partner in rebuilding after the great conflict. The United States was able to help rebuild the European continent while instilling its social, economic, political and cultural ideals in a continent that continued to struggle into the 1990s. The development of a homogeneous global culture as a result for the role of the United States in rebuilding Europe is a leading factor in the current economic and political power of the nation.

As the United States emerged as the global leader, many problems also developed. Traditional cultures, values and ideologies were ignored in favor of promoting American ideals. One of the leading factors in this was the expansion of multinational corporations, generally from the United States. Often referred to as “McWorld” (a reference to the dominating power of McDonalds) U.S. businesses become the face of American pop culture. When the United States helps to develop a nation, they generally begin by receiving billboards and other advertisements for these American iconic companies. While these progressive tactics are good for business, they destroy traditional cultures and values. Additionally, the United States has been able to solidify its role as the global superpower because of its economic influence around the world. The homogenous culture that has developed because of the World War II era has greatly influenced the role and power of the United States. However, that delicate balance may be on the cusp of change.

26 Bhagwati, 106-111.
A secondary focus of this study is the changing balance of power that seems to be inevitable throughout history when dealing with global superpowers. As a result of increased globalization since the fifteenth century, the significance and power of leading nations has greatly expanded. The United States emerged as the global superpower because of their role in the redevelopment of Europe after World War II. However, the increasing dependence of the U.S. consumer society on foreign nations may soon prove to be a negative consequence of globalization. Since the beginning of the twenty-first century, China has emerged as a global superpower. Responsible for much of the imports of the United States, the economic and political power of China continues to grow with the ever-increasing debt many nations find themselves to be in, including the United States. The goal of this study has been to outline the origins of the modern global community while exposing two major problems that do not receive enough attention in scholarly literature. The changing culture and values of the global society dictate a nation’s foreign and domestic policy. Additionally, the balance of power may again be shifting. Since the end of World War II the United States has been at the forefront of global control. However, as new economic giants, such as China emerge, the power of the United States seems to be in jeopardy. What might come of the delicate balance of power if globalization is not controlled?
**Homogenizing Global Culture**

The modern global society is one that is completely dependent on international relationships. As a result, consumerism has greatly impacted the global society. After World War II, the United States of America emerged as the leading nation in the redevelopment of European and Asian nations plagued by the horrific costs of total war. With financial, material, and cultural support from across the Atlantic, European nations latched onto American customs and ideals. Globalization has resulted in a homogenous culture which revolves around American ideals, specifically consumerism. The impacts of this phenomenon are apparent in European communities modern day. One must consider the positive and negative consequences of such issues as it relates to culture and global relationships.

Researchers have spent countless hours and pages documenting the negative impacts of globalization on the environment. Additionally, there is a focus on the impacts of modern globalization on traditional economies and the advancements of developed/industrialized economies. These studies take into account the fact that there are many negative and positive aspects of globalization on economies around the world as well as on the overall environmental impact created. However, a study of the adaptation of American ideals and culture is crucial to the controversy engulfing this topic. Specifically, the cultural impacts of consumerism and the results of such activities especially through the 1960s to present day are an important topic of focus.

Consumerism is an issue that many economist deal with in a negative manner. Consumerism is finding pleasure in the purchase of goods and services.\(^{26}\) The phenomenon is clearly a result of an interdependent and globalized economy. The use of

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resources and labor to manufacture products which are then taken and sold in a variety of market places helps the global society maintain its relatively high standard of living. The Gross Domestic Product of modern nations helps gain insight into the purchasing power of that nation. The United States is often criticized globally for being a completely consumer driven society. With a GDP of $14.26 trillion, the United States is second only to the European Union ($14.5 trillion) in consumer purchasing power.27 This point is not something that can go without further analysis. The post World War II era introduced the United States as the leader in reconstructing Europe. As a result of American domination in the rebuilding process, an economic, political and social bond was formed between the two regions. The newly formed relationship created two of the globe’s largest consumer societies in the modern age. The United States and Europe have been the model for other nations in the continued push for economic success based on the model created after World War II.28

Many critics of globalization and consumerism look at the homogenization of culture in a negative manner. Regardless, the rest of the world has caught onto American consumerism and modeled their systems after it. This is not to say consumerism is automatically positive because it leads to the increasing of profits. It is clear that profit is not the only piece of the puzzle. However, businesses exist to make money. On a global scale, this translates into the adaptation of American business models, brands, and consumerism, generally at the cost of traditional culture and small businesses. Within many European countries today, the signs of American business and culture are quite apparent. However, it would be inappropriate to think that these developments are

27 CIA World Factbook 2009.
28 Bello, 23-25.
exclusive to the twenty-first century. Consumerism and the idea of world brands are issues that have been dominant since the mid Cold War era. As a result of advertisement and marketing of American products overseas, many brand-name products have become staples within the economies of European nations. The cost of this development is what warrants discussion.

The key to American business success within Europe has developed from the ability to appropriately market goods and services. The catchy television commercials that appear on American networks are mimicked, translated and used as a means to hook European consumers. Brand recognition has been a key in the development of economic success. The audience is not only buying into the product, but the culture that is being presented. The Coca-Cola Company portrays teenagers in fluorescent tank tops, high-top sneakers and whitewashed jeans rocking to Michael Jackson in famous commercials of the 1980s. The goal is clearly to market the product as well as American youth popular culture. This process is not limited to soda companies. McDonalds, Wal-Mart, Kleenex, and Kodak are among several American companies that use brand recognition in an attempt to build themselves as global brands. The idea is to have their companies name mentioned when referring to the type of product they market and/or produce. In European nations, one mentions Kodak in an attempt to purchase film, or Kleenex simply meaning tissue. This type of marketing solidifies these companies within the nations they sell their products as the leader in that industry.²⁹

With successful product marketing, American businesses have created a monopoly of sorts. Their advertisements focus on creating brand recognition and loyalty. At the same time, these advertisements actually market a dominant culture that has been mentioned when referring to the type of product they market and/or produce. In European nations, one mentions Kodak in an attempt to purchase film, or Kleenex simply meaning tissue. This type of marketing solidifies these companies within the nations they sell their products as the leader in that industry.²⁹

mimicked by European nations for centuries. The dominant American style culture has become the basis for what is now a single, homogenous culture. The foundation of a homogenous culture has certainly been rooted in the development of global consumerism. One must take a moment to think about the appeal of an American style culture to foreign nations in an attempt to fully understand the deep rooted issues presented. Mike Riddiford discussed the complex development of American style materialism as the main attraction for foreign nations in his article, Sale of the Century. American consumers enjoyed choice and convenience which was quite appealing to many Europeans. European workers were envious of the material wealth held by their American counterparts throughout the early part of the twentieth century. Even into the 1960s American workers were able to enjoy the products they helped to produce, a luxury European workers only dreamed of.\(^\text{30}\) The result of this type of envy was the solidification and adaptation of American ideals, especially in consumerism and materialism. It is because of these ideals that the American way of life was readily accepted by foreign audiences. Materialism, combined with consumerism, was the foundation of the homogeneous American culture being adapted by European nations at a record pace.\(^\text{31}\)

Further exploration within Europe continues to prove the point that the appeal of American consumerism and materialism has led to the adaptation of American Culture. Former Soviet leader, Boris Yeltsin, commented on American materialism while on a trip to Huston, Texas in the late 1980s. This example is one that provides a perfect glimpse


\(^{31}\) Riddiford.
into the goal of American style advertisement, materialism and consumerism. After visiting a Huston supermarket, Yeltsin said,

"When I saw those shelves crammed with hundreds, thousands of cans, cartons and goods of every possible sort... for the first time I felt quite frankly sick with despair for the Soviet people. That such a potentially super rich country as ours has been brought to a state of such poverty." 32

The example Yeltsin was confronted with was an astounding model of the capitalist system. The trip was recorded as a turning point in Yeltsin’s ideology, pushing for true reform within the Soviet system. The abundance he witnessed within the United States became the foundation for reform within the Soviet Union. American consumerism led to the changing of Soviet ideals. Nearing the end of the Cold War Era, communist nations on the borders of Europe began examining the material and consumer wealth that had trickled into Western Europe via the United States. The example of material prosperity was an ideal that many, even communist leaders, latched onto at a rapid pace. As the glimmer of consumerism spread throughout Europe, homogenized culture solidified itself within the continent.

Through expert advertising campaigns and continual visits from foreign diplomats, the American style and system of business, consumerism and materialism have quickly become guiding ideals in many European nations. Furthermore, investment opportunities have exponentially increased within European nations further mimicking the American system of economics. By the late 1990s, more than 43 percent of American households owned stocks or mutual funds. 33 This new type of wealth allowed

32 Riddiford.
working class individuals an opportunity to benefit from the wealth a capitalist system can offer. As American businesses increased their strength within European markets, investors began developing their portfolios to exploit new opportunities for acquiring wealth. Jim Hoagland’s article, *Blessings of Consumerism*, blatantly encourages European investors to emulate the American system. Investments can yield great wealth from little physical labor. Sure, there is risk involved, but wealth is the motive. Another interesting aspect of the consumer and material driven homogeneous culture that has developed is the ability to quench the thirst of possessions. One is better able to do that with fiscal wealth. The argument from Hoagland is relatively concrete. If European businesspeople want to enjoy the same wealth as their American counterparts, investment portfolios are the means by which to accomplish their goals.\textsuperscript{34}

In the modern age, investment has developed a negative reputation. Greed surrounds the investment and business world as many nations struggle to rebound from one of the worst economic recessions seen modern day. However, the system that has been developed proves to be an efficient way to increase national wealth and purchasing power. Again, since the end of World War II, global culture has been homogenizing based on an American standard. The result has been the ever increasing role of globalization and consumerism. The cultural impacts are the focus at hand. It is clear that many companies are attempting to gain the upper hand in the developing global marketplace. However, it is not completely clear how the homogenization of culture has positively and/or negatively impacted the European way of life.

In an attempt to gain insight into the impacts of homogenizing world cultures, one need only analyze photographs of select European cities. On a recent trip to the countries

\textsuperscript{34} Hoagland.
of Italy and Greece, I took several photographs in order to document the many historic cities these nations have to offer. What I found, mixed in with monuments displaying thousands of years of rich history, was the clear blending of American culture into a new European one. After a thorough explanation of these images, one can begin to understand the positive and negative impacts that exist as a result of the homogenization of culture based on American standards and ideals, especially consumerism. The photographs will be used to demonstrate both positive and negative consequences of the homogenization of culture on the nations of Europe, but also on the global community.

American supermarkets are notorious for being well stocked with a plethora of products, both necessities and luxuries. The idea of having many choices when completing one’s grocery shopping is an important cultural ideal within the United States. Traditionally, many European shoppers have been accustomed to the age old meat market and outdoor vegetable stands that supply a limited selection of fresh produce and other necessary products. While many of the traditional market places still line the streets of villages and cities, the number has significantly decreased over the last fifty years. Europeans can now acquire these same products and merchandise, but in a modern, American style. Photograph 1, on the following page, demonstrates one of only a few traditional markets that still exists within the city of Rome, Italy. Traditionally, the streets would be lined with many of these types of shops giving consumers choice on their daily purchases.
Similarly, the meat and fish markets shown in Photograph 2 were a common sight in Athens for many years. The markets that exist today are not as traditional as they once were. One can still purchase fresh products, and at the same time a liter of Coca-Cola or package of Pringles (Photograph 3). The photograph demonstrates the modern role of American companies in the breakdown of traditional business practices within European cities. Modern stands line the streets of Rome, Venice, Athens and many other cities, each packet with products from American companies. The products alone do not present a problem. However, they represent the lack of respect for traditional culture and the
idea that the global community cannot live without name brand American Products or outlets in which to purchase them. Photograph 14 below offers a common sight developing outside of large Italian cities, the modern mini mall. Traditional agrarian societies are being replaced by these shopping outlets.

Photograph 14: This photograph is one of many modern mini malls that are sprouting up outside of many Italian cities (Just outside of Florence on the Italian motorway).
Photograph 2: An open meat market, downtown Athens, Greece.

Photograph 3: Photograph of a street vendor in Rome, Italy.
Many of cities in Italy and Greece had similar shops set up.

Traditional markets are certainly an important part of the history of many nations, especially those in Europe. The modern development of American style convenience
stores taking over many street corners presents problems to traditional culture and social patterns. However, there is a positive side to the transformation of traditional markets on the global community. As a foreign traveler in Europe, it is comforting to be able to have many of the same products and brands at your disposal as you would have in your home nation. While this may be a bit of a selfish idea, it also helps small business owners and the leaders of large American businesses in foreign nations to make a profit. Without these recognizable brands and familiar products, a gap could be seen in the profitability of the new marketplaces. Again, one of the main ideas in the homogenization of culture is the dependence on consumerism, which naturally lends itself to brand name recognition. The photograph below demonstrates the need for American style products in foreign cities as an appeal to foreign consumers. Again, profitability and popular cultural norms are positive implications of the changing markets of Europe.

Photograph 3: Photograph of a street vendor in Rome, Italy. Many of cities in Italy and Greece had similar shops set up.
Homogenization of culture has been rooted in American ideals, products and business. As a result, fast food chains have flooded European cities. McDonalds and Burger King are two of the major fast food chains in the United States that have spread their influence on a global scale. Many people feel that there are no problems with the development of the restaurant chains within cities such as Rome, Florence, and Athens (three of the cities used in this study). The business model being used is that of the United States. Therefore, marketing within populated cities is certainly a priority. Also, as Philip Kotler discussed in his article, *The Opportunity for World Brands*, the real goal is to create product recognition. When consumers identify a particular product or chain as their favorite, that company has immense control over cultural and social aspects of the population. McDonalds has built restaurants in many foreign cities. When one visits the Pantheon in Rome, Italy, McDonalds is not too far away. Across the sidewalk, in the same public square as the Pantheon is a McDonalds Restaurant. The Restaurant is missing the traditional Golden Arches, as it is illegal for there to be flashy signs and logos in historical districts. However, the sign in the window of a building that is more than 1000 years old, young adults carrying around bags filled with value means, and friends gathered in the square to eat their french fries have become a cultural norm for the region. This phenomenon is clear in the following photographs.

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35 Kotler.
Photograph 4: A group of teenagers eating food from McDonald's in front of the Pantheon in Rome, Italy.

Photograph 5: A McDonald's restaurant neatly tucked into a group of buildings more than a thousand years old. Directly across the town square is the Pantheon (Rome, Italy).
Photograph 6: A McDonald’s restaurant minutes from the Coliseum, Rome, Italy.

Photograph 7: A newly renovated McDonald’s restaurant in Athens, Greece.
American culture is fond of fast food chains. The simplicity of ordering and eating within a ten minute time frame is something that has allowed for a fast paced society to emerge. Foreign cultures now experience a similar phenomenon as a result of the homogenization of culture. It is an interesting feeling to be in a square that is more than two thousand years old and see the familiar sight of American style advertising. The teenagers shown in Photograph 4 are from a school outside of Rome. Within the Piazza della Rotonda, this sight is not as rare as many foreign visitors would think. Popular culture has made it acceptable for the Golden Arches to be an integral part of this historic sight. The idea of McDonalds taking over this historic plaza can certainly be seen as a negative impact of the homogenization of global culture. One visits Rome to absorb the sights that are beyond imagination. The idea of buildings and monuments that are over
two thousand years old is a difficult thing to fathom. Having a modern American
restaurant chain mixed in with the historic sights of the plaza seems like a violation of
ancient history and tradition. However, the sight is certainly a positive aspect for the
franchise owner and foreign visitors who simply cannot live without their daily trip to
McDonalds. Additionally, the McDonalds in Photograph 5 was more populated by
customers than any of the traditional cafes and restaurants in the area. Strangely,
McDonalds and Burger King are not as rare as one might think within the historic streets
of Rome, Florence and Athens (to name a few). They seem to be as common as they are
in cities around the United States.

The comfort of American brands showing up in foreign cities is a welcome
familiarity while traveling outside of the United States. One of the most recognized
brands on the streets of European cities must be Coca-Cola. It was difficult to visit a
street, plaza, café or restaurant that did not offer Coca-Cola products. The term Coca-
Cola was used synonymously for any dark soda, similarly to the United States. When
ordering a beverage, many waiters began with a statement such as, “Would you like
Coca-Cola?” While many places offered Sprite and Barq’s Root Beer (as well as many
other familiar Coke brand products), the most common cans and bottles were traditional
Coca-Cola. One must think about the implications of this trend. The Coca-Cola
Company certainly has many foreign investors and a long list of products and brands that
are available to consumers. However, the recognition of the Coca-Cola brand has
become a cultural norm within many European cities. Again, the familiarity of this
product is a welcome sight for foreign travelers, even those who are not from the United
States (Photograph 9, below). However, what are the social and cultural implications of Coca-Cola being so recognizable in foreign cities?

Photograph 9: A local café sells only Coca-Cola brands in the restaurant; Rome, Italy.

One of the main criticisms of globalization and interdependence is the control of American business on the culture of foreign nations. As the United States has continued to develop a presence within foreign markets, brand recognition and the glimmer of consumerism have taken hold around the world. The ideas of consumerism revolve around brand recognition.\textsuperscript{36} The logos of American products can be seen in places like Rome being sold with different slogans. The slogan may be different, but brand

\textsuperscript{36} Kotler.
recognition is very clear. Below, Photograph 10 is a perfect example of the blending of American culture, consumerism and brand recognition.

![Photograph 10: Street vendors merchandise on the streets of Venice, Italy.](image)

The souvenir stand shown in this picture on a street in Venice is not difficult to find. There were several stands that carried the same products. The Coca-Cola logo is a recognizable image, even to Europeans. Therefore, it is very easy to sell items that mimic the logo. People on the streets of Venice, Florence and Rome, as well as Olympia and Athens were accustomed to seeing many brands and logos that most Americans see on a daily basis as well. The images from a souvenir shop on a cruise ship owned by Minoan Lines in Greece and that from a grocery store in Athens, Greece show the images of recognizable American products. Kodak, Mentos, Snickers, Playschool, Little Tikes and Disney are several brands/companies that were not difficult to spot in Photograph 11 and Photograph 12. The ease of finding these products offers a clear understanding of
how homogenization of culture based on an American standard has crept into Europe, almost problem free.

Photograph 11: The gift shop on board of a Minoan Lines cruise ship in the Adriatic Sea on the way from Italy to Patras, Greece.

Photograph 12: Small, modern grocery store just outside of Athens, Greece.
The products of many different American companies can be seen while visiting European nations. The ideas of consumerism have made it a cultural norm to see Coca-Cola, Kodak, McDonalds and many other logos around the places one would not necessarily think they might be. Businesses advertise their products in foreign cities just as they would within the United States. The cultural norms seem identical while traveling within large European cities. Fashion trends, product recognition, children’s products and restaurant choices are all modeled after American cultural standards. While one must understand that the American business model and popular culture is not completely responsible for all of the products seen around the world, their role in the marketing of such standards is crucial to modern global business practices.

The implementation of a homogenized culture based on American standards has created many positive elements seen throughout foreign cities. The familiarity of McDonalds or Coca-Cola offer comfort to travelers in a city that has few other familiar sights. The map below represents the number of McDonalds Restaurants within each respective nation. Europe is difficult to see as the size of the red dots are immense. When comparing the number of restaurants to the population, it is clear that the fast food ideal has caught on in Europe, as well as globally.
Furthermore, the opportunity for investors and businesses in European cities has dramatically increased as a result of the introduction of American franchises and products. Brand recognition brought about by brilliant advertising has created staples out of things like Kodak, Coca-Cola and McDonalds. The commercials for these products and the other advertisements that are used mimic that of American advertisements, further solidifying the homogenized cultural standards to the populous. The fact that an Italian and an American teenager can sit and eat a Big Mac together in front of the Pantheon or outside of the center of Athens overlooking the Parthenon is an astounding experience to witness. The many differences that these young people have are overshadowed by the common bond and familiarity of homogeneous cultural standards and norms. In an era that is riveted with violence and discrimination, it is a welcome sight to see people who are very different bond over a simple commonality.
However, homogenization of culture is not always seen as a positive aspect of the globalized world. The literature on this topic is quite extensive, and very clear while photographing and observing European cities. First, the use of English is seen as an automatic requirement of most people working in tourist areas in the foreign cities documented in this study. While it is a refreshing surprise to be able to communicate in English within a nation whose first language is very different, one must stop to think about the implications that exist in this example. American culture has created such a strong hold on the global marketplace that it is almost an unwritten standard for businesses to be fluent in English. This is great for English speaking tourists, but a certain sign of ethnocentrism that is at the foundation of the homogenized world culture. Many English speaking people take advantage of the fact that they do not need to learn the language of the places they visit. However, when discussing the issue of foreign tourists, immigrants, or workers within the United States, one often hears an argument that people should, “know the native language.” It was observed that there were several people that spoke at least two languages. However, many of them spoke English as their second language as a means to be more marketable in the highly competitive tourist industry within European cities. Language is an important part of ones culture. English is quite recognizable in large European cities, and has been spilling into rural/traditional areas.

Additionally, the acceptance of new cultural norms based on American ideals has clearly allowed for consumerism to take over in European towns and cities. While it is clear that larger cities are more likely to see the homogenization of culture, even traditional towns throughout southern Europe had many elements of the dominant
blended culture. It is the loss of traditional cultural values, including language, that appear to be the most problematic consequence of a homogenized culture. Similar to propaganda of the communist era, young children are one of the most marketable groups in Europe. It is difficult to walk through the streets of Athens, Olympia or Rome without seeing advertisements for Disney, Hannah Montana or other popular icons in American culture. The photograph below is proof of this fact. People are being targeted at a much younger age, decreasing the likelihood that they will object to the homogenization of global culture, therefore destroying traditions and values that are centuries old.

Photograph 13: Another street vendor in Olympia, Greece.

The homogenization of culture based on American standards and ideals has swept through most of Europe in the modern era. Rebuilding Europe after World War II solidified the United States as a leader in European affairs, business, and culture. The homogenization of global culture has proven to be positive for foreign travel, business
and cultural bonds between very different groups of people. However, the impacts on traditional culture and use of native languages have proven to be just two of many negative impacts of the homogenized culture that has developed since World War II. Via current photographs from select European cities, it is quite clear that a homogeneous culture has developed around the world. The United States has been able to solidify its ideological, political, and economic values on the world in a manner that will continue to impact people for many years.

While it is clear that the homogenization of culture based on American standards and values has developed and strengthen since World War II, it is still unclear as to the long term impacts of this phenomenon. Traditional values have diminished and many European cities are packed with American business logos and popular culture icons. Clearly, modern culture has been impacted in many ways as a result of blending American ideals in foreign nations. However, research is still required to document personal perceptions of people living in foreign cities and towns. Again, it is clear that the homogenization of culture exists. Also, the impacts on a large scale are clear. However, personal perceptions of people on the events that have taken place have not been documented or studied. This type of continued research would help in gaining an understating of the true impacts of the homogenization of culture, consumerism, interdependence and globalization on the world community.
The Global Classroom
The Product of Globalization and Interdependence

By: Michael Turbeville

Our Goals
1. Develop an understanding of globalization in the modern era.
2. Explore the impacts of globalization on the modern classroom.
3. Develop strategies to create a global classroom.

Where Are We Going?
1. Definitions
2. Elements of the global society/culture.
3. Positive aspects of globalization
4. Negative aspects of globalization
5. What does this all mean for teachers
6. Developing a modern global classroom
7. 15 Minute Break
8. Teaching and modeling globalization
9. Application
1. Definitions

- **Globalization**: the reduction of barriers between nations which encourage closer economic, political and social relationships (Mintelman).

- **Interdependence**: Mutual dependence: Nations are economically, politically, and socially dependent upon each other for success in the modern era.

- **Homogenization of Culture**: The mixing or blending of cultures into a universal mold.

2. Elements of the global society/culture?

   - Diversity
     - Racial
     - Religious
     - Gender
     - Socioeconomic
   - Homogenization
   - Interdependence


   - Increase in Available Resources
   - Increased Standard of Living
   - Cultural Diffusion
   - Increased Wealth
   - Advancements in Technology
   - Increased Chance for Developing Nations to Succeed Economically
   - Encourages Innovation and Creativity
   - Homogenization
4. Negative aspects of globalization.

- Destruction of Culture
- Exploitation of Labor
- Environmental impacts
- Division of Wealth
- Loss of Traditions that are Centuries Old
- Limited International Regulation
- Development based on a Western Model
- Homogenization
5. What does this all mean for teachers?
- Globalization and interdependence have created diverse classrooms.
- Teachers must recognize and understand the diversity within their classrooms, beyond race.
- Teachers should make opportunities within their classrooms to celebrate global cultures, especially those represented within their classrooms.
6. Developing a modern global classroom.
- Know your students background.
- Research cultures that you are unfamiliar with.
- Make it a point to recognize students culture in a positive manner.
- Understand the positive and negative aspects surrounding globalization and culture in an attempt to avoid dismissing a students unique life style.

7. Teaching and modeling globalization.
A. Introduction Activities
B. Develop Open Lines of Communication with Students and Parents
C. Cultural Celebrations in Class
D. School-Wide Culture Workshops/Fun-Days

15 Minute Break
8. Application:

A. Introduction Activities

- Teacher Self-Assessment in Multicultural and Global Classrooms.
- Student Survey/Questionnaire
- "Getting to know your Classmates"
- Student-Student Interviews
- Culture Collage
- "Don't Judge a Book by Its Cover"

Teacher Self-Assessment in Multicultural and Global Classrooms

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Student Survey/Questionnaire

Getting to Know Your Classmates

Culture Collage
"Don't Judge a Book by Its Cover"

For this activity, the teacher will give the directions verbally. Students complete each task at the same time. Each student should have a piece of paper to write down their partner's answers or draw a picture of them.

1. Take a brief time to express what the person looks like and a phrase of what he/she is doing. Ask your partner to draw what you described on the paper. Check the accuracy of the partner's drawing.
2. Draw or write your partner's characteristics that the other is most familiar with in the first space.
3. Draw or write your partner's characteristics that the other was not familiar with in the second space.
4. Draw or write your partner's characteristics that you miss in your partner's drawing.
5. Describe an experience that you have had with your partner and how you feel about it.
6. Describe something that you do not like about your partner.

When students are done, take time to discuss what everyone saw or did. Round Robin walks to share to all students gathered. The teacher should be sure to discuss to everyone what students both similarities and differences.

A key part of this activity is that all students talk about their differences in a meaningful way so that the students of all diversity within your classroom.

Students will probably draw their personal things that can be used to help build understanding of global culture.

B. Opening Lines of Communication
With Students and Parents

• Class web-page
• Teacher web-page
• Weekly calendars of events/activities
• Sharing personal culture with parents via letters home and/or in class activities.

Web-Pages
C. Cultural Celebrations in Class

- Celebrate the diverse cultures represented in your room.
- Tie into content/curriculum as it relates

Closure and Synthesis

- Globalization is increasing diversity within our classrooms.
- The blending of culture and homogenization is taking place at an unprecedented rate.
- We have the responsibility to help keep traditions alive while respecting the new global culture.
- Globalization...Good or Bad?
A Bit of Humor to Close

The End...
Or is it the Beginning?
The Global Classroom
The Product of Globalization and Interdependence
By: Michael Turbeville

Presentation Notes

Slide 1:
Introduction to the speaker.
Target audience: This presentation is suited for all teachers. However, secondary teachers may benefit more from these strategies as our classrooms are so often focused on curriculum that we have a difficult time remember that we deal with up to 100 diverse individuals every day. Furthermore, secondary social studies teachers will find that many of the topics fit into New York State’s Social Studies Standards as culture is a major part of many of our curriculums.

Slide 2:
The research on globalization and interdependence is quite broad. There are countless studies which simply focus on the drawbacks of the processes involved. However, very few have taken into account the positive aspects that globalization has brought us, especially within the classroom. The goals of this presentation are to help develop an understanding of globalization in the modern era, explore both the positive and negative impacts of globalization especially within the classroom, help develop strategies to create a “global” classroom and finally to give some hints on applying the principles of a global society and culture within the classroom.

The goal here is not to tell you exactly how to run your classroom. The interest at hand is geared towards understanding that diversity is not as simple as race. There are many factors that play into diversity in the modern classroom, and many of those factors change and are attributed to globalization and the homogenization of culture.

Slide 3:
Teachers love to have an agenda, so here it is. Now, we may skip around or take full advantage of teachable moments, so do not be too upset if we veer off course.

This presentation is not designed to be the final word on diversity within the classroom. As teachers, you are encouraged to take what you see, hear and learn and make it your own. Additionally, if you have any questions, please feel free to ask them at any point in the presentation.
These three terms are crucial in understanding the presentation today, so we better make sure we have an agreed upon definition before we start. For this research, globalization is simply the “opening of the globe.” Researchers discuss how simple it has become for people on earth to travel, trade, and communicate as the centuries have passed. If you think about it, global boarders have shrunk. A trip that took three months by ship in the 16th century can now be completed within hours. As a result, we have seen the development of a global society...

**Interdependence** refers to the mutual dependence of nations to be successful in the modern era. While many researchers have focused on the economic dependence that nations have, we are also culturally, politically, and socially dependent upon the nations of the world. This is why consumerism and the **homogenization** of culture have become such important topics when dealing with globalization and interdependence.

**Homogenization of Culture** refers to the mixing or blending of culture into a universal mold. Research shows that the homogenization of culture really developed post World War II as the United States went into Asia and Europe to help rebuild and resist communism. As a result, cultural diffusion took place on a massive scale. Europeans were not just buying American steel or grain, but pop culture icons. As the 1980s came about, Coca-Cola, Michael Jackson and Nike were being “sold” to foreign consumers in ways that went far beyond consumer products. (Quick change to Slide 5)

Poof...the birth of a homogenized culture based on a dominant way of life. This blending of culture is generally representative of the more powerful country and their ideals within global/interdependent relationships. This list is just a simple scratch of the surface of the diversity that exists within our global society, therefore, our classrooms as well. This is where the controversy begins for many people. However, let’s look at both the positive and negative impacts of the homogenization of culture...

Many of you will read through this list and say that some of the elements presented here are actually negative. However, let me quickly explain the positive side of this list.

First, more resources, means more products in our consumer driven society, which leads to an increased standard of living. Because we have access to the entire globe with the push of a button, thank you technological advancements, we see the diffusion of culture at a record pace. A celebrity from the United States is shown wearing a new style on a Friday. By Monday, kids in The U.S., Italy, Britain, and even Turkey are beginning to spread the new trend. Also, globalization allows a chance for developing nations to succeed economically. However, it is the relationship that develops between nations that has become a problem for many, not globalization itself. Finally, as people around the world are exposed to ideas from other nations, they too will be encouraged to put their own spin on things and create new and/or improved ideas. All of these factors together lead to homogenization of culture which opens the doors of opportunity to many!
Slide 9:
Now the negative side... We know that many people are motivated by profit. Exploitation of the capitalist system has become the major scapegoat for people who are critical of globalization. The destruction of cultures, traditions and the environment are very real issues that negatively impact the global society. The exploitation of labor and resources which has created a huge gap between rich and poor in many nations around the world is certainly something that has been problematic. Additionally, the development of a homogenized culture based on a Western standard has created great controversy around the world. While all of these issues are certainly negative, they all seem to go back to the ideas of misunderstanding, greed, and lack of appreciation for diversity.

Slide 10:
Just one of many criticisms of globalization demonstrated through political cartoons.

Slide 11:
Now, I am sure we all have an opinion about the positive and negative aspects of globalization and we could certainly argue for the rest of the day about their validity on a global scale. However, I am not sure that this type of mentality is really helpful. What I think is helpful is understanding that globalization and the homogenization of culture have created something unique for us as teachers. While we see great diversity within our classrooms, we also see many similarities that can be used in developing a culturally comfortable and functional classroom.

Slide 12:
The world has changed quite a bit over the past fifty years. Regardless of discipline or age group, as teachers, it is our responsibility to be aware of the diversity as well as the commonalities within our classrooms.

Slide 13:
To get started, teachers should think about this simple list of strategies to develop a modern global classroom. First, get to know your students. This goes beyond the, “What do you like about school” survey questions. You could assign a free response with a prompt about the student’s life “outside of school.” Many teachers prefer to send home a survey for parents and students to fill in together that touch upon many elements of the home life in a manner that is not threatening or invasive.

If there is a student in your class with a particular cultural trait that you are unfamiliar with, you should make an effort to gain some information about their particular way of life. You cannot find out
everything, and you must be aware that not all people will fit into the research you find. For example, you have a Muslim student in your class and attempt to find out about their religion. The next day you come in with a list of questions about their beliefs that are not even close to how they practice their religion. You accidentally looked up and found information on only one sect of Islam. Unfortunately, this could harm the relationship you build with that particular students and their family. Keep it simple, and do not be afraid to ask the student questions.

Slide 14:
Before our 15 minute break, I would like to introduce the teaching and classroom management strategies that we will look at to help you develop a classroom that celebrates diversity while acknowledging the similarities that bind classmates together. We will look at some examples of each of these after the break to help you out.

Slide 15:
Break!!!

Slide 16:
Welcome Back! The following strategies and ideas are being introduced to give you some ideas of what you can do to celebrate diversity within your classrooms, as well as acknowledge the modern homogenization that has taken place around us.

Slide 17:
We all come back from summer break ready to dive right into our curriculum...Right? No, of course not. We need to “feel out” our classroom and our new students who look at us with blank stares on the first day (or maybe even week) of school.

I think it is crucial to begin building a welcoming classroom right from the beginning. These five activities can help to build that type of open and welcoming classroom. You might find that some of these will simply not work with your particular students. That is alright! Remember, these are just some strategies that you can use to help, and perhaps formulate some of your own modifications to fit your needs.

Slide 18:
Before we can begin developing a diverse, multicultural and global classroom, we must first be sure we understand what these things mean. Susan C. Brown’s *Applying Multicultural and Global Concepts in the Classroom and Beyond* includes a Self-Assessment for teachers to gauge where their understanding
of diverse students actually is. I have adapted it to fit the needs of teachers in this workshop. However, it is relatively unchanged and allows educators to see where the measure up on multicultural and global issues. I am going to give you about ten minutes to complete sections A and B using the directions provided. Answer these honestly according to your beliefs, ideals, knowledge and values.

Let’s briefly discuss these sections as a whole to be sure we understand each part.

What do you think is the value of this activity?

Does is help you (or teachers in general) to gain insight into what we need to be doing to create a modern globalized classroom?

Are there any questions you think should/could be removed, while still achieving the goal of self awareness in globalized classrooms?

**Slide 19:**

The Student Survey: I think most teachers use something like this to help gain an understanding of their students. Some of the simple questions we always ask include name, age, birthday, likes, dislikes, etc. However, these questions do not go far enough to help you understand the cultural background that your students are bringing in. For example, you may know you have a student from Puerto Rico, and you have some generalized knowledge or stereotypes about what that student may be like. However, because of the homogenization of culture, you may be surprised to learn that their personal or home life is very similar to many of your other students. I use this example, and thus created this survey because this particular incident actually happened to me. I had a young man that came to me knowing very little English. He started right after midterms, and I made some assumptions based on where he came from. I could not have been more wrong. This survey helps to get valuable information from your students and begin to develop some ideas to help infuse the diversity and similarities within the classroom.

Any questions on the value of a particular item on the survey?

**Slide 20:**

Alright, another simple activity is a student-student interview. Some districts may have difficulty with something like this because of confidentiality. So, I have modified it to work as an anonymous survey that is compiled and shared by the teacher so students can get an idea of who is in their classes. Students are always welcome to share answers that were theirs if they want to, but this format makes it easier for those students who may not be willing to share such personal information.

After completing these activities, I think it is valuable to allow students to share if they would like to. I would never force a student to do so. Additionally, after collecting the surveys or interview papers, it is important to take the information you have and use it appropriately. Look for the diversity that exists within your classroom. You may find that you have one student who is a Muslim, one Buddhist; perhaps one student was born in Argentina, etc. These are important in formulating a cohesive classroom
atmosphere. Knowing these things will help you to build positive relationships with your students. This will also allow your students to build positive relationships with others.

Another thing you should do with the information is to highlight the similarities that you have found. Remember, our global society is seeing the homogenization of culture at an amazing pace. Use that principal to show your diverse students that they also have great similarities. I think this is the part that is often missing from the globalization debate. We focus so much on the differences, that we ignore the great similarities that can help bind us together.

Any questions on these activities?

**Slide 21:**

This next activity is one that is particularly useful to social studies teachers. The first assignment within my AP World 9 class is a culture collage. One of the first major pieces of the curriculum is culture. I cannot think of a better way to teach culture and explore the differences and similarities within the classroom than this! You can change many elements of this to fit into other curriculum as well. However, for the history curriculum, I have found that the eleven items included are very important. These help students build the foundation of what culture is while allowing the class to explore the diversity and similarities within it.

Let’s take about ten minutes within your groups to think of some pictures that you may incorporate in your culture collage. I am sure many of us do not have them handy, so a simple explanation of a picture (that exists) or one that you would take would be great. Think about who you are, what you do, and what your culture is.

Alright, what similarities (similar) would your group members have on their collages? What about differences?

What types of conversations did your group have when discussing these elements of culture?

Were you able to explain a diverse part of your culture to your group?

Anything to add?

**Slide 22:**

This is a simple first day activity that I have also used that I thought would be useful. I learned this during my graduate work at SUNY Brockport from a diversity class. The activity is simple enough and takes about 15 minutes. The discussion afterwards however can go as long as you are willing to allow. He questions are simple, but help to gain an understanding of our students that goes far beyond physical appearance. Again, I think it is best to make sure you tell you high school students that they must pick someone they do not know very well. This will help them to challenge themselves to get to know others and find similarities that could build classroom unity and even lasting friendships. The title is cliche, but the message is priceless. Again, this is an attempt to gain an understanding of diversity and similarities within the classroom.
Let's try the activity. Remember, one of the most important rules is that you cannot be paired with someone you know well.

Slide 23:

Another important part of building the global classroom is open lines of communication with all those invested in the classroom. This includes students, parents, colleagues, administrators and even community members...This list is not all inclusive of course! Here are a few simple ways to build the lines of communication in an attempt to create your global classroom.

Again, remember that the goal is to celebrate diversity while acknowledging the similarities that exist because of the homogenization of our global culture.

Slide 24:

Many school districts now have web-pages that have great information and links right on them. Parents can research their child’s grade, e-mail the teacher, and find out what is going on in class just by sitting at the computer for a few minutes. This can be very helpful for teachers to build strong relationships and celebrate culture. In today’s technological world it has become easy for parents and teachers to communicate without much trouble. As teachers, we should take advantage of this and use the technology to our advantage. Establishing websites for our classes, or homework hotlines can be very helpful. I find it to be really nice when planning activities and/or projects within my classroom to post them on the web. It has become quite simple for parents to be involved and share their expertise within the educational process.

Slide 25:

Another simple way to communicate with parents and students is by creating a weekly calendar/planner that can be sent home and/or posted on the school or class webpage. When parents feel that teachers are including them in their child’s education, they are more likely to be involved in other ways. When a project pops up on these calendars, parents will e-mail asking if I need supplies, or an extra set of hands when we begin. This is a great opportunity for our students, as it helps to build more understanding of the diversity and similarities that exist between their lives outside of school.

Slide 26:

Another simple way to help gain an understanding of the similarities and differences between your students is to have cultural celebrations within your classroom. Again, as a social studies teacher, this is quite simple. I love teaching the World Religions unit for many reasons. My favorite is that students are often willing to share their beliefs and customs that are attributes to their religions. I try to get this unit in right around Holiday break as it becomes quite relevant for many students. I have found that food is always a unifying item for our students. I usually culminate the religions unit by having a cultural
celebration before holiday break. Students sign up to bring in a dish that is traditionally shared at their celebrations. They are also encouraged, but not forced, to explain the dish and its traditional value within their family. A simple and tasty way to bond!!

**Slide 27:**

Any questions on the activities???

Again, the goal of this presentation is to get you thinking about the diversity that exists within your classroom. However, as a result of the research at hand, it is also important not to disregard the similarities that exist as well. With the homogenization of global culture happening at an accelerated pace it is crucial to understand all aspects of our students.

So what do you think? Is globalization and the homogenization a good or bad thing for our classrooms? Anyone willing to share their opinion?

**Slide 28:**

Remember, change is not always good. 😊

Seriously though, it is important to understand the cultural changes that are taking place as a result of globalization and interdependence. Without a firm understanding, our classrooms and students will not be ready to face to developing “real world.”

**Slide 29:**

Good luck with applying these strategies within your classrooms. Feel free to contact me with any questions or even strategies/suggestions that you have found helpful!
The emergence of a homogenized global culture has created many challenges for societies into the modern era. Diversity and multiculturalism are terms that educators must understand. However, celebrating and understanding similarities among cultures today is something that teachers of globalized classrooms should be incorporating as well. Modern teachers need to be equipped with content knowledge, classroom management skills, and an understanding of the cultures represented within their classrooms and school communities. To help teachers understand the similarities and differences among their globalized students, I have created a professional development seminar focusing on skills and strategies designed to understand the differences and similarities among students. It is crucial for educators to be prepared for their students in order to help them learn in the homogenized twenty-first century classroom.

Globalization is a topic that many people debate today. The research shows that there are clear positive and negative aspects regarding the impacts of globalization on modern societies. For the application of the research, I have chosen to focus on the positive aspects of the homogenization of global culture. I believe that educators must understand the differences and similarities that exist within their classrooms to be effective in developing a welcoming classroom atmosphere. A three hour professional development seminar is one of the best ways to accomplish this goal. However, the professional development seminar is not intended to be the only thing educators do to improve upon their understanding of culturally diverse students. Adapting these strategies and searching for more methods and understanding of the cultures within the classroom will ultimately help teachers develop a globalized classroom.

There are four main goals to the presentation. They included: Develop an understanding of globalization in the modern era, explore the impacts of globalization on the modern
classroom, develop strategies to create a global classroom, and help teachers effectively teach a
globalized classroom. I felt that is important to begin the presentation by briefly explain the
researcher that stands behind the idea of the presentation. Most people understand that
globalization has impacted our culture/society. However, we do not always think about how it
applies to teaching. By introducing the major concepts and vocabulary terms, the audience will
be able to understand the reasons for developing strategies in this area. Additionally, it is crucial
for the audience to understand that there are many positive and negative aspects of globalization.
Nevertheless, our focus is the positive aspects of homogenized culture in an attempt to build a
truly global/multicultural classroom.

The application portion of the professional development seminar is the most important.
Within this section I have attempted to give educators strategies that will help them to
understand the similarities and differences within their classrooms, and how to use the
information to help their students gain an appreciation of their classmates. Doing so will help
teachers build globalized classrooms that welcome the emerging homogenized culture of the
twenty-first century. The first activity discussed and modeled is a Teacher Self-Assessment
(adapted from Brown, 2002). Understanding where ones personal feelings are with diversity is
important in understanding before moving on to develop a welcoming diverse classroom. Many
educators get overwhelmed with the content of their classroom that they do not take the time to
think about the diversity that surrounds them. By having participant in the seminar complete this
survey, I hope to get them thinking about what areas of diversity they need help with before
building their classroom model of diversity. The overall score on this survey is not the concern
here. However, thinking about each aspect of the multicultural and global classroom is. If
teachers identify that they are not proficient on a particular question, they need address that
before they can incorporate it within their classroom. Overall, understanding diverse perspectives in crucial in developing a multicultural/global classroom. “Once teachers recognize multiple perspectives on issues, they can then work toward recognizing the importance of someone else’s perspective…”¹ The foundation of developing a globalized classroom rests on the teacher’s ability to recognize and understand different perspectives and cultures. Once a teacher is aware of how they feel/think, they are better able to incorporate multicultural and global perspectives in their classrooms.

One of the most important aspects of learning is understanding similarities and differences. Many researchers believe that it is the “core of all learning.”² I do not believe this process is only for content knowledge. Students must understand the similarities and differences that exist within their classroom to help develop a welcoming, globalized classroom. Teachers must be facilitators of this process by helping students to learn about their classmates in a nonthreatening manner. The incorporation of student surveys within the presentation are important in accomplishing this goal. Teachers administer the surveys for two main reasons. First, both surveys included in the seminar allow the teacher to gain more information about each of their students. Simple question about customs and traditions help the educator to better understand his/her students. Secondly, the teacher uses the surveys to create visuals for the class so they can see the similarities and differences that exist within the classroom. Again, understanding similarities and differences is perhaps the core to all learning. Using this strategy at the beginning of the school year with student’s culture will help to develop a globalized classroom.

¹ Brown, 45.

classroom from the very beginning. The information gathers will also be used as a building block to help students develop bonds/relationships based off of their differences, and also their similarities.

Additionally, it is important for many students to have visual representations in order to understand key concepts. Developing a globalized classroom can be done in the same manner. Teachers may choose to incorporate graphic organizers from the information they gather in the student surveys. This type of activity may be quite helpful for students to help them understand the similarities and differences that exist within their classroom. However, visual representations of the student’s culture can have the same outcome. Therefore, I have incorporated the use of a Culture Collage. This activity may be more relevant for social studies teachers. However, in building a modern, globalized classroom, this activity would be beneficial to all content areas. The creation of a visual model helps make ideas more relevant for students. The creation of a simple collage will allow students to represent their culture visually for their classmates. Also, educators can use these visual representations to familiarize students with the similarities and differences that exist within the classroom. This is another way that educators can help develop a modern, global classroom.³

There have been countless studies on the impact of cooperative learning on student success. A student’s ability to work together with their peers helps them develop important life skills from a very young age.⁴ Many of the activities presented throughout the professional development seminar allow student an opportunity to work together. However, the best activity

³ Marzano, 72-83.
⁴ Marzano, 85.
for cooperative learning is *Don’t Judge a Book by Its Cover*. I have included this activity because it allows students an opportunity to work with a classmate whom they may not know. Two goals are accomplished with this activity. First, students learn about the similarities and differences they have with a classmate who may look like them. We often make assumptions based on outward appearance. This activity allows students to recognize they have a lot in common with their classmates. All they need to do is listen. Secondly, students must work with a peer. Cooperative learning helps students to understand ideas and concepts. This theory works with culture as well. I think it is important for students to talk about their culture with their peers in an attempt to build a globalized classroom. Misunderstandings about cultures and ideas have led to many problems modern day. This activity helps students to communicate about their cultures with classmates in an attempt to dispel stereotypes and misunderstandings that may exist.

It is important for educators to understand the diversity that exists within their classrooms. However, it is equally important to focus on similarities as well. I think it is the similarities among global cultures that will allow people to build lasting global relationships into the twenty-first century. This professional development seminar focuses on implementing strategies designed to help students understand each other better. Culture is an important part of education. Educators must understand the differences and similarities within their classrooms to effectively create a modern, globalized classroom. The research shows that the homogenization of global culture will continue to spread throughout the world. This means that teachers must be aware of the cultures that surround them. This seminar is designed to get teachers heading in the right direction with the development of a globalized classroom.
Appendix One

*Photograph 1:* A traditional market on a side street in Rome, Italy.

*Photograph 2:* An open meat market, downtown Athens, Greece.
Photograph 3: Photograph of a street vendor in Rome, Italy. Many of cities in Italy and Greece had similar shops set up.

Photograph 4: A group of teenagers eating food from McDonalds in front of the Pantheon in Rome, Italy.
Photograph 5: A McDonald’s restaurant neatly tucked into a group of buildings more than a thousand years old. Directly across the town square is the Pantheon (Rome, Italy).

Photograph 6: A McDonald’s restaurant minutes from the Coliseum, Rome, Italy.
Photograph 7: A newly renovated McDonald’s restaurant in Athens, Greece.

Photograph 8: A Burger King restaurant hidden among several street vendors in Florence, Italy.
Photograph 9: A local café sells only Coca-Cola brands in the restaurant; Rome, Italy.

Photograph 10: Street vendors merchandise on the streets of Venice, Italy.
Photograph 11: The gift shop on board of a Minoan Lines cruise ship in the Adriatic Sea on the way from Italy to Patras, Greece.

Photograph 12: Small, modern grocery store just outside of Athens, Greece.
Photograph 13: Another street vendor in Olympia, Greece.

Photograph 14: This photograph is one of many modern mini malls that are sprouting up outside of many Italian cities (Just outside of Florence on the Italian motorway).
Self-Assessment Survey  
Multicultural and Global Education

Adapted from Brown, 2002.

Directions: Read each of the following statements. Use the key to record how often you fit the phrase in your present teaching experience.

**KEY:**  
1 = Almost Always  
2 = Frequently  
3 = Occasionally  
4 = Almost Never  
5 = Not Applicable

**Part A: Personal/Professional Development**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel comfortable discussing racial issues with people of other races as well as my own</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I read books or articles to increase my understanding of and sensitivity to the particular aspirations and frustrations of minorities.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I strive to maintain personal associations which reflect racial and ethnic openness.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I stay informed about international events and recognize their importance in our lives.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I have the professional training needed to work effectively with people from diverse cultural backgrounds.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I use my colleagues’ experience to extend my own knowledge of and skills in multicultural and global concepts.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Part B: Awareness and Sensitivity

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am conscious of cultural differences in such areas as communicating with people of other cultural groups.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I encourage diversity of values, lifestyle, and viewpoints even when these run counter to my own preferences.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I take the initiative in dispelling prejudices, stereotypes, and misconceptions among students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I recognize my own cultural biases and try to see issues from other viewpoints.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I try to prevent any prejudice or stereotypical thinking from unfairly influencing my expectations of students.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Part C: Curriculum: Content

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My students are given opportunities to express, celebrate, and maintain ethnic and racial differences.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I use a multicultural/global approach and the appropriate materials to teach basic skills.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
### Part D: Curriculum: Resources

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know where to obtain multicultural/global materials that are free of racial or cultural bias for use in my classroom.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I have evaluated my textbooks to determine whether they contain fair and appropriate treatment of persons from all cultural groups (including ethnicity, sex, age, disability, nationality).</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. The materials that I use about minorities and people of other countries are an integral part of the curriculum rather than attached or treated separately.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I regularly bring in extra multicultural/global materials to supplement the curriculum.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### Part E: Instruction

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe that my classroom conduct encourages my students to respect one another and be open and honest in their communications with me and with each other.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I search for ways to overcome the reluctance of students to recognize and discuss racial and ethnic questions.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I clearly demonstrate that academic expectations are equally high for students from all cultural backgrounds.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I use cooperative learning groups with planned combination of students of different sexes, abilities and ethnic groups.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I encourage students to interact and learn from each other regularly during the school day.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Part F: Parent/Community Relations

<table>
<thead>
<tr>
<th>Questions</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I seek the assistance of the community in developing multicultural and global activities.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I have visited and familiarized myself with the families and communities of my students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I have attended social, religious, or cultural events held by members of my students' communities.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I use parents and community members from various cultural backgrounds as classroom assistants, occupational speakers, and visiting lecturers.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Student Survey

Directions: Welcome to Mr. Turbeville’s World History Class. Please take a moment to answer the following questions about yourself. Be honest and thorough. These answers will not be shared with anyone.

General Information:

1. Your full name: ____________________________ ____________________________.

2. Parent(s)/Guardian(s) name(s):

3. Age: ______________

4. Birthday: ______________

Family Information:

1. Address:

2. Who lives in your house?

3. What leisure activities do you do with your family, if any?

4. What holiday traditions do you have with your family, if any?

5. What celebrations do you have throughout the year?

6. What hobbies do you and your family enjoy? (Examples: Camping, playing board games...)

7. Do you practice any specific religion?

8. Were you or your family members born in other countries?
Getting to Know Your Classmates

Directions: Answer each of the following questions. No one will see these answers besides the teacher. Your responses will be recorded by the teacher and used in a presentation without your name so the class can see the similarities and differences present in our group.

1. How old are you?
2. How many siblings do you have?
3. Who lives in your house?
4. Where do you live (you do not need to put the address)?
5. What are your hobbies?
6. What traditions do you and your family have?
7. What celebrations are important to your family?
**Culture Project**

**Directions:** Using your knowledge of culture, create a personal culture collage. You must use the following elements:

1. Language
2. Beliefs/Religion
3. Family
4. Friends
5. Customs
6. Traditions
7. Food
8. Music
10. Hobbies (what you do for fun/in your free time)
11. Where you live

You should include as many other aspects of your life as you think are important. This is a representation of your culture; make it as complete as possible.

**Collage Requirements:**

1. You must use a piece of poster paper at least 11 ½ in by 18 in. I have a variety of colors for you to choose from. You may use a bigger poster type paper if you wish.
2. Your collage must be in color. Your writing should be creative and neat. You must include at least one picture for each item. Use old photographs and/or take some new ones.
3. You may include additional aspects of your culture. In fact, you are encouraged to do so.

**Grading Rubric:**

Required Elements of Culture .................2 points each (22 total)  
Neatness/Organization ........................................20 Points  
Presentation .....................................................10 points  
Creativity/Extra effort ........................................18 points
“Don’t Judge a Book by Its Cover”

For this activity, the teacher will give the directions verbally. Students complete each task at the same time. Each student should have a piece of paper to write down their partners answers so they do not forget them.

1. You must find one person in the room who is similar to you in a physical way. When you have found them, sit together and jot down your similarity.
2. Discuss with your partner something that the two of you have in common that is not physical.
3. Discuss something that is unique about each of you.
4. Think of something that most people don’t know about you just by looking at you.
5. Finally, describe your non-physical attributes to your partner.

When students are done, take time to discuss student answers as a class. Round-Robin works well here so all students get to share. The teacher should be sure to draw connects among students, both similarities and differences.

The best part of this activity is that it allows students to talk about their differences in a non threatening manner that will help you assess the cultural diversity within your classroom. Also, students will hopefully discuss personal things that can be used to help build understanding of global culture.
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