



Teaching Globalization Through Media:

An Instructor's Guide

By Rachel Dane and Kristin Marciochi

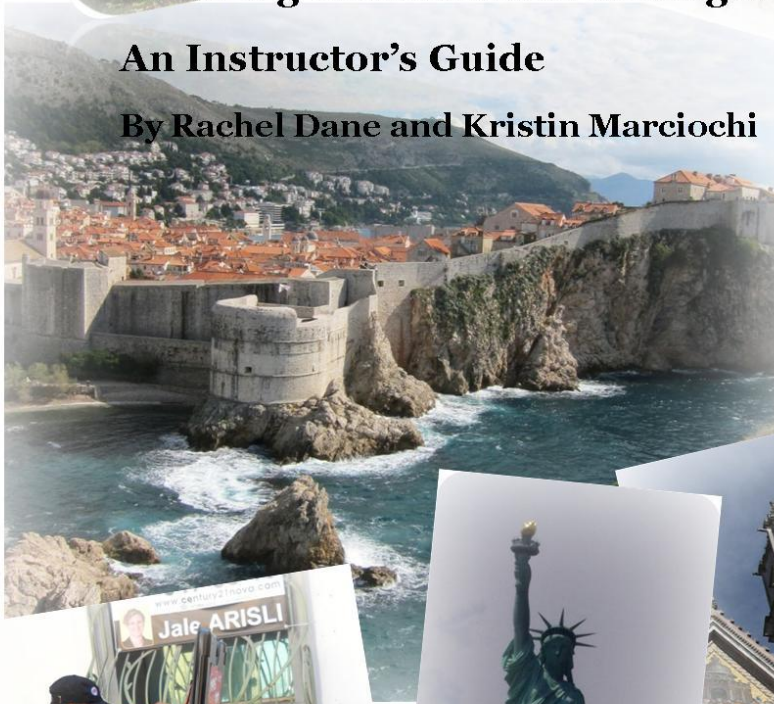


Table of Contents

Preview	.....	3
Introduction	.....	6
<i>Autumn's Eyes</i> - Identity/Poverty	.....	8
<i>Demographic Winter</i> - Global Societies	.....	16
<i>Fuel</i> - Environment	.....	24
<i>In the White Man's Image</i> – Human Migration	.....	31
<i>Life and Debt</i> – Global Differences	.....	41
<i>Persepolis</i> – Identity/War	.....	49
<i>Ripe for Change</i> – Food	.....	58
<i>The Bitter Truth (Chocolate)</i> – Global Societies	.....	67
<i>The Corporation</i> – Global Differences	.....	73
<i>The Future of Food</i> – Food	.....	80
<i>Water Wars</i> – Environment	.....	88
<i>Which Way Home</i> – Human Migration	.....	96

Preview

“It has been said that arguing against globalization is like arguing against the laws of gravity.”

Kofi Annan

Rather than describing a particular condition, the term ‘globalization’ is best conceptualized as a multi-dimensional process of global interconnectedness within economic, political, social, and educational spheres. This process is characterized by cumulative interactions between individuals, agencies, and institutions across the globe. It refers to the emergence of dominant interregional networks and systems of exchange, which involve a fundamental reallocation of political and economic power. Power, in fact, is a primary feature of globalization. In this increasingly interconnected global system, the exercise of power through the actions, or inactions, of agencies on one continent can have significant consequences for communities on other continents.¹

How extensive is globalization’s reach? Experienced by nations in the form of increasing flows of people, information, and ideas, as well as the ‘westernization’ of cultures and the associated dangers of cultural homogenization on identity construction, the impacts of globalization are also experienced in the form of the digital divide, the development of English as an increasingly global language, the promotion of neo-liberal economic policies, and a growing demand for knowledge economy workers as evidenced by the progressively more complex and dynamic labor market.² In short, globalization is exemplified by the emergence of

¹ Held, D., McGrew, A., Goldblatt, D., & Perraton, J. *Global Transformations*. Retrieved from: <http://www.polity.co.uk/global/links.asp>.

² Steger, M. (2003). *Globalization: A very short introduction*. USA: Oxford University Press.

a global culture that is re-writing the traditional modes of production, consumption and organization of labor, as well as the ways in which teaching and learning is conducted.³

But, is globalization a new phenomenon? Despite opposing arguments, the rapid mobility of people, capital, and ideas that characterize life in the 21st century are driven to a large degree by new information and communication technologies, and constitute a form and scale of movement that has not been previously experienced. Referred to by some scholars as “time-space compression”⁴, this shift is culminating in an era characterized by diversity and an enhanced global repositioning of both urban and rural space; an era that increasingly requires intercultural competencies at a level not previously necessary. Additionally, globalization discourse would be incomplete without addressing how issues of power enter into global formations of culture, and the extent to which global inequalities are produced and reproduced by globalization.

When considering implications of the globalization of economic life, the changing nature of work, and the mobility of people on the cultural politics of teaching and learning, educators are provided with myriad opportunities for developing and refining educational policy. An emphasis on the need to engage diverse students and perspectives is becoming paramount, as is the relevance of critical inquiry in addressing inequitable relations of power in terms of nationality, ethnicity, class, group membership, and personal identity.⁵ Can globalization be utilized within educational institutions as a catalyst for increased understanding and appreciation of diversity, as opposed to an agent of cultural homogenization? How can curricula

³ Waters, M. (2001). *World class production: Economic globalization*. UK: Routledge.

⁴ Bauman, Z. (2000). *Liquid Modernity*. New York: Cambridge, UK: Polity Press.

⁵ Asher, N. (2009). Considering Curriculum Questions and the Public Good in the Postcolonial, Global, 21st Century Context. *Curriculum Inquiry*, 39:1, 201 – 202.

be re-defined in order to most effectively contribute to intercultural understanding and international mindedness?⁶

It is within this framework that *Teaching Globalization Through Media* was created. Realizing that globalization is a pervasive force that is increasingly leaving its mark on multiple aspects of society, it is important to consider how traditional educational structures can embrace new issues, themes, and ideas, and explore them in a fresh way. Given the proclivity of youth culture to welcome digital media, visual curriculum, and internet-based resources, it seemed natural to create a guide that would promote the exploration of globally relevant issues while tying into the current norms, methods, and approaches to education within the classroom.

Engaging with the theme of globalization, and encouraging an examination of shifting international dynamics provides students with opportunities to develop significant understandings that can prepare them for the challenge of global citizenship. Issues of global inclusion, exclusion, privilege, poverty, and community are overlapping themes that are exemplified in the films and resources provided here. And although it would be impossible to completely prepare any student for participation in the globalized world, educators can begin by offering enlightenment, enrichment, and expansion in an effort to provide greater insight and invite deeper understanding.

⁶ Knight, J. (2004). Internationalization Remodeled: Definition, Approaches, and Rationales. *Journal of Studies in International Education*, Vol. 8 No. 1, 28 – 30.

Introduction

“We should not exaggerate the potential power of global social movements. Few individuals living under today’s global condition can escape being influenced by glimpses of the dazzlingly seductive lifestyles lived by the world’s celebrity figures, or by the temptations of other people’s cultural repertoires. This is because of our ceaseless exposure to the flows of ideas and information through the media, or because of migration and the stories and souvenirs brought by returning travelers. There are opportunities and excitements that come from exposure to global variety, creativity and openness.”

Global Sociology, Cohen & Kennedy

While few teachers would deny the case for globalization and its influence on the instructional, methodological, and technological elements of the 21st century classroom, many are not prepared to deal with these shifts and incorporate them into the curriculum. With dwindling resources and more time being devoted to standardized test preparation and delivery, teachers are increasingly pressured by time to make concessions with regard to globally themed curricula. However, it is essential that students gain adequate exposure to global issues and contemporary themes if they are to be truly successful citizens in the future. When exploring resource options, however, it seemed that the majority of available curricular packages were simply inadequate in that they were created with the intention of replacing existing academic content. While it is optimistic to think that today’s schools would willingly relinquish a classroom period in order to further the understanding of global issues, it is important to acknowledge that this is not realistic. As a result, we found it necessary to create a multi-media curriculum guide which could be used as a supplemental resource within the classroom in order to enrich current content in any subject area.

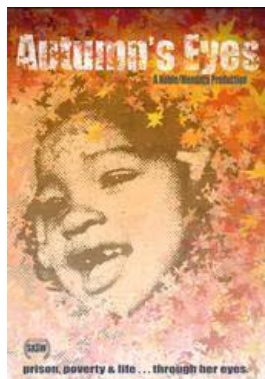
We focused heavily on documentary film simply because – given changing technologies and the nature of student communications – there are so many online resources available which are engaging, effective, and powerful instructional tools. Furthermore, with the myriad supplemental offerings accessible online, it made sense to start with a visual piece and expand it

with other media forms. This also allows for traditional print resource (which comprise the majority of classroom curricular resources) to serve as the baseline, and supplemental works to build upon student understanding, offering the potential for enrichment, differentiation, and modification within the original unit.

As educators with an interest in global studies and communication, we found it necessary to seek methods through which teachers would be able to access global, up-to-date content and integrate it into their classroom curriculum. While some of the resources are on DVD disc, we made every effort to find open source materials – resources that are readily available at no cost to students or teachers. Though we recognize that global issues change rapidly we selected themes which we believe to truly reflect important segments across society and the curriculum.

Although it would be wonderful to teach each of these selected works and use all of the supplemental resources, this guide should serve as a starting point for teachers wishing to enrich their current curriculum. With multiple potential connections, it is possible that a student could be exposed to each of the selected themes throughout the course of a single school year. We hope that this guide serves as a powerful curricular resource, and encourages you to explore other methods of incorporating global concepts into your current classroom practices.

☆☆☆☆1/2
High School
Minimal Bias
USA (New Jersey)
Identity/Poverty



Autumn's Eyes

<http://www.myspace.com/autumnseyesthefilm>

59 minutes

English

2006

“If the misery of the poor be caused not by the laws of nature, but by our institutions, great is our sin.”

Charles Darwin

Film focus:

While many children will never have to know what it is like to live with an incarcerated parent, numerous children deal with the daily struggles of poverty, divided families, and dangerous living conditions in inner-city slums. Autumn, a resilient 3-year-old girl from New Jersey must deal with all of the above in addition to struggles regarding race, her grandmother's health, and increasing family pressure to fix the problems that have been building for years. While her 19-year-old mother is imprisoned awaiting trial, Autumn must live with her 39-year-old grandmother who suffers from diabetes and obesity and has been on welfare for years. Trying to come to terms with a separation from her mother while also staying strong during power outages, hospitalization, court dates, and foster care stints, Autumn seeks to develop her own identity.

Though Autumn's story is not unique, her perspective is refreshing and encouraging. Through innocence and optimism, Autumn reminds the viewer that though her life is not perfect, she has hope for the future and looks forward to a time when she will have greater opportunities. There is limited bias in the film, but this is not a film for young students. There are incidents of swearing and multiple brief conversations that may make less mature audiences uncomfortable (i.e. a conversation between Autumn and her grandmother focusing on sex). When using this film as a classroom resource, the concentration will be for students to examine the following question: ***How do poverty and the associated effects impact one's identity and what are some ways to limit poverty's impact on the self?***

This film is available for viewing free of charge through Snag Films, and can be accessed at:

www.snagfilms.com/films/title/autumns_eyes

Getting started:

1. How are poverty and obesity linked?
2. Complete the “Before” column in the chart below indicating what some of the stereotypes and facts surrounding welfare are. You will do the “After” column once you have completed the film.

	BEFORE	AFTER
Stereotype		
Truth		

3. What are some of the stigmas associated with prison inmates? How might these impact children of inmates?
4. Prior to watching the film, read the following statements. If you agree with the statement, put a + in the blank; if you disagree, put a O. After watching the film, re-examine your responses and change any on which you have altered your opinion.
 - a. ____ Race is not a factor when determining who goes to prison
 - b. ____ Mistakes made by (grand)parents impact a child’s chance for success
 - c. ____ People on welfare are not as intelligent and are lazy
 - d. ____ All Americans have the same opportunities to be successful
 - e. ____ Education is the one true equalizer

While viewing:

1. How might socioeconomic status come into play in prisons?

2. What does Autumn's grandmother see to worry about with raising Autumn?

3. Why is Autumn's mom so proud of Autumn's recitation of the pledge of allegiance?

What is suggested about her hopes for her daughter?

4. About what does Autumn's mom start to get concerned? What are some of her fears?

5. What are some of Autumn's preconceptions and assumptions because of her experiences? How are these different from those of most three year olds?

6. Why is Rosie's lecture to her 12-year-old daughter significant? Why is her lecture to Autumn surprising? Does it do more harm than good in your opinion?

7. How do the scenes when Autumn is playing starkly contrast the scenes in the home and in jail?

8. How might Rosie fulfill and reject the stereotypes associated with welfare and poverty?

9. When Jasmine talks about not having electricity, how does she normalize it? Why does she do this?

10. How has Maurice been forced to grow up faster than his peers? How might his future be limited by his decisions?

11. How can Rosie be considered at fault for her condition? How might she be a victim of circumstances?

12. When Autumn says that she thinks her new apartment will look like “a big, big apple farm”, how can the viewer interpret this? What might this idyllic image suggest about Autumn?

13. How do things change when Autumn’s mom returns home?

14. How does Rosie’s desire to take a chance and get an operation parallel other attempts to better the family?

15. Why do you believe Autumn reverts back to specific behaviors when Nette goes on a job interview?

16. How do you predict Autumn will be impacted by the court decision regarding Nette?

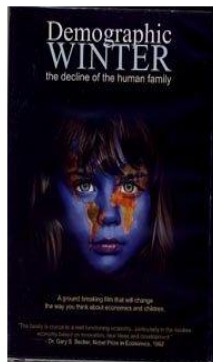
Moving on:

1. Re-examine the assumptions from number 4 in Pre-viewing activities. How have opinions shifted?
2. Complete the stereotype chart after watching the film. What are some of the realities of individuals with welfare?
3. Will poverty ever vanish? Explain your reasoning.

Going further:

1. When Rosie is in the hospital, Jasmine and Autumn are forced to stay in a cold apartment with no food. Because they are somewhat accustomed to going without essentials, they are not surprised by this. Visit Half In Ten to read up on current poverty issues: http://www.americanprogress.org/issues/2010/09/hit_child_poverty.html and http://www.americanprogress.org/issues/2010/09/poverty_numbers.html. How many children are like Jasmine and Autumn and are malnourished or underfed because of poverty? What are additional health risks? What are some possible ways to combat this problem? What are some of the potential risks for children if they do not get enough food (long term health consequences)? How have poverty issues become a global issue? Write a brief report examining childhood hunger and poverty to summarize your findings. You may wish to visit <http://halfintention.org/issues/articles/poverty-data-by-congressional-district/> to get information about your own community's poverty rates (and those of your state).
2. Mothers in Prison: <http://www.cbsnews.com/video/watch/?id=6919983n>
3. How is Mexico's children with mothers in jail program beneficial and how is it harmful? How might Autumn have been different if Nette had the same option? BBC News: http://news.bbc.co.uk/player/nol/newsid_7220000/newsid_7224700/7224749.stm

☆☆☆☆
Middle /High School
Minimal Bias
USA
Global Societies



Demographic Winter

<http://www.demographicwinter.com/index.html>

46 minutes

English

2007

“An amazing thing, the human brain. Capable of understanding incredibly complex and intricate concepts. Yet at times unable to recognize the obvious and simple.”

Jay Abraham

Film focus:

Although much has been made of booming populations, especially in developing nations, several social scientists and researchers have a more silent threat that they expose in *Demographic Winter* – the complete decline of population growth and the end of the family unit as we know it. This film, with limited bias and a wide range of experts and academics, examines the social, economic, political, and global impact of declining populations and aging communities. Although this is not a popular subject, the presenters provide a wide range of perspectives and include data, commentaries, and historical connections to make this a strong resource for teachers today.

While the film is short, and may not have the production quality of big budget films, it is engaging and does not use scare tactics, but straightforward facts and contemporary evidence. Furthermore, though some might consider this to be more of a religious subject, producers carefully remove any sort of discussion of religion (there is one comment after the credits begin, but that is the sole remark about faith-based families). There are no inappropriate images, but the content may not be clear for younger audiences or less mature students. Even if the film cannot be shown in its entirety, it is an excellent resource in smaller, content related segments. When used as a classroom resource, the concentration will be for students to closely examine the political, economic, social, and environmental impact of population changes, and to reflect on the question: ***How might shifting population trends impact daily life in the next several decades?***

This film is available for viewing in 11 sections on YouTube, and can be accessed at:

<http://www.youtube.com/watch?v=6PjiMDMHGPU>

Getting started:

1. Why might some nations choose to give money to parents for each child they have?
What are benefits and what are downfalls of systems like this?
2. What are stereotypes and assumptions about people who have large families? Small families?
3. Complete the following table to indicate how an aging society might impact international populations and operations.

Social Impact	Economic Impact	Cultural Impact

4. What does an average family look like today? How might this be different than an ideal family?
5. People are living longer lives and having smaller families than they used to 100 years ago. Why might this be happening? What changes in society led to this?
6. When and in what situations might marriage be considered a political matter?
7. What are the ethical problems associated with controlling population? What are ethical problems associated with restricting immigration?

While viewing:

1. What is the *population decline*?

2. What does it mean if a population ages? What are social, economic, and political impacts?

3. Which regions are already being impacted by declining populations?

4. Why do modern economies need population growth?

5. How/why does immigration often attempt to replace population growth? What are some of the effects of this?

6. How do women in the workplace impact the birthrate?

7. What are some of the primary causes of population decline and why do these impact birthrates?

8. What are some of the potential problems associated with declining populations?

9. Why will the young of future generations not benefit as many assume?

10. How might the predictions about 2010's economy (as recorded in 2008) be interpreted?

11. What is Russia doing to promote family development and an increased birthrate? What are the results?

12. How are children impacted by family dynamics?

13. How is human capital impacted by family structure? What does that mean about the positive impact future generations will have in developing nations if trends (especially in the U.S.) continue?

14. What is the economic link to families and the number of children they have? Which types/socioeconomic level families are most likely to have several children?

15. How is the environment often linked to human population?

16. Why might marriage and the family structure become political issues?

17. What is the potential impact on the education system as we know it if population trends continue status quo?

18. How might the lesson from the Romans and Greeks prepare developed western nations for potential problems?

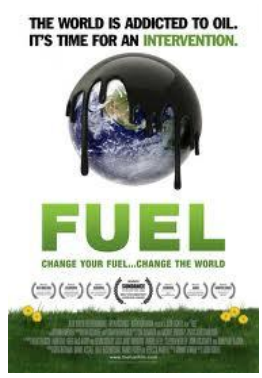
Moving on:

1. Examine the population of your community or state. How has it shifted over the past 100 years? What are the demographic break downs within your community? How do socioeconomics play into your community?
2. Based on the film, which socioeconomic sectors are most likely to have population growth (which individual families are most likely to have multiple children)? How does this article corroborate that? <http://www.msnbc.msn.com/id/39719400>
3. Countries such as China have attempted to limit the number of children born by imposing legal sanctions and fees and only allowing couples to have one child. Based on the film, and the article (http://www.chinadaily.com.cn/english/doc/2004-05/23/content_332979.htm), what are the potential social impacts of this?
4. *Demographic Winter* comments on the impact of divorce and dysfunctional families on children. Visit <http://www.youtube.com/watch?v=VaFEDLQ1jdA> to get more information. What does this mean for future generations? Are the negative results avoidable?

Going further:

1. Visit Population Action International's Interactive Map at http://www.populationaction.org/Publications/Interactive_Databases/climate_map.shtml and examine the potential impact of population on the environment. How might this be different than the information presented in the film? How might it be similar? Which regions of the globe are most impacted and which are least impacted? What elements does this not appear to take into account (elements which are emphasized in the film)?
2. Visit the UK's National Statistics Online at <http://www.statistics.gov.uk/cci/nugget.asp?ID=949> to explore the changes in population. Which demographic group is growing/projected to grow most rapidly over the next few decades? What are some problems linked to these population changes?
3. *Demographic Winter* emphasized the fact that people can choose to have children today – an option that was not possible 100 years ago. With this, couples are also able to identify the gender and perform gender selection. This is common in nations that limit the number of children allowed in each family. What are the social, cultural, and economic impacts of measures like this? After making educated guesses, visit <http://www.usatoday.com/news/world/2002/06/19/china-usat.htm>.
4. How are marriage and family portrayed in the media? What does an ideal marriage/family look like according to Hollywood? How is this different than actuality? How do shows like “Sister Wives”, “Kate Plus 8”, and “Big Love” change this?

☆☆☆
High School
Extreme Bias
USA
Environment



Fuel

<http://thefueelfilm.com/>

112 minutes

English

*Audience Award – 2008

Sundance Film Festival

“When people lead, the leaders will follow.”

Mohandas Gandhi

Film focus:

The United Nations Millennium Development Goal for environmental sustainability calls for, among other things, a ‘significant’ reduction in carbon dioxide emissions. One of the methods being suggested to reduce carbon dioxide emissions is the use of alternative fuels or biofuels—the most common of which is ethanol.

“Fuel” is the result of eleven years of research, travel, and interviews with a range of educators, activists and policy makers, all conducted by filmmaker and self proclaimed eco-evangelist Josh Ticknell. Although it makes powerful points related to America’s dependence on foreign oil and presents critical questions about alternative energy sources such as biofuels, the overall tone of the film is quite alarmist and conspiratorial in nature. Additionally, the filmmaker presents his case with an obvious degree of bias.

This film is most appropriate for a mature high school audience because a few scenes feature graphic footage of the U.S. led invasion in Iraq. When used as a resource in the classroom, the concentration will be for students to critically examine the perspective offered in the film, identify instances of bias presented by the filmmaker, and reflect on the question:

How green are green fuels?

The film is available for viewing free of charge through Snag Films, and can be accessed at:

<http://www.snagfilms.com/films/title/fuel/>

Getting started:

1. Explore information about Superfund sites on the Environmental Protection Agency (EPA) website: <http://www.epa.gov/superfund/>. Specifically, explore information about Superfund sites in your area, and the cleanup process for hazardous waste.
2. Explore information about bioaccumulation on the United States Geological Survey website: <http://toxics.usgs.gov/definitions/bioaccumulation.html>. Specifically, compare how the EPA's definition of bioaccumulation has changed from 2000 to 2010.
3. According to the Oxford English Dictionary, 'bias' is defined as *an inclination or prejudice for or against a person, group, or belief, especially in a way considered to be unfair*. While viewing "Fuel", identify examples of filmmaker bias. Use the space below to create a list of your examples.

While viewing:

1. Explain the conflict of interest between the Environmental Protection Agency's environmental responsibility and their primary source of funding:

2. According to the film, what was the catalyst for the U.S. prohibition of the early 20th century:

3. Describe the political reasons for the U.S. oil shortage in the 1970's:

4. Large contributions to political campaigns from the oil industry are an example of merging state and corporate interests. What are the environmental implications of this merging?

5. What is the current U.S. net foreign debt? To which 4 countries is the debt owed?

6. As a society, do you believe that a majority of U.S. citizens feel that we have a right to live beyond our means? Is this our true problem, and dependence on foreign oil is merely a symptom of this larger issue?

7. Abraham Lincoln said that: "America is a great nation because we are a good nation." Have we stopped being a good nation? Why/why not?

8. Do you find it a contradiction that the city of Las Vegas was highlighted in the film as being "sustainable" for having the largest fleet of biodiesel school buses in the world? Why/why not?

9. Explain why corn based ethanol and soy biodiesel are as bad, or worse, for the environment than gasoline:

10. Describe the method for producing algae based biodiesel:

11. While Megaflora trees seem like a viable way to produce biomass, where can we expect to obtain the vast quantities of water required for their growth?

12. List the seven sustainable pieces of the barrel for the new model of fuel consumption:

13. According to the film, what will the third agricultural revolution be? If implemented, do you agree that this will constitute a revolution in how we grow and distribute food?

Moving on:

1. Share and justify your examples of filmmaker bias with other classmates. Do you agree or disagree on the examples listed? Why/why not?
2. Do you believe this to be an alarmist film? Justify your answer.
3. Considering the current model of fuel extraction, production, and consumption in the U.S., do you think fuels like ethanol, soy, and algae biofuels truly are green? Why/why not?

Going further:

1. Indigenous cultures threatened by climate change span the globe, and communities displaced by rising sea levels could constitute the next wave of global refugees. Is it the responsibility of industrial nations to provide economic, relocation, or land grant assistance to struggling indigenous tribes? *The Next Wave* is an 8 minute film that examines the relocation struggles of some of the world's first climate change refugees, the Carteret Islanders:

http://www.mediathatmattersfest.org/watch/9/the_next_wave

The filmmakers went on to make a full-length version of their story, titled *Sun Come Up*. Information can be found at:

<http://www.suncomeup.com/film/Home.html>

2. **Lisa Margonelli TED talk: The political chemistry of oil**

Lisa Margonelli is the director of the New America Foundation Energy Policy Initiative. She advocates against unrestrained consumption, and believes that confronting consumers with oil's true cost is the solution for weaning America off oil:

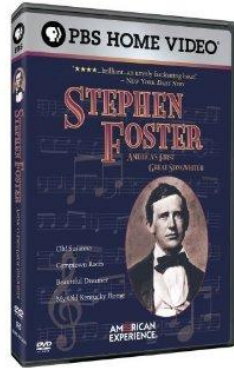
http://www.ted.com/talks/lisa_margonelli_the_political_chemistry_of_oil.html

3. **Rob Hopkins TED talk: Transition to a world without oil**

Rob Hopkins is the founder of the Transition movement, which aspires to create societies that function independently of fossil fuels through a community-based approach:

http://www.ted.com/talks/rob_hopkins_transition_to_a_world_without_oil.html

☆☆☆ 1/2
Middle/High School
Minimal Bias
USA
Human Migration



In the White Man's Image

www.pbs.org/wgbh/americanexperience/films/InTheWhiteMansImage/

56 minutes

English

1992

“Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect.”

Chief Seattle, 1854

Film focus:

Although most North Americans recognize that Native Americans and First Nations People inhabited the land before the whites, little can be done to remedy the struggles and pain so often associated with the natives' experience. This PBS American Experience short documentary does a wonderful job of conveying the earnest attempts to improve the quality of life of the natives while also heart-wrenchingly destroying all semblance of pride and tradition in members of various tribes. Although these events took place over a century ago, the migration, relocation, and assimilation faced by the natives strongly connects with stories of many contemporary communities around the globe. “In the White Man's Image” deals heavily with the concept of assimilation versus actual acceptance and shows the delicate balance that many of the natives faced between growing to fit into the developing world and staying true to cultural practices and traditions. Many students will be able to identify with the challenges faced by the Indians in the 1890s as they see similar demands in their own families and communities today (how to respect personal culture and heritage while also being a fully engaged citizen of the twenty-first century).

This film has no discernible bias and does an excellent job of showing the good intentions of the whites and the emotional struggles of the natives with primary source references and image throughout. This film is ideal for middle and high school audiences, but may not be quite as engaging for younger audiences due to numerous historical photos that are black and white. When used as a resource in the classroom, the concentration will be for students to assess parallel situations (historic or contemporary) and examine the question:

What is the difference between assimilation and acceptance?

This film is not available for online streaming, but may be procured through your library or purchased at <http://www.amazon.com/American-Experience-White-Mans-Image/dp/B00192B0Ro>.

Getting started

1. What are the dangers and benefits of having assimilation and/or similarities with a dominant group?
2. What is the UN definition of genocide? Does it always have to involve death? How might it connect to the relocation/removal of people? You may wish to use the following link for additional information: <http://www.ess.uwe.ac.uk/genocide/gendef.htm>
3. What are typical images and assumptions about Native Americans and First Nations People? How have these factored into their image in North American History? How have these images changed in contemporary society? Explain.
4. In order to better understand the context of the Indians in the United States, visit http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html and write a summary explaining what some of the existing conflicts of the 1800s were and what some of the challenges faced by the Native Americans and the settlers were. Visiting http://www.pbs.org/indiancountry/history/interactive_map.html may also help you better understand the massive transformation that tribes have undergone since white settlers invaded their territories.

While viewing:

1. Why would schools try to kill the Indian, but save the man (what does the Indian represent)?

2. Why would the government want to have the Indians model themselves after whites? How would this benefit them?

3. Why would the Native Americans be taken 1000 miles away to Florida for their transformation? Why might this have been more effective in the government's mind?

4. What were Pratt's intentions with cutting the hair of the Indians and exchanging their clothes? What symbolism might the natives have seen in this?

5. How did the natives misinterpret Pratt's sleeping potion episode? How would this have reinforced control?

6. What is significant about the white population's view on what the Indians could exchange educationally?

7. What was the ultimate goal of Pratt and the other soldiers?

8. How might the education and reform have impacted the St. Augustine community's view of natives?

9. How did the Cheyenne Indians view the new religion? How did it fit into their old understanding of spirituality?

10. How did the transformation of the natives mirror that of immigrants of the era?

11. Why doesn't Spotted Tail want to allow the tribe's children to be educated by and transformed into white men? What was Pratt's argument against this?

12. What did Pratt mean when saying an Indian "had to die as an Indian to live as a man"?

13. Why would the children be given new names? How did Luther Standing Bear view this experience?

14. What did critics and skeptics say about the Indian schools? What did Pratt do to convince others of the success of the schools?

15. Even though the students may have looked the part, how did they adjust? How did some of them feel about their reeducation?

16. How might the education that the children received be considered in comparison to their white peers?

17. How did the educational system challenge traditional native teachings and norms? How could this have permanently impacted the native culture?

18. What does Pratt's method of punishing the children say about how he viewed them?

19. Why might the boarding schools have been ideal for some students?

20. How was *Hiawatha*, a Native American legend, converted into an example of assimilation?

21. What was a major struggle that the boarding schools could not prepare graduates for? How might Pratt have misunderstood this?

22. What was the conflict faced by many of the graduates, especially Plenty Horses? What were some of the struggles faced by other children on their return home?

Moving on:

1. In the United States, the term for natives is American Indian or Native American. In Canada, however, the natives are called First Nations People. How is this terminology different and why might it signify a difference in position/status in society?
2. American playwright Israel Zangwill wrote the Broadway hit *The Melting Pot* in 1908. In it, one of the characters, an Eastern European refugee states:

“America is God’s crucible, the great melting pot where all races of Europe are melting and reforming! Here you stand, good folk, think I, when we see them at Ellis Island, here you stand in your fifty groups with your fifty languages and histories, and your fifty blood hatreds and rivalries, but you won’t be long like that brothers, for these are the fires of God you’ve come to – these are the fires of God. A fig for your feuds and vendettas! Germans and Frenchmen alike, Irishmen and Englishmen, Jews and Russians – into the crucible with you all. God is making the American.” (Global Sociology, Cohen and Kennedy, 517)

How might this quote show the assimilation that so many of the Natives underwent (an assimilation that was often compared to the immigrant experience)? What is meant by this passage?

3. Reeducation schools have existed for various cultures and in multiple countries. Complete the table on the following page, looking for similarities and differences in the residential/reeducation systems after visiting the following websites to get an understanding of how other native peoples were treated during reeducation attempts.

United States: <http://www.pbs.org/indiancountry/history/boarding.html> ;
[http://en.wikipedia.org/wiki/Americanization_\(of_Native_Americans\)](http://en.wikipedia.org/wiki/Americanization_(of_Native_Americans))

Canada:

http://www.sd79.bc.ca/programs/abed/ACIP/references/govt_policies/residential_schools.pdf ;

http://www.sd79.bc.ca/programs/abed/ACIP/references/govt_policies/ban_traditional_practice.pdf

Australia: <http://www.eniar.org/stolengenerations.html> ;

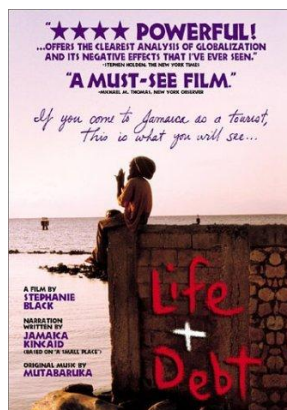
<http://www.learn.org/hgp/aeti/aeti-1998-no-frames/aboriginal-children.htm>

American	Canadian	Australian

Going further:

1. While reeducation and assimilation are emphasized in a school setting, they were also encouraged in communities being taken over/reestablished by settlers in North America. “Mistress Madeline”, a National Film Board of Canada fictional tale tells a story of Madeline, a young woman who represents the struggle of many of the native women. Examine how she is forced to adapt and assimilate.
(http://www.nfb.ca/film/mistress_madeleine)
2. Is forced migration any different today than it was in the 1800s? How might a massive relocation impact citizens and culture if they are forced to leave a community? What are other unexpected consequences of relocations of large numbers of people? Why might it be “necessary” in situations like this? Explain your reasoning after watching this short film: http://www.mediathatmattersfest.org/watch/10/the_last_town. You may also wish to watch the behind the scenes feature on the same website.
3. How might Native Americans have been impacted by the white’s image of what an Indian should look like/does look like? How has this shaped how whites view Indians and how does this shape how Indians view themselves? View these short documentary clips from *Real Indian* before having a discussion (these should only be shown to mature audiences as there is swearing in some of the clips):
<http://video.pbs.org/video/1601568848/> ; <http://video.pbs.org/video/1601614808/> ;
<http://video.pbs.org/video/1601620537/> ; <http://video.pbs.org/video/1601629369/>

☆☆☆
High School
Minimal Bias
USA/Jamaica
Global Differences



Life and Debt

<http://www.lifeanddebt.org/>

85 minutes

English

*Special Jury Prize – 2004

Paris Human Rights Film Festival

“Debt is the slavery of the free.”

Publilius Syrus

Film focus:

With the emergence of the global economy has come an increase in the promotion of economic ideologies, which celebrate free-market competition and privatization. However, the World Bank and the International Monetary Fund have come under increasing public scrutiny in the 21st century, largely due to their neo-liberal economic policies as well as the many conditional aspects of their loans. Around the world, meetings of these global organizations are often met with outspoken criticism and protests.

“Life and Debt” focuses on the economic struggles faced by the island nation of Jamaica—both historic and contemporary. While highlighting how involvement by the International Monetary Fund, the World Bank, and the Inter-American Development Fund have served to push Jamaica further away from economic self-sufficiency, the film also explores how tourists to the region are insulated from the harsh realities of life for Jamaican citizens.

“Life and Debt” is most appropriate for high school audiences due to the focus on economic policy within developing nations. There is minimal bias in the film, and it is based on the non-fiction work titled “A Small Place”, written by Antigua native Jamaica Kincaid. When used as a resource in the classroom, the concentration will be for students to reflect on the question: ***What ethical responsibility do developed nations have to developing nations?***

The film is available in 4 sections on YouTube, and can be accessed at:

<http://www.youtube.com/watch?v=AWPkOUxxm4M>

Getting started:

1. How do you define “Third World” or “Developing” nations? In your opinion, is it the responsibility of the developed world to provide economic assistance to developing nations?
2. In your view, how does personal economic security (or lack thereof) affect personal identity, sense of place, and belonging?
3. Examine the history of the International Monetary Fund (IMF) and the World Bank: visit <http://www.youtube.com/watch?v=GVytOtfPZe8&feature=related> , <http://ucatlans.ucsc.edu/sap/history.php> and <http://www.imf.org/external/about/history.htm> for information. After reviewing the history, create a summary of when and why these organizations were created, and what their function is today.

Vocabulary preview:

Subsidy * noun * Economic benefit or financial aid provided by a government to maintain the income of the producers of critical or strategic products.

While viewing:

1. Is the concept and function of organizations such as the IMF and World Bank outdated, now that globalization and developing nations are a reality of the 21st century?

2. Economically, would it have been better for Jamaica to remain under British rule? Why/why not?

3. What was the catalyst for Jamaica to seek financial assistance from the IMF? Did the country's government have a choice?

4. Describe the rationale behind the IMF mandating the devaluing of the Jamaican dollar:

5. Explain why the country's ability to produce food and export goods remains so low, even in 2010:

6. Explain which policy decision led to the draining of hundreds of liters of fresh milk. How was this policy decision indicative of greater economic policy flaws mandated by the IMF and World Bank?

7. What are the implications for Jamaicans if/when the current subsidies for US farmers expire?

8. Describe why the US took issue with the export policy of Jamaican bananas. What was the Supreme Court ruling on the issue, and what were the implications of the ruling?

9. Explain what the Kingston Free Zone is, and why it was established:

10. What are the implications of the Kingston Free Zone for trans-national corporations?
For Jamaican workers and the local economy?

11. Explain why it has been, and why it continues to be, so difficult for Jamaica to repay
their loans to the IMF and the World Bank:

12. Briefly describe the power structure of the IMF:

13. When the World Bank wrote its most recent Country Evaluation of Jamaica, they stated that “These loans achieved neither growth or poverty reduction.” What is your response to this statement?

14. In your opinion, can the IMF and World Bank still serve an effective purpose, given that their organizational foundations date back to a pre-globalization era? If so, why? If not, how should the intent and/or functioning of such organizations be restructured in order to best serve developing nations in the 21st century?

Moving on:

1. “...growth, prosperity and ultimately human fulfillment, are created from the bottom up, not the government down. Only when the human spirit is allowed to invent and create, only when individuals are given a personal stake in deciding economic policies and benefiting from their successes—only then can societies remain alive, dynamic, progressive, and free.” ~R. Reagan

Consider some of the lofty outcomes described above. Explain how economic stability can lead to:

- Social equity
 - Cultural vitality
 - Reduced conflict
2. Goal #8 of the United Nations Millennium Development Goals aims to ‘Develop a global partnership for development’. This is unique, as it is the only goal that focuses on commitments from donor nations rather than on authentic progress in the developing world. At what point is it reasonable to expect donor governments to take a back seat to domestic success and improved conditions in developing nations?
 3. What other countries have a financial history similar to Jamaica in terms of IMF/World Bank intervention and subsequent debt and lack of self-sufficiency?
 4. Describe the irony of this political cartoon. Do you think that it’s applicable to Jamaica, as well as Iceland? Explain why/why not?



Cartoon by Wilfred Hidonen, and reproduced from www.cartoonstock.com

Going further:

1. How do the World Bank and the IMF use debt as an instrument of power and control?

Clip from “The New Rulers of the World”

<http://www.youtube.com/watch?v=xgxCfo5Kmw>

2. **Iqbal Quadir TED talk: Mobiles fight poverty**

Iqbal Quadir is a humanitarian businessman, and a champion of bottom-up development. He explains how he brought the first telecommunications service, GrameenPhone, to poor, rural areas of Bangladesh:

http://www.ted.com/talks/iqbal_quadir_says_mobiles_fight_poverty.html

Explore microcredit, rather than aid, as a means of self-sufficiency for citizens of developing nations:

www.grameen-info.org

<http://www.kiva.org/>

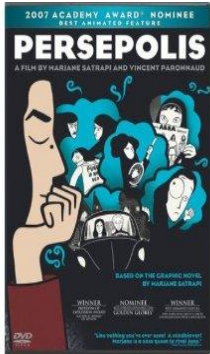
3. **Paul Collier TED talk: The Bottom Billion**

What does it mean to get serious about providing hope for the “bottom billion”: the one billion people around the globe who reside in countries with poor or failing economies?

Economist Paul Collier outlines his plan for closing the gap between rich and poor:

http://www.ted.com/talks/paul_collier_shares_4_ways_to_help_the_bottom_billion.html

☆☆☆☆1/2
High School
Minimal Bias
France/USA
Identity/War



Persepolis

www.Sonypictures.com/classics/Persepolis

95 minutes

French/English

*Academy Award Nominee – 2007

*Winner Jury Prize Cannes Film Festival

“Keep constantly in mind in how many things you yourself have witnessed changes already. The universe is change, life is understanding.”

Marcus Aurelius

Film focus:

Youth around the globe struggle with identity, never certain where they belong or how others perceive them. *Persepolis*, the animated film based on Marjane Satrapi’s illustrated books, tells the story of a young Iranian girl, Marjane, who struggles to understand herself, her country, and the war in which she finds herself in the 1980s.

The film is of an autobiographical nature, so it has limited bias, yet, for this same reason, it focuses little on events that might have occurred outside Marjane’s scope. It is appealing and immediately gripping in that it manages to convey the angst and turmoil in which so many teens find themselves, yet manages to put Marjane’s situation in perspective regarding the international events that surround her.

As the film’s website notes: “The title *Persepolis* comes from the Persian capital founded in the 6th century BC by Darius I, later destroyed by Alexander the Great. It’s a reminder that there’s an old and grand civilization, besieged by waves of invaders but carrying on through millennia, that is much deeper and more complex than the current-day view of Iran as a monoculture of fundamentalism, fanaticism, and terrorism”

(www.sonypictures.com/classics/persepolis/main.html). While the story may focus on Marjane, the film clearly has deeper historical implications, and can easily be connected to stereotypes, assumptions and prejudices that surround so many of today’s “exotic” cultures. This film is an excellent resource, but should be limited to mature high school audiences because of limited swearing and one scene involving drug use. When used as a classroom resource, the concentration will be for students to critically consider the effects of upbringing on identity and to reflect on the question: ***How is individual identity shaped by nation, heritage, and politics?***

This film is not available for streaming online, but may be procured from your library or purchased at www.sonypictures.com/classics/persepolis.

Getting started:

1. Where is Iran? What do you know about the country?
(<http://www.mideastweb.org/iranhistory.htm> may prove helpful)
2. How do you believe your country has shaped your identity? Have there ever been times when you have been ashamed of your country or chosen to deny your heritage? Explain.
3. The Shah is compared to Ataturk. Who was Kemal Ataturk and what did he do for Turkey?
4. Why might Americans have a difficult time understanding the nature and threat of war? Why might they fully comprehend the gravity of conflict?
5. What are symbols typically associated with death and passing? Are these culturally based or universal? When watching the film, look for these symbols and then see how they factor into Marjane's understanding of herself and the war around her.
6. How do you believe other countries view America? Try to find a visual aid to confirm your assumptions.
7. Can you love/respect/admire someone who has different political views and/or alliances?

While viewing:

1. Why might there be color scenes for the present and black and white scenes for the past?

2. How are the historical accounts visually different than the other scenes? Why might this be?

3. While Marjane was taught that God gave the Shah his position, what does her father say actually happened? Why are the story differences so significant?

4. Why is it noteworthy that the protesting citizens and the soldiers are both nameless and faceless? What does this suggest about their identity and role in society?

5. How has the revolutionary climate factored into Marjane's identity? Does she fully understand the significance of what she says when playing?

6. How does Marjane's family's social status factor into her understanding and experience of the Iranian conflict?

7. How does Marjane's belief that she was born to be a prophet factor into her childhood view of the conflict?

8. Why might Anoush have selected Marji as his one visitor? What might he hope for?

9. How has Marjane's identity been impacted or imposed upon at school? How has she personally remained independent?

10. How has the view of women changed? How might Marjane's observation of her mother in the challenging situations shape her identity?

11. How is there a contradiction in the views of America and the west?

12. Why is it essential that Marjane go study abroad? How does the advice given by her grandmother and parents belie the real fear and uncertainty awaiting Marji?

13. How has Marji's identity been impacted by her desire to belong? Why does she say she doesn't really belong?

14. What might Marjane's word choice suggest when she says, "I tried my best to assimilate"? How is this different than actually fitting in or belonging?

15. Why does Marjane feel so conflicted when she studies abroad?

16. Why does Marjane say she is French? How does she struggle with this?

17. Why are her first experiences with love so heartbreaking and how do they cause her to doubt herself?

18. How is Marjane's return home overwhelming regarding her personal identity?

19. How does seeing Kia impact Marjane? Is the visit to the therapist more helpful or harmful in reestablishing her identity?

20. How are the western ideals, art and culture integrated into Marjane's education and how do these contradict Iranian norms?

21. Why is Marjane's grandmother so disappointed when she says "Everyone has a choice"?

How might this relate to the overarching conflict?

22. Why does Marjane's grandmother say "Never forget"? What is she concerned with and how might it connect with Iran's identity?

23. Why is Marjane's grandmother's attitude toward the divorce so surprising? How does this impact Marjane's understanding of herself?

24. Why would the film close with the notes on jasmine? How does this comment relate to Marjane's forced identity and her true self?

Moving on:

1. Political differences are a big factor in Marjane's story. How do political differences divide the communities in the film and how do we see some similar sentiments in our own country and communities today?
2. While many people claim to be proud of their country and nationality, a large portion of the population is not fully aware of constitutional elements and government traditions. Visit http://www.ellisland.org/quizzes/quiz_a.asp to see a contemporary equivalent of the Ellis Island Immigration test (what immigrants would be expected to know if they were applying for citizenship today). How difficult are these questions? Are these questions which average citizens would know the answers to? Given the situations that some immigrants might have faced in their homelands, how and why might they be more willing to immerse themselves into the American culture than an individual who was born in the nation?

Going further:

1. *Persepolis* author/creator Marjane Satrapi explaining her Iranian perspective in the film: <http://www.youtube.com/watch?v=aMwfzqEqVLk>
2. Canada welcomes Iranian refugees who struggled with the persecution that remains to this day: <http://www.youtube.com/watch?v=o1SoVTedlVo>; How does this impact your understanding of the current situation in Iran?
3. Despite contrasting political views, some couples/families/friends are able to retain respect for one another. How is this shown/rejected in *Persepolis*? What does this article say about the potential struggles? <http://www.newsweek.com/2010/10/12/sweet-virginia.html>

☆☆☆1/2
Middle/High School
Minimal Bias
USA
Food



Ripe for Change

www.ripeforchange.org

53 minutes

English

2006

“We have to learn to cherish this earth and cherish it as something that’s fragile, that’s only one, it’s all we have.”

Margaret Mead

Film focus:

In recent years, food production, quality, and origin have come into question. Food-borne illnesses, potential terrorist plots, and rising grocery bills are all elements which many Americans feel they have little to no control over. Food production and increased food awareness, however, are things which can be controlled by consumer choices, as is clearly introduced through “Ripe for Change”. This brief documentary really dives into the issue of how farming has changed over the past fifty years, and encourages viewers to engage in their community through conscious decisions made at the grocery store, farmer’s market or backyard garden.

With little bias, the film examines the changing world of food by interviewing farmers, restaurant owners, food pioneers, mass producers and scientists, even showing the impact of sustainable growing on one school district. While the filming takes place in California’s central valley, the issues addressed affect individuals across the nation. Jed Riffe, the “Ripe for Change” producer notes: “The debates raging in California over issues of food, agriculture, and sustainability have profound implications for all of America, especially in a world where scarcity is the norm and many natural resources are diminishing”.

“Ripe for Change” is an incredibly informative film that adequately addresses the rising concern of consumers as they attempt to understand more about the food they purchase. This film is suitable for middle and high school students and has not objectionable material. Additionally, because of the balanced perspective, students can easily make their own opinions about the issues presented. When used as a classroom resource, the concentration will be for students to critically consider the impact of current food production practices on their daily lives: ***What do my decisions as a consumer say about what I value and desire in food and food production?***

This film is available for viewing free of charge through Snag Films, at:
http://www.snagfilms.com/films/title/ripe_for_change/

Getting started:

1. What is sharecropping? How did it help to define early 20th century farming?
2. What was the image of a farm in the 1920s? What is the image of a farm today?
Farmers?
3. How have food habits and consumer choices changed in the past 20 years? Do the following to fully examine changing food choices (you may wish to talk to parents, siblings, or grandparents to get a full understanding of the transformative nature of food).

- a. What are some food options that are widely available today that were not available 15 to 20 years ago?

- b. What are things that consumers expect in their foods today? How should food look? What certifications/labels/traits are most desirable?

- c. Read the *Newsweek* article, “Food Swing” by Jennie Yabroff (<http://www.newsweek.com/2010/10/22/meatloaf-is-sexier-than-you-think.html>). How does she confirm or reject the assertions and assumptions that you made above? Be prepared to share in a discussion (you may use the space below to jot talking points).

While viewing:

1. What are some of the challenges that California farmers face?

2. Why does California serve as a microcosm of international farming?

3. How do fossil fuels play into farming? How does this impact food and food production?

4. What does mechanization mean for family farmers?

5. What impact did chemicals have on farming and food production?

6. What were some of the reasons California's University students began to protest and hold rallies? What was the result?

7. How did the Chez Pannisse restaurant begin to get its food? How was this different than the traditional model?

8. What have people come to look for and desire in food today? How did this contradict the peach that David Masumoto had helped to cultivate?

9. How has the lack of seasonality changed how consumers view food?

10. How were small farmers finally able to get their products to consumers and create sustainable resale models?

11. Why do farm laborers see organic farming as a better alternative?

12. Why do farmers use pesticides in spite of their high costs?

13. What did Tyrone Hayes find happened to frogs (after his study of Atrazine)? What are the implications for humans?

14. What is interesting about Switzerland's development of Atrazine?

15. What is so frightening about the Supreme Court's decision to patent living matter? What does this mean for farmers?

16. What does it mean that Mendocino County passed Measure H, banning GMO products?

17. How far has the typical item on an American's plate traveled? What does this suggest about current food production practices?

18. What does sustainable development actually mean?

19. Why might the organic farm movement be appealing to farmers? What are some of the ways that organic farmers practice differently as seen with Fetzer Winery?

20. Why is the food system in the United States so unhealthy?

21. What is the Edible Schoolyard? Describe it.

22. How can Berkeley's school food model potentially revolutionize the international food industry?

Moving on:

1. Little is mentioned about genetically modified plants in “Ripe for Change”. What are the implied effects based on the short film *Terminator Tomatoes*? (Available at <http://www.mediathatmattersfest.org/watch/goodfood> , film number 6)
What are the dangers of using GMO’s in our food supply? What could this mean for future generations? [This is a great way to extend the discussion for higher-level students.]
2. Complete the chart below, indicating what the early 20th century farmer was like, and what the farmer of today is like, based on “Ripe for Change”. Complete the third column after viewing *Broken Limb: Searching for the New American Farmer* (available as the 15th film at <http://www.mediathatmattersfest.org/watch/goodfood>)

Early 20th Century	“Ripe for Change” Farmer	“New American Farmer”

Going further:

1. How did farming in the 19th century compare to the farming methods of today? To get a better understanding of the transformation of farming, you may wish to view *Drylanders*, a Canadian Film Board feature film (available at <http://blog.nfb.ca/tag/farming/>). What are some of the hardships and struggles that are unique to each age, and what are some of the shared trials?
2. Read David Masumoto's article, *Epitaph for a Peach*. How does it convey the emotional investment that farmers are often required to make on their land? How does it represent a shift in expectations from food? Based on the response mentioned in "Ripe for Change", how might people feel about what Masumoto is expressing in his editorial? (Essay available at http://articles.latimes.com/1987-08-16/opinion/op-1656_1_sun-crest-peach)

☆☆☆ 1/2
Middle and/or High School
Minimal Bias
Ivory Coast / Ghana / Burkina Faso
Global Societies

The Bitter Truth (Chocolate)

http://news.bbc.co.uk/panorama/hi/front_page/newsid_8583000/8583499.stm



40 minutes

English

British Broadcasting Corporation

Panorama Investigation – 2010

“By far the most dangerous foe we have to fight is apathy—indifference from whatever cause, not from a lack of knowledge, but from carelessness, from absorption in other pursuits.”

William Osler

Film focus:

According to UNICEF, an estimated 158 million children aged 5-14 are engaged in child labor globally. This equates to about one in six children in the world. The United Nations Millennium Development Goal (UNMDG) for primary education calls for all children, girls and boys, to complete a full course of primary schooling. Tackling the issue of child labor has been identified as a key component of progressing on this, as well as the other 7, UNMDG's.

“Chocolate: The Bitter Truth” tells the story of a BBC investigator’s journey to Burkina Faso, Ghana, and the Ivory Coast in search of cocoa plantations that engage in illegally trafficking children for labor purposes. He did not have to travel far to find them. Despite the Fair Trade label’s commitment to eradicating child trafficking and subsequent labor in the cocoa fields, this investigation reveals that accountability within the cocoa industry is lacking, and consumers cannot be certain that Fair Trade products are, in fact, produced in an ethically and environmentally sustainable manner.

This film is appropriate for middle and high school audiences, and presents its case with minimal bias. When used as a resource in the classroom, the concentration will be for students to critically examine the role of consumer choice in demanding accountability from global corporations, and to reflect on the question: ***When does product price reflect true cost?***

The film is available in 5 sections on YouTube, and can be accessed at:

<http://www.youtube.com/watch?v=HcMn6mEwU> 8

Getting started:

1. Visit the International Labour Organization website:
http://www.ilo.org/global/Themes/Child_Labour/lang--en/index.htm. Use the space below to record the definition of child labor:
2. Explore information on the UNICEF website related to child slavery and child trafficking: http://www.unicef.org/protection/index_childlabour.html. Why is it a fundamental violation of human rights to exploit children in this manner?
3. Locate Ghana and the Ivory Coast on the map below:



While viewing:

1. What economic motivation do Ghana and the Ivory Coast have for trafficking children?

2. Describe some of the living conditions in the cocoa plantation villages:

3. What were the reported profits earned by the global chocolate industry in 2009?

4. Explain what the Harkin-Engel protocol is:

5. How much progress has been made towards achieving the goals outlined in the protocol?

Why?

6. Provide the following information about the International Cocoa Initiative:

- Its goals
- Progress made towards achieving goals

7. Describe how Fair Trade works:

8. Do you think there is a strategy that can be used to ensure traceability in the cocoa supply chain? If so, what? If not, why?

9. As a consumer, what (if any) is your responsibility for promoting corporate child labor accountability?

10. In your opinion, do consumers pay a fair price for the chocolate that we purchase and consume? Why/why not?

Moving on:

1. Visit the Responsible Cocoa website: <http://responsiblecocoa.com/>. Explore how they define the challenges, and their solutions, to the child labor issue on cocoa plantations.
2. As a chocolate consumer, are you inspired to take a stand against child trafficking and labor in the cocoa plantations? If so, what can you do as an empowered consumer? If not, why?
3. How can one determine a fair price to pay for products produced in an ethical and environmentally sustainable manner? Do you think that consumers are willing to pay a higher price for such products? Why/why not?
4. Visit the Fairtrade Labelling Organizations International website: <http://www.fairtrade.net/>. Investigate what it means to have sustainable production.

Going further:

1. *Kavi* is a 19-minute fictional film about a boy who wants to escape from the brick kiln in India where he is forced to work as a modern-day slave. It exposes the reality of 'bonded labor,' a contemporary form of slavery:

<http://kavithemovie.com/>

2. **Kevin Bales TED talk: How to combat modern slavery**

Kevin Bales is the co-founder of Free the Slaves, whose mission is to end all forms of human slavery within the next 25 years. He discusses some stark realities of contemporary slavery, including the fact that it constitutes a multibillion-dollar economy and sustains some of the most environmentally destructive industries on the planet:

http://www.ted.com/talks/kevin_bales_how_to_combat_modern_slavery.html

☆☆☆☆
Middle/High School
Moderate Bias
USA/Canada
Global Differences



The Corporation

<http://www.thecorporation.com/>

145 minutes

English

*Best Documentary – 2005

The Genie Awards

“If you’re not outraged, then you’re not paying attention.”

Anonymous

Film focus:

Legally, a corporation is classified as a person. But, to what extent can a corporation also be classified as psychopathic? By highlighting historic and contemporary examples of corporate institutions disregard for the safety of others, deceitfulness, and failure to respect lawful behaviors, this film presents a compelling case of psychopathy with regard to the globalized corporate entity.

Through interviews with activists, company CEO’s, whistleblowers, and non-profit organizations, “The Corporation” explores the mentality and integrity of multi-nationals. The filmmakers have highlighted three primary themes within the film: corporate self-interest, unethical techniques of marketing and branding, and corporate deals with despotic states. The culminating effect produces a fairly unflattering picture of the modern day multi-national corporation.

“The Corporation” is most appropriate for mature late middle school or high school audiences, due to the presence in some scenes of graphic war violence. There is moderate bias in the film, which is based on the book: The Corporation: The Pathological Pursuit of Profit and Power by Joel Bakan. When used as a classroom resource, the concentration will be for students to critically consider the effects of multi-national corporations in their daily lives, and to reflect on the question: ***To what extent am I a product of corporate influence?***

The film is available in 23 sections on YouTube, and can be accessed at:

http://www.youtube.com/view_play_list?p=FA50FBC214A6CE87

Getting started:

1. Preview the Wikipedia article for Bovine Growth Hormone (market name “Posilac”): http://en.wikipedia.org/wiki/Bovine_somatotropin. As you read, keep this information in mind:

The United States is the only developed nation to permit humans to drink milk from cows given artificial growth hormone. Posilac was banned from use in Canada, Australia, New Zealand, Japan and most of Europe, by 2000 or earlier.

From your reading, answer the following questions about the product:

- What is it?
 - How milk from BGH-treated cows compare with non-BGH milk?
 - Why is there controversy over this product?
2. Do you think that multi-national corporations have an obligation to protect us, the consumers, from potential safety hazards of their products? Why/why not? Discuss, and record your thoughts below.

Vocabulary preview:

Capitalism * noun * an economic system in which investment in and ownership of the means of production, distribution, and exchange of wealth is maintained by private individuals or corporations, especially as contrasted to cooperative means of wealth

While viewing:

1. What is a corporation?

2. Define the primary purpose of corporate institutions:

3. Explain how civil war and the industrial revolution led to increased corporate growth:

4. Explain why the 14th Amendment was significant for corporations:

5. Since a corporation is classified as a person, list some of the legal powers that it has:

6. Define the term “externality”:

7. How do sweatshops constitute a corporation’s harm to human health?

8. Explain what happened in 1940 that caused a product revolution:

9. In the film, how was our civilization compared to early attempts at flight?

10. Define “inter-generational tyranny”:

11. Describe what can happen to a commodity when it is privatized:

12. Through branding, how do corporations sell a certain lifestyle?

13. Explain what was significant about the Chakrabarty case of the 1980's:

14. Do you agree that corporations claim social and environmental responsibility merely in an attempt to brand themselves as caring, ethical, and responsible? Why/why not?

15. What can YOU do to "get off the couch and get this world back into our hands"?

Moving on:

1. Are workers in developing nations better off with corporations to employ them, even though they don't earn what we consider to be a living wage? Why/why not?
2. Discuss the regulation and oversight challenges that governments can face when dealing with multi-national corporations.
3. To what degree do you believe corporations and governments to be working/cooperating together? Does this pose a conflict of interests? Does this pose any threats to consumer health and safety?
4. Who, if anyone, can hold corporations accountable if they're not doing it on their own?

Going further:

1. What we buy matters, and consumers can promote sustainable choices by voting with our wallets. This 5 minute film, *The Secret Life of Paper*, uses the environmentally intensive paper industry to highlight the power of consumer choice:

http://www.mediathatmattersfest.org/watch/9/the_secret_life_of_paper

2. **Jason Clay TED talk: How big brands can help save biodiversity**

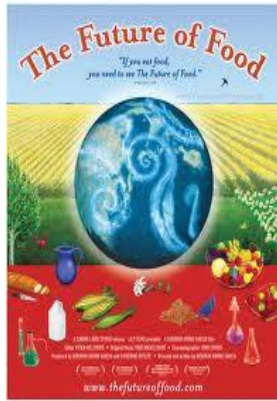
Jason Clay, vice-president of the World Wildlife Foundation, argues that if just 100 trans-national corporations “go green” they will shift global markets to protect the planet:

http://www.ted.com/talks/jason_clay_how_big_brands_can_save_biodiversity.html

3. As mentioned in the film:

<http://multinationalmonitor.org/>

☆☆☆☆
Middle/High School
Moderate Bias
USA, Canada
Food



The Future of Food

<http://www.thefutureoffood.com>

89 minutes

English

*Human Rights Award – 2004

Taos Film Festival

“The destiny of nations depends upon the manner in which they feed themselves.”

Anthelme Brillat-Savarin

Film focus:

More than six decades have passed since the dawning of the Green Revolution, the transformative process of food production and technological innovations that include the development of pesticides and fertilizers, and the cultivation of genetically modified seeds that allowed nations to significantly increase their agricultural output. These advances in how food is planted, grown and harvested have largely contributed to the fact that, over the past sixty years, the ownership of the global food supply has been consolidated into the hands of a few very powerful transnational corporations.

The abundance of low quality, mass produced, highly engineered food comes at a soaring cost to the collective health of our planet, and slowly but surely, a counterrevolution to corporate agribusiness is mounting. A growing number of individuals and organizations throughout the world are advocating an urgent need to plant and nourish values that promote long-term health and sustainability over short-term cost savings and convenience. This film explores agriculture’s existing production model, and considers whether local agricultural practices are a sustainable alternative to the well-established dominance of commercial cuisine.

“The Future of Food” is most appropriate for late middle school or high school audiences. There is moderate bias in the film, and recent updates on some of the cases presented can be accessed in the ‘Moving on’ section for this film. When used as a classroom resource, the concentration will be for students to reflect on the question: ***How do today’s food choices affect tomorrow’s citizens and the environment?***

The film is available free of charge at the film’s website:

<http://www.thefutureoffood.com>

Getting started:

1. Review the Wikipedia article about **Dichlorodiphenyltrichloroethane (DDT)**:
<http://en.wikipedia.org/wiki/DDT>. Write a brief summary that includes the following information:
 - What is it?
 - When was it created?
 - Why was it created?
 - What are its effects?
2. Review the section of the Monsanto website that details the corporation's commitment to sustainable agriculture:
<http://www.monsanto.com/ourcommitments/Pages/sustainable-agriculture.aspx>.
From your review, summarize what Monsanto believes their sustainable agriculture role to be.
3. Read the following obituary for Dr. Norman Borlaug:
http://www.nytimes.com/2009/09/14/business/energy-environment/14borlaug.html?_r=4&pagewanted=1&%252359&sq=Norman%20Borlaug,%202005,%20Dies&st=cse&%252359;%20Led%20Green%20Revolution,%20Sept.%202013&scp=1&adxnlnx=1253376605-WpnBedxqvJxPn/i%20ynRRSg. Write a brief summary that includes the following information about the “Green Revolution”:
 - What was it?
 - When did it occur?
 - Long-term effects?
4. View the video illustrating how a virus invades your body:
<http://www.npr.org/templates/story/story.php?storyId=114075029>
5. Review the Wikipedia article about land-grant universities:
http://en.wikipedia.org/wiki/Land-grant_university. Write a brief summary that includes the following information:
 - What are they?
 - When and why were they established?

Vocabulary preview:

Patent * noun * the exclusive right granted by a government to an inventor to manufacture, use, or sell an invention

Multi-national corporation * a corporation that manages production or delivers services in more than one country

Genetically Modified Organism (GMO) * an organism whose genetic material has been altered in a way that does not occur naturally

While viewing:

1. Which technology led to the development of chemical, nitrogen-based fertilizers?

2. What are insecticides derived from?

3. Explain why monocultures are so detrimental, for:

- The environment?
- Long-term crop yields?

4. Describe why, in the 1990's, the green revolution was dubbed the gene revolution:

5. Explain what it means when a seed is "Roundup Ready":

6. "Whoever controls the seeds controls the food". In the current North American food production model, describe whether farmers or multi-national corporations like Monsanto control the seeds:

7. On what grounds did Monsanto sue Percy Schmeiser?

8. What was the verdict in the Schmeiser case? The justification for the verdict?

9. Explain why the utilization of bacteria and viruses in GE technology is so alarming:

10. List the three governmental organizations that are responsible for overseeing the safety of GMO's in the United States, and summarize the role of each:

11. Explain the contradiction between the patenting of GMO's, and the idea of "substantial equivalency":

12. Do you agree with the quote by Phil Angell, that Monsanto's job is to produce and sell as much food as possible, and that the FDA's job is to ensure food safety? Why/why not?

13. Currently, how do multi-national agribusiness corporations like Monsanto conduct GMO testing?

14. Considering crop subsidies, what are the implications for:

- Farmers?
- U.S. taxpayers?

15. Considering the funding that land grant universities receive from multi-national agribusiness corporations like Monsanto, explain the implications for intellectual diversity in these institutions of higher learning:

16. “The problem of hunger is not a production problem, but an access problem.” Explain:

17. List at least three alternatives to the industrialized food model:

Moving on:

1. With the patenting of seeds, a precedent has been set for the patenting of life. Together with a partner, create a list of what you believe to be the issues surrounding the patenting of seeds, and the patenting of life.
2. With global population expected to reach 10 billion by the year 2050, discuss whether or not we can expect to feed the world without the use of GMO technology.
3. Re-examine your summary of what Monsanto believes their sustainable agriculture role to be. After viewing the film, discuss whether or not you believe that the corporation is demonstrating an authentic commitment to sustainable agriculture.
4. Develop a proposal for what you would like to see in terms of testing GMO's for safety, and the labeling of foods that contain GMO's.
5. Research local Community Supported Agriculture (CSA) networks in your area.
6. Visit <http://www.percyschmeiser.com/> for an update on Percy Schmeiser's case.
7. Visit <http://www.govtrack.us/congress/bill.xpd?bill=h110-6636> for an update on the GE Food Right to Know Act.
8. Visit <http://www.foodnews.org/fulllist.php> to see a list of fruits and vegetables ranked in order of pesticide contamination levels.

Going further:

1. Bees are the pollinators responsible for every third bite of food we eat. First identified in 2006, a mysterious disease known as Colony Collapse Disorder (CCD) has been responsible for decimating thousands of bee colonies worldwide. Although CCD has recently been linked to a combination of factors, including pesticide exposure and viruses, the catalyst for the disorder remains unknown. Every Third Bite is a 9 minute film about the agricultural importance of bees, and the dangers of their demise:

http://www.mediathatmattersfest.org/films/every_third_bite/

Visit

<http://www.nrdc.org/wildlife/animals/bees.asp?gclid=CLurocCZsJICFQE8xwodB3spQQ> for more information about CCD.

2. Locavores are concerned culinary activists making an effort to only eat foods grown and harvested within a 100 mile radius of their homes. Learn more about the Locavore movement at <http://www.locavores.com/>.

3. **Ellen Gustafson TED talk: Obesity + Hunger = 1 global food issue**

Ellen Gustafson believes that obesity and hunger go hand in hand. In an attempt to solve the global food inequalities that contribute to both epidemics, she has launched the 30 Project as a way to change how we farm and eat over the next 30 years:

http://www.ted.com/talks/lang/eng/ellen_gustafson_obesity_hunger_1_global_food_issue.html

1. **Jamie Oliver TED talk: Teach every child about food**

Jamie Oliver aims to transform the way we feed ourselves, and presents his case for an assault on our ignorance of food:

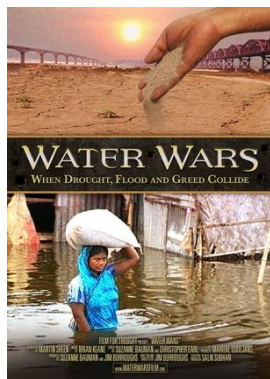
http://www.ted.com/talks/jamie_oliver.html

2. Patented, genetically altered salmon could get into the oceans and breed with wild fish. Would the parent corporation have the right to claim the offspring as property?

2010 New York Times piece related to GM salmon:

http://www.nytimes.com/2010/06/26/business/26salmon.html?ref=genetically_modified_food

☆☆☆
Middle/High School
Minimal Bias
Bangladesh/USA/Netherlands
Environment



Water Wars

<http://www.waterwarsfilm.com/>

55 minutes

English

2010

"If there can be a meaningful human right to any material thing, surely it starts with access to minimum clean freshwater."

Steven Solomon

Film focus:

In recent years, the issue of water scarcity has received considerable public attention. The United Nations (UN) had declared that fresh water is a basic human right, and the UN Millennium Development Goal for environmental sustainability includes, among other things, a 2015 target to halve the proportion of people without sustainable access to safe drinking water. However, fresh water still eludes nearly one billion inhabitants on our planet. "Water Wars" demonstrates that the global water issue is not a crisis of scarcity, but a crisis of access.

The film embodies two years of filming to tell the water story of Bangladesh, a lowland nation that is battling not only rising sea levels, but also suffering from devastating flood/drought cycles at the hands of India's water management system.

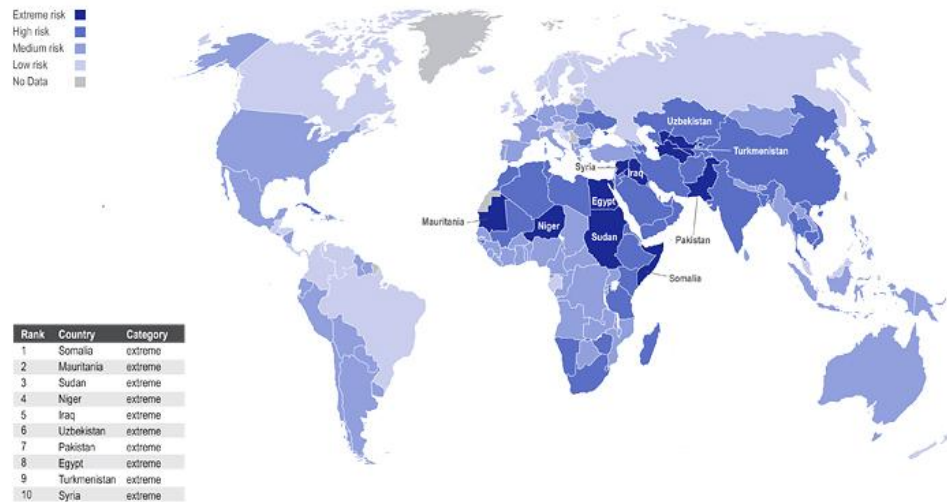
"Water Wars" is most appropriate for middle and high school audiences. There is minimal bias in the film. When used as a classroom resource, the concentration will be for students to critically consider how the issue of water access relates to human rights, and to reflect on the question: ***How do economic and political issues affect our interactions with the environment?***

The film is available for viewing free of charge on Snag Films, at:

http://www.snagfilms.com/films/title/water_wars/

Getting started:

1. West Coast Climate Equity, a Canadian non-profit organization, published this water security map. Examine the map, and generate a list of factors that lead to low water security.



<http://westcoastclimateequity.org/>

2. Does your community currently experience water issues? If so, what are they? If not, why?
3. Visit <http://water.org/learn-about-the-water-crisis/facts/> to familiarize yourself with some facts about the global water crisis.

While viewing:

1. Explain how the latest floods in Bangladesh are man made:

2. Do the water issues in Bangladesh serve as foreshadowing for the fate of other nations?
Why/why not?

3. Explain how the Netherlands assisted Louisiana after Hurricane Katrina:

4. Describe the River-Interlinking Project, and it's implications for Bangladesh:

5. Explain why India, and other developing nations like China, are so interested in building dams:

6. When the effects of dams (flooding and drought) perpetuate human suffering, should building dams be considered a crime? Why/why not?

7. According to the film, World War III could be caused due to competition to secure clean water. Your thoughts?

8. What health effects are caused from consuming arsenic contaminated water?

9. At this point in time, it seems as though the citizens of Bangladesh have no choice but to consume arsenic contaminated water. Are there proactive steps that can be taken now to remedy this problem, or is it already too late?

10. Which international organizations provide funding for water safety projects?

11. List other “diseases of poverty” that exist in developing nations:

12. In your opinion, what lessons has our nation learned from Hurricane Katrina? Do you see evidence that our government is heeding these lessons, and working to ensure that we are not confronted with a repeat disaster? Why/why not?

Moving on:

1. The United Nations has declared that access to clean water is a fundamental human right. Is India in violation of human rights for their diversion of river flows to Bangladesh?
2. Although the film states that rivers are not commodities, is this a widely accepted mindset? Give examples of rivers being viewed and managed as commodities in the United States. Use the following websites to help:
<http://www.rivernetwork.org/>
<http://americanrivers.org/>
3. In your opinion, do current and impending water issues constitute a global crisis? Explain:

Going further:

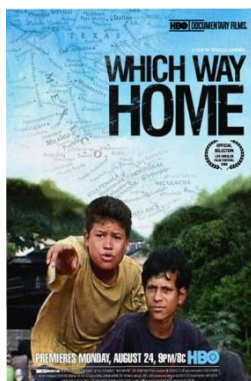
1. The United Nations Millennium Development Goal for environmental sustainability has a 2015 target to halve the proportion of people without sustainable access to safe drinking water. Today, in 2010, nearly 1 billion people – about 1 in 8 – lack access to clean water. In your view, what would constitute an appropriate global action plan to confront the water crisis?

Beyond Scarcity: Power, Poverty, and the Global Water Crisis

<http://www.youtube.com/watch?v=3jYr8MFTXrM>

2. Should private companies control our most precious natural resource?
Newsweek article, October 2010: The New Oil
<http://www.newsweek.com/2010/10/08/the-race-to-buy-up-the-world-s-water.html>
3. *Aquafinito*, an 8 minute film about bottled water issues, privatization of water, and the concept of water as a basic human right:
<http://www.mediathatmattersfest.org/watch/10/aquafinito>
4. **Anupam Mishra TED talk: The ancient ingenuity of water harvesting**
Anupam Mishra promotes sustainable water management, and works to preserve rural India's traditional rainwater harvesting techniques. In this talk, he discusses the extraordinary feats of engineering that enabled the people of India's Golden Desert to harvest water:
http://www.ted.com/talks/anupam_mishra_the_ancient_ingenuity_of_water_harvesting.html

☆☆☆☆
High School
Minimal Bias
USA/Mexico/ Honduras
Human Migration



Which Way Home

www.whichwayhome.net

83 minutes

Spanish with English Subtitles

**Best Documentary Nominee – 2010*

Film Independent Spirit Awards

**Winner UNICEF Prize Havana International Film Festival*

“Remember, remember always, that all of us, and you and I especially, are descended from immigrants and revolutionists.”

Franklin D. Roosevelt

Film focus:

In recent years, illegal immigration has come to the forefront of consciousness for many American and Canadian citizens. With numerous illegal immigrants coming from Central America and Mexico each year, notions of legal rights, border protection, and worker status have entered into most citizens’ vernacular. With increasing concerns about population, drug smuggling, and citizenship rights, illegal immigration has become a point of contention.

“Which Way Home” focuses on the dreams and desires of young boys and girls from Mexico and Central American nations as they ride trains (which they dub “The Beast”) toward the United States where many of them dream of a new life. This film highlights the trials and triumphs of a group of illegal immigrants that is often all but forgotten and takes a very real look at immigration.

“Which Way Home” is most appropriate for a mature high school audience because a few scenes feature graphic images, vulgar language, or difficult concepts for younger audiences to grasp. While there is minimal bias in the film, little about adult illegal immigration is explored. When used as a classroom resource, the concentration will be for students to critically examine immigration as it exists in North America today, and to consider the following questions: ***Why would immigrants be willing to take such risks to relocate to America and Canada, and how is illegal immigration reshaping these nations?***

The film is available free of charge in multiple segments on the film’s website: www.whichwayhome.net.

Getting started:

1. Have you ever made a significant move? Reflect on that experience. How would it feel to move to another country right now without any connections, resources, or knowledge of the language?
2. Is immigration a problem in the United States? Explain.
3. How do you define illegal immigration? Why do people want to stop it and why are people willing to risk everything to venture into a new country?
4. How are border crossings at the Canadian border different (or perceived to be different) than those at the Mexican border? Why might this be the case?
5. What are some of your goals for the next 5 years? Is there a common theme for these?
6. Examine the Bill of Rights of the United States of America (visit http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html for the text version) or the United Nations Universal Declaration of Human Rights (visit <http://www.un.org/en/documents/udhr/index.shtml> for the webpage version). After reviewing a few of the examples, work in a small group to create a list of ten things to which citizens of any country are entitled (Example: All citizens should have access to clean drinking water). Post these so that each member of your group may see them while you view the film.
7. What is the “American Dream” for teens today? Do other nations have dreams and if so, what might they be?
8. How much should we assist immigrants who wish to start a new life in our community?

While viewing:

1. Many sources suggest that globalization forces today's youth to mature and grow up faster than ever before. How is this shown in the film? In what ways must the children grow up on their journey?

2. Why might Jose be as upset as he is? What does his deportation imply about his future?

3. How are families forced to "globalize" because of illegal immigration? What specifically are some of the dangers and opportunities associated with illegal child immigration?

4. "The Dog" says he plans to go to the U.S. to be "born again". What does this mean for him?

5. Why might the Mobile Humanitarian Unit send a mixed message regarding illegal immigration? Do you believe that organizations like the M.H.U. and the House of Migrants are beneficial or are they unlawful and irresponsible because of their actions?

6. What sort of education and/or training would better prepare and inform possible immigrants? Does it seem that an illegal's chances of success would be greater or less in the United States?

7. In the film, litter lines the railways and many of the immigrants toss out garbage carelessly. While they are yearning for a better life, what do their actions suggest? What does the immigrant movement mean in environmental terms?

8. Olga and Freddy are told "You can be whatever you want to be." Why does pursuing a dream involve illegal immigration? Are there other opportunities for the youth of developing nations to achieve their dreams?

9. In the scene in which the boys discuss their dreams and aspirations for the future, what is the central theme? How does this compare with the personal dreams which you wrote about prior to viewing the film?

10. How do the police in Mexico send a mixed message to the boys on the train?

11. Why does Yurico take the separation with Fito and their deportations so hard? What becomes of him?

12. How is Kevin's life different than he had anticipated after his journey? What has he realized? What does this say about the "American Dream"?

13. Kevin's mother says that she always hoped Kevin "Would help [her] get ahead." What does she mean by this? How might this contradict philosophies in developed nations?

Moving on:

1. Have students re-examine the Bill of Rights which they compiled. How do the rights align or contradict what was viewed in the film? What are the implications?
2. While the film does not go into any detail regarding the fates of Olga and Freddy, what are some of the dangers of crossing borders at such a young age? What might have happened to them?
3. To further understand the impact of illegal immigration (primarily deportation and the division of families), visit
http://www.mediathatmattersfest.org/watch/9/exiled_in_america

Going further:

1. *Center for Immigration Studies* – “Hidden Cameras on the Arizona Border 2”: You Tube
http://www.youtube.com/watch?v=7KcwIy_fQuU
2. “Shifting Tide” – a report on illegal immigration in the United States (Available with additional documents at <http://www.cis.org/illegal>)
3. Children of Illegal Immigrants: You Tube -
<http://www.youtube.com/watch?v=HM3tk8L-dKM>
4. AFP – “US - Canada Border Tensions”: You Tube -
<http://www.youtube.com/watch?v=C9qYdALvFaU>
5. Perhaps 1% of refugees get the chance of a new life in a new country. Most spend their time in refugee camps in a neighboring country. They wait for things to get better so they can return home, or wait for the possibility of integrating into the community outside of their camp.
 - a. Find out about: conditions in a refugee camp, what people's daily lives are like, how many people are refugees and in what countries they are located.
 - b. Choose a group of refugees to study and research the reasons why they do not want to or cannot return to their homes.
<http://www.unhcr.org>
<http://www.savethechildren.net>
<http://www.refugeecouncil.org.uk/>

Credits

“Girding the globe are lines of communication that snake along the sea bed, stretch across the land and bounce from satellites to earth. As we look at the ubiquitous television screens, our sense of distance from other places and other societies suddenly shrinks into insignificance. We live, in a famous phrase, in a ‘global village’.

Global Sociology, Cohen & Kennedy

While we consider digital media to be a powerful tool in the 21st century classroom, we regard documentary film as a particularly noteworthy means by which to communicate issues and ideas of global significance. Open source productions are exceptionally inspiring, as they embody the philosophy that knowledge and empowerment should not be reserved for only those with financial or geographic predisposition to access.

As competing discourse continues to define the educational atmosphere worldwide, we maintain our assertion that issues of global relevance and social consequence can and should be connected to the contemporary educational environment in ways that are enlightening and enriching. We invite you to explore additional film resources that highlight issues of regional importance to you and your students, and that serve as a starting point for critical reflection, rich discussion, and educated action.

Though media is changing and global communication is becoming more possible every day, the themes that we have chosen to examine through film are likely to be present in our world for some time. Given the competing attentions in contemporary classrooms, we sincerely hope that this guide will serve as the impetus for enriching your curriculum with global content, fitting into any content area seamlessly.

With special thanks to the faculty of the Global Studies in Education program at the University of Illinois at Urbana Champaign, including Dr. Tina Besley, Dr. Cameron McCarthy, and Dr. Fazal Rizvi.

<http://gse.ed.uiuc.edu/>