PORTRAYAL OF WORLD INTERDEPENDENCE
IN SOCIAL STUDIES TEXTBOOKS

By

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ABSTRACT

This thesis focuses on how social studies textbooks, authorized for use in Canadian classrooms, portray our changing world. Preparing young people for citizenship in a world that is becoming increasingly interdependent requires presenting them with a way of thinking about the world that allows for consideration of alternative perspectives. The textbook, as a major vehicle for transmitting knowledge, can play an important role in that process. Although the volume of textual accounts of world interdependence is expanding, it is contended that the themes and images presented to students tend to reinforce unilateral rather than multilateral interpretations of reality.

A framework of analysis is developed to determine if the textbooks employ either a multilateral thematic or unilateral thematic approach to the study of world interdependence. A multilateral approach encourages the exploration of different points of view on important world issues whereas a unilateral approach tends to focus on a particular interpretation of the same issues or events. This framework employs four rubrics suited to the analysis of the transmission of knowledge, description, explanation, prediction and prescription, to guide a series of analytical questions designed to determine if textbooks present unilateral or multilateral themes.
Six significant world issue areas are evaluated in fourteen social studies textbooks. The issue areas profiled are: food supply issues, population issues, environmental issues, peace and security issues, human rights issues and economic issues.

The findings of this study indicate that the four dimensions of the framework are not adequately addressed in the selected textbooks. Twenty-two of the twenty-eight profiles studied tend to support a unilateral thematic rather than a multilateral thematic portrayal of how the world works.

Preparing students for citizenship in a global age requires providing them with access to a body of knowledge that helps them to acquire a more integrated understanding of their world in order to make informed decisions and judgements about pressing global concerns. That goal is impeded when there is a propensity for textbooks to provide a particular viewpoint rather than a variety of viewpoints on important world issues.

Although this study is exploratory in nature, its findings present considerations for social studies educators when choosing to adopt particular textual materials for instructional purposes.
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CHAPTER ONE

THE NATURE OF THE STUDY

Introduction

During the past decade, Canadians have witnessed a tremendous increase in the development of relations with a wide variety of countries. This growth reflects increasing interest in political, economic and environmental issues common to the global community. These multilateral connections also develop relationships which involve different beliefs and points of view.

The world that we share is changing and how we think about the world is also changing. Stavrianos (1979) asserts that "progressive globalization of the human condition" makes it vital for us to rethink the way we have traditionally viewed the world and our position in that setting. Since 1945, many new nations in Africa, Asia and the Caribbean have emerged, creating increasingly more complex patterns of interaction, conflict, and cooperation. Technology, in the form of space satellites and computers, has helped to link all corners of the globe. The increasing recognition of universal human rights through greater media coverage of international events has led to cultural changes. Historically, we have considered the world as a collection of separate nation-states with differing social systems and moral codes. Traditional images of separate lands and peoples may no longer match the realities of the contemporary world.
During the 1980s the international setting has been increasingly witness to events that have transcended national and regional boundaries. Political actions demonstrate dramatically the increasing interdependence of world affairs. An election in the Philippines, receives considerable world attention because of its implications for the security of Asia and for the interests of the superpowers in the region. The denial of human rights in El Salvador has implications for the influx of refugees into Canada as does China's recent suppression of the pro-democracy movement. In the latter situation, the problem becomes increasingly complex if Great Britain follows through on its promise to close its doors to immigrants from Hong Kong. For Canada, both events may result in reassessment of immigration policies. The list of examples goes on, indicating evidence of the linkages among the participants in the global political system. As well, the cast of characters grows with an additional dimension to the global political scene being realized through the increasing influence of what Lamy (1988) refers to as "non-state actors" or "transnational enterprises". These non-governmental organizations work toward influencing national and international policies on a wide range of global issues thus playing a part in world politics and assuring that the global political stage is no longer solely the domain of the nation states. In *Charting A Course: Social Studies for the 21st Century*, the
1989 United States National Commission on Social Studies in the Schools concludes that:

In a world in which corporations operate transnationally, communications around the globe can be virtually instantaneous and the most important problems will have to be solved on an international basis — in such a world the multidisciplinary study of humankind in its variety, rootedness, and interrelatedness becomes even more essential. (p. X)

In an economic sense, the evidence is all around us that we function and consume within a global economy. Economic interaction is becoming increasingly multifaceted; the automobiles that Canada imports may come from Japan or Germany but their parts may be manufactured elsewhere. An increased pace of internationalization of production and services has been very much a movement of this decade to the extent that it is becoming increasingly difficult to separate the many issues and problems of the world economy. The link between the U.S. trade and budget deficits and economic growth elsewhere in the world is highly visible when the U.S. dollar falls and the economic recovery in the rest of the world stops. Canada's involvement in world economic developments has increased tremendously during the 80s, sharply accented by the recent signing of the Canada-United States free trade pact, leading to a more integrated North American economy. Widening the parameters of trade even further, the government of Canada continues to expand its trade links to Asian countries thus ensuring Canadian access to an even
larger market. Rosecrance (1986) illustrates how a rise in the power of trading states can create a positive web of interdependence among nations as opposed to what history has often witnessed as a struggle for power based on territorial claims supported by military endeavours. Wilson (1989) states that when nations concentrate their energies on developing stronger economic links with other countries, there is a much greater chance of realizing that "the benefits of cooperation are greater than the costs, and that co-operation among nations is more beneficial than aggression". (p. 6).

The planet on which we live is a shared but fragile entity. The decade of the 80s has been witness to the increasing call for greater sensitivity to the finite nature of the earth's resources and the need to manage the resources wisely. This new environmentalism, envisioning the world as a system, challenges the view that we live on a planet with the potential for unlimited consumption. Pollution in its many forms respects no international boundaries. The contaminative effects of the Chernobyl nuclear accident in the Soviet Union were transnational in scope as the consequences of the problem went well beyond the borders of the nation of origin. These problems respect no political marks on the map. Humans, because of our ability to either maintain or destroy on a large scale, become the most critical actors in the environmental system.
The increasing interest in world interdependence, correspondingly has generated interest from an educational point of view. In most Canadian provinces, the latest social studies curriculum guides promote as one of their goals, the preparation of young people for citizenship in a world that is becoming increasingly interdependent. Wilson (1988) suggests that the social studies curriculum of the 90s will lessen its focus on internally-oriented issues and move more toward portraying activities which highlight Canada's world connections. A selection from several provincial guidelines indicates the scope and intent of this task. The British Columbia 1985 Social Studies Guide for grade eleven, contains the subsection entitled The Global Environment - Social and Economic Perspectives. A sample of representative questions are:

- In what way are countries economically interdependent?
- What is our personal role and obligation as individual Canadian and world citizens?
- How does the life of a child in a Third World country compare to the life of a child in Canada?
- How do we resolve the dilemma of the world's atmosphere and ocean as belonging to everyone yet being treated as if belonging to no one?

Manitoba's 1984 social studies curriculum guide highlights its world issues theme by focusing on East/West and North/South relationships. Specific issues are identified such as human rights, sovereign rights, trade issues and disparity. Future implications and alternatives to present trends are also highlighted within the curriculum. Recently adopted social studies curriculum guidelines in Ontario focus on presenting history as an exploration of
the roots of present global trends. A component of the program entitled *The Emergence of the Global Village* is designed to "provide students with a context in which to view and understand the ideas and images of our global village". All of the guidelines encourage development of student research and decision-making skills.

In preparation for citizenship in a global age, students must be able to make informed judgements and decisions about complex world issues; therefore, it is imperative that they are given the opportunity to develop an integrated understanding of the world in which they live.

Many new social studies textbooks, authorized for use in Canadian classrooms, devote greater attention to portraying our changing world. Although the volume of content devoted to the depiction of world relations is expanding, many textbooks do not appear to portray images of the world and notions of interdependence from multiple points of view. Portraying world issues from a perspective that merely reinforces the conventions of one's own society to the exclusion of others may fail to help students develop the larger, integrated representation of their world that is needed to develop a deeper understanding of world interdependence.

Seney (1986) conducted a study of selected social studies textbooks portraying the Canadian-American relationship. His findings indicate that the vast majority
of textbooks analyzed, depict the relationship in what he refers to as a "nation-centric" mode whereby only the Canadian perception of a bi-lateral issue is given. In other words, the image of the relationship projected, reinforces the sense of division between the two peoples. Seney concludes that the situation "denies students the opportunity for a greater understanding of the relationship" and in turn "encourages myopic prejudgements and self-centered evaluations". (Seney, 1986, p. 103).

Developing a deeper understanding of the global setting is frequently hampered by what Cortes and Fleming (1986) refer to as the perspective problem which has four main components: a natural tendency to write about foreign areas through Western eyes; the difficulty of presenting the views of persons within foreign areas; the neglect of relationships between major world areas (unless involving North America); and the failure to present the diversity of perspectives that may exist within foreign areas themselves. (p. 380).

Kniep (1986) contends that in order to respond to the interrelating nature of the world, it is necessary that people begin to view it as a whole, rather than a sum of parts. Many social studies programs are designed to project only a uni-perspective approach that does not consider emerging global realities from a multitude of viewpoints. He further contends that developing a deeper understanding of world relations is of paramount importance
since:

today, as never before all human beings live in a multi-boundary world: not simply a world of nation states but one with a diversity of worldwide systems in which all people affect and are affected by others across the globe. (Kniep, p. 536)

Lamy (1987) echoes that concern when he asserts:

if the purpose of education is to prepare students for effective and responsible citizenship, the content of what we teach must reflect the transformations which have created a complex interconnected world in which cultures collide every minute and dependencies limit the flexibility of individuals and nation-states. (p. 37)

Hanvey (1982) supports the development of a model for teaching about the world that involves integration of five dimensions: perspective consciousness; state of the planet awareness; cross-cultural awareness; knowledge of global dynamics and awareness of human choices. By suggesting that the increasing interdependence of the world's nations makes it necessary for students to develop an international awareness, Hanvey is promoting a study of the world from a variety of perspectives.

In preparation for citizenship in a global age, Canadian students are increasingly demanding an opportunity to better understand the processes involved in making decisions and judgements about complex international issues. According to Cleveland (1985), the platform best suited to help students to understand the world in which they live, is the social studies, "the study of how citizens in a society make personal and public decisions on
issues that affect their destiny" (p.105). Raskins and Bernstein (1987) deem it imperative that students gain a better understanding of what they refer to as "the irrevocable global interdependence of all people and nations" (p.16).

It is becoming increasingly apparent that world relations and the problems inherent in world interconnectedness, require pro-active solutions. Teaching about global understanding, therefore, requires an approach that reflects the increasingly pluralistic nature of our world.

**Problem of the Study**

As we move into the twenty-first century, scholars and curriculum planners argue that the social studies curriculum increasingly must focus on providing our youth with a more thorough understanding of the notion of a changing world. If today's students, who will be tomorrow's decision-makers, continue to be exposed to textual material which reinforces a unilateral view of the world, they will be largely unprepared to effectively participate in this complex and increasingly pluralistic international setting. The social studies curriculum in Canadian schools, and in turn its textbooks, occupy an important position in overcoming those limitations. The textbook, with its strong classroom presence, requires careful scrutiny for the ways in which it uses its power to
communicate to students what the world is like and how it works. Assumptions made in textbooks about how nations interact in the global village serve as important influencers of student knowledge, beliefs and outlooks. Although textbooks provide students with considerable information on world areas, there is a need to examine the form of content in textbooks to determine whether the knowledge base provided, is adequate to effectively increase student understanding of world interdependence. Given this concern, the problem is whether social studies textbooks adequately portray the changing nature of the world community.

**Purpose of the Study**

The purpose of the study is to examine how notions of world interdependence are portrayed in social studies textbooks.

The study poses these questions:

1. What does a review of the educational literature reveal about notions of world interdependence?

2. How are those notions of interdependence portrayed in social studies textbooks?

3. To what extent are those portrayals of interdependence adequate, with adequacy defined as a multilateral representation?

**Method of the Study**

In order to examine the notions of interdependence considered important in teaching about the
construction of a broad analytical framework is required as a measuring device for examining how those notions of world interdependence are actually portrayed in textbooks and the extent to which an adequate conceptual base is evident in those portrayals. Since this study is exploratory in nature, the framework consists of a series of questions designed to examine contending views on the changing nature of the world as well as to assess those notions as being either multilateral thematic or unilateral thematic in perspective. For the purposes of this study, the term multilateral is referred to in a pedagogical context. A multilateral thematic approach to the teaching and study of world interdependence recognizes conflicting viewpoints on paradigms of relations between nations and the particular beliefs or perspectives of the actors involved. On the other hand, a unilateral approach to the portrayal of interdependence tends to exclude representations of alternate views on how nations interact as well as the manner in which the concerns of the actors are made known. The study contends that a better understanding of the complexities of an increasingly interdependent world necessitates students being exposed to a multilateral approach whereby a variety of viewpoints are recognized. Hence, a multilateral portrayal of how the world works is better than a unilateral account. A selection of significant contemporary global issues in the social studies provides a suitable context for analysis.
Limitations

First, the study is limited to textbooks prescribed for use at the secondary school level in Canada. A second limitation is related to the selection of books published no earlier than 1980. It is reasoned that few social studies classrooms use, as teaching tools, textbooks published prior to this date. Third, the study includes analysis of written and visual material presented in social studies textbooks but makes no reference to teacher guides or student workbooks.

The second chapter is a selected review of the educational literature related to determining notions of world interdependence. The third chapter introduces a broad framework of analysis that is employed as the basis of assessment to analyse textbook portrayals of world interdependence. The actual analysis of the selected textbooks and consideration of the adequacy of the portrayal of world interdependence takes place in the fourth chapter. Chapter five presents the conclusions and implications of the study.
CHAPTER TWO
A REVIEW OF THE LITERATURE

NOTIONS OF INTERDEPENDENCE

Prior to conducting an analysis of notions of world interdependence as they are portrayed in Canadian social studies textbooks, it is vital to conduct a selected review of the recent educational literature related to world interdependence. As well, it is important to consider various approaches to the study and teaching of world relations.

Our rapidly changing world necessitates choosing curricular content that best reflects the nature of the society in which students are to live (Brandt and Tyler, 1983). Such a notion of change generates multiple interpretations of how the world works and consequently promotes much interest among scholars as to the role and function of the social studies in helping students to construct corresponding frameworks of meaning. Gaining that knowledge occurs when an information base, which in the classroom is predominately the textbook, is structured in such a way as to show relationships among phenomena. Understanding those relationships is necessary to help students conceptualize their own image of reality. Bragaw and Hartoonian (1988) contend that the source for developing that learning process is found within the "most powerful content-based concepts" rooted in the scholarly disciplines.
Common themes emerge from a survey of the literature on world interdependence. Rosenau (1983) states that the growing interdependence of world affairs does not imply that people and nations have always been self-sufficient but that "what is new about interdependence is the global scale on which it is presently unfolding" (Rosenau, 1983, p. 30). This assertion is reinforced by a study of the economic forces reshaping world relations.

Rosecrance (1986) contends that world interdependence is unavoidable as modern technology, transportation and communications bring nations into greater contact with one another. This increased interaction makes it more difficult to solve problems from the traditional nation-state or what Rosecrance refers to as the "territorial state" perspective. A more viable option can be found in the growth of the "trading state" where nations gain their strength not through territorial or military endeavours but by means of participating in an interdependent global trading network. Rosecrance explains:

while trading states try to improve their position and their own domestic allocation of resources, they do so within a context of accepted interdependence. Trading states recognize that they can do better through internal economic development sustained by a world wide market for their goods and services than by trying to conquer and assimilate large tracts of land. (Rosecrance, 1986, p. 24)

He further supports his thesis by historical reference to the fateful attempts of Japan and Germany to improve their
positions in world affairs through annexation of new
territory. Today, those same nations command prominence on
the world stage through a successful strategy of economic
development based on trade.

A major study by Kennedy (1988), ventures to
predict which nations will prosper and decline in the near
future. In looking toward the next century, Kennedy
contends that:

there exists a dynamic for change, driven
chiefly by economic and technological
developments, which then impact upon social
structures, political systems, military
power, and the position of individual states
and empires. (Kennedy, 1988, p. 439)

Kennedy, like Rosecrance (1986), argues that the dominance
of the United States and the Soviet Union is on the decline
not because as powerful nation states they are growing
weaker or poorer, but because others are growing richer and
stronger. Many areas of the world are now turning from
obedient clients into aggressive economic competitors.
China and Japan are improving their shares of world power
as are members of the European community who in turn find
their wealth and influence increasing as they submerge
national disputes and agree on common economic goals.
Kennedy (1988, p. 536) maintains that "it simply has not
been given to any one society to remain permanently ahead
of all the others."

While many scholars view the web of
interdependence as irrevocable, there are others who do not
share the view that the importance of the nation state
should be played down in favour of participation in a "global community" that transcends national boundaries. Holsti (1985) challenges the proponents of "thinking globally" to substantiate their arguments that growing interdependence is bringing profound structural changes leading to the weakness of the nation state. Considering those who predict the demise of the nation state to be unjustifiably alarmist, Holsti points to the vast majority of relationships among states to be peaceful and collaborative. In contrast to those who contend that the nation state perspective is becoming increasingly less viable, Holsti argues:

despite the seeming anarchy, the prevalence of war, and the lack of central authority, this society in both subtle and forceful ways, like a club, regulates the major forms of the behaviour of its constituent units. (Holsti, p. 692)

Lamy (1983, 1988) on the other hand, maintains that significant transformations in the post-World War Two international system makes it untenable to consider world issues from solely a nation-centrist point of view. These changes he believes, irrevocably affect the structure and order of that system. They can be attributed to the emergence of what he refers to as new state and non-state "actors" caused by the subsequent change in the distribution of power and influence in the world and the increased depth and breadth of economic, political and cultural transactions. New states, in their desire to
avoid entering into a dependency relationship with wealthier and more powerful states, have increasingly looked to international institutions like the United Nations as a forum to both protect and further national interests. As well, the growing power and influence of non-state actors, in the form of multi-national corporations and non-governmental agencies further challenge the traditional nation-centric view of international affairs. Although subservient to nation-states in terms of power and authority, these non-state actors can become powerful lobbying groups. As trade is an essential part of the international system, a multinational corporation's ability to provide resources for economic development has considerable implications for countries trying to provide employment and other basic needs. Similarly, if citizens believe their government is failing to respond to persistent and potentially destabilizing issues such as the question of human rights, they may solicit the support of groups such as Amnesty International and the World Council of Churches in a bid to influence government policy. With a greater number of state and non-state actors operating within the contemporary international system, the result is a proliferation of worldviews that lead to "divergent descriptions, competing explanations, contrast in predictions, and a wide range of policy solutions" on controversial international issues (Lamy, 1988, p. 2).
Educators are also concerned with the pedagogical aspects of the changing nature of world interdependence. They express the concern that too frequently an inadequate conceptual base exists to help students develop a broader understanding of the complex nature of world relations.

**Historical Studies**

The study of world interdependence from an historical perspective theoretically is supposed to help students learn about the past in an integrated and concentrated way. Woyach and Remy (1988) maintain that the traditional single theme approaches to the study of history organized in chronological, topical or regional fashion often fail to provide the necessary integration to broaden understanding of worldwide interaction. They believe that although chronology may contribute to understanding, "the story of human history can remain fairly abstract and even superficial. Students may also equate abstractions with irrelevance thereby diminishing their interest" (p. 484). Similarly, a topical approach if it ignores chronology, can fail to provide deeper contextual understanding as historical knowledge is essentially knowledge of how things change through time.

Many scholars are calling for approaches to the study of history that better conceptualize the integrative nature of the world from an historical perspective (Woyach and Remy, 1988, Reilly 1988, Alder and Downey 1985,

Some scholars on the other hand, maintain that a meaningful study of world interdependence need not reject what others refer to as the inherently parochial nature of viewing the world through a "western" lens. Alder and Downey (1985) and Gordon (1988) maintain that a plausible conceptual base for an historical study of Western civilization exists when other civilizations' views of the West are compared and contrasted with the West's view of itself. This "global perspective" of the West highlights the notion of interdependence and becomes "an organizing principle that informs, influences, and affects our understanding of both Western and world history" (Gordon, 1988, p. 62).

**Geographical Studies**

Like historians, geographers have principles for organizing the way they view the world. However, agreement on what constitutes the dimensions of geography has often proven elusive. Pattison (1964) in his now classic description of the dominant approaches to the field identifies the "four traditions" of geography as: man-land, regional study, spatial interaction and earth science. Ridd (1977) contending that the elements of Pattison's framework overlap each other, proposes combining the man-land and earth science traditions into one heading which
would encompass all natural environmental studies (physical geography) and all human environmental studies (human geography) in addition to those which combine the natural and human realms. The result is three traditions: environmental, regional and spatial (Ridd, 1977, p. 16). Tuan (1976) finds such a categorization of geography to be too exclusive and calls for the addition of historical geography. Still others contend that the fundamental purpose of geography is the study of place and that all traditions are subsumed under the place domain. Proponents of this view argue that it logically includes the entire spatial and environmental traditions thus allowing geography to be part of the humanities as well as science.

Greater interest in people and places around the world has resulted in regional geography, focusing largely on the description and comparison of the natural and social environment, emerging as a strong presence in social studies classrooms. Manson (1980) in his study of newly published geography textbooks reports few alternatives to the world regional approach. Hart (1982) in his support of a region-by-region analysis, maintains that it is only through a study of regions that there exists a unifying theme for the discipline that ties together all the disparate phenomena with which geographers deal. On the other hand, Winston (1986) suggests that treating regions as separate units "tends to obscure the global nature of natural systems and the global character of human
experience" (p. 52). She further maintains that geographic knowledge should enable students to:

gain perspectives about similarities and differences in ways people in other societies live and interact with each other and their environments and see ways in which apparently local, regional or national issues are linked inextricably to global issues. (Winston, p. 43)

It seems reasonable to suggest that the wide array of dimensions related to the study of geography should help students to gain perspectives about the increasingly interactive nature of world relations. In reality however, studies indicate that often students are unable to describe or explain even the most basic interactive aspects of world geography. Studies conducted by the U.S. National Assessment of Educational Progress (1974) and Barrows (1981) both concluded that students were seriously deficient in knowledge of world wide spatial distributions as well as knowledge about interrelationships within and among physical and cultural environments. Recent efforts in the United States to strengthen the linkage between geography and human development are apparent in the 1984 Guidelines for Geographic Education: Elementary and Secondary Schools. Five fundamental themes of geography are promoted: location, place, human-environmental interactions, movement and regions. Salter (1989) maintains that the multi-dimensional nature of such a model helps to make the world more understandable as it promotes a variety of conceptualizations rather than adhering to one
all-inclusive paradigm.

Many of the problems and criticisms of geography education, scholars attribute to the failure to conceptualize a more integrated and teachable approach to world geography. Developing a sense of place and space that reflects the increasingly interdependent nature of the world requires conceptualizations that focus on relationships which develop and occur within and among places as well as between and among places (Natoli 1986, Vulcich, Stoltman and Boehm, 1988).

Smith (1989) contends that the importance of geography to understanding world interdependence lies in the notion of interdependence being "inherently geographic in its origins" (p. 131). He asserts that a proper conceptualization of world geography must emphasize an understanding of variation across places as well as how change within a particular place may cause the pattern of its interactions with other places to change. According to Smith (1989), a conceptual base that highlights the characteristics of places and the differences among places, enables students to better understand the complexities of the contemporary world as well as heighten their awareness of the increasing plurality of the society in which they live.

International Relations Studies

Thinking about how the world around us works
is central to the study of international relations. In comparison to an historical or geographical approach, international relations projects a narrower focus, dealing directly with contemporary issues of conflict and change. McGowan and Woyach (1989) define international relations as "the study of interactions and relationships that link the various people, groups, organizations and states inhabiting our world" (p. 171).

Traditionally, international relations has been viewed as a chess game played almost exclusively by the principal powers acting as the rulemakers for the international system. Inherent in that view of the international system is the notion that in spite of a substantial post World War Two increase in the number of nation-states, there has been no significant change in the world order.

Alternative interpretations to the traditional view of international relations support the premise that changes in the distribution of power and influence creates a world where nobody is in charge and everybody is partly in charge. This sense of interrelatedness is reflected in what Hanvey (1982) refers to as the development of "perspective consciousness" and what Lamy (1983) sees as the "politics of accommodation".

Rosenau (1980) while believing it is possible to develop a single paradigm that adequately accounts for the state of world relations, takes what he considers to be a
pragmatic view as to why the development of a more pluralistic worldview is desirable. He states:

The state-centric paradigm of international relations has been with us for so long that it is not easily abandoned in favour of a more encompassing perspective .... to be sure the changes are challenges to the prevailing arrangements, but they may also represent basic transformations in the structure of world affairs. And this possibility can not be fully appreciated as long as we remain imprisoned in our own conceptual jails. A multiple concept approach may thus prove useful at this time, enabling us to engineer a jailbreak that allows us to discern the dynamics of change more clearly and thereby to trace new causal sources and possible new parameters within which the course of events unfolds. (Rosenau, 1980, p. 5)

Other scholars reflect Rosenau's concerns that a nation-centric view of knowledge is no longer adequate preparation for living and working in an increasingly complex and interdependent world (Lamy, 1983, 1988; Tucker, 1987; Nava, 1987; Bell, 1987).

Both McGowan and Woyach (1989) contend that thinking about the world as a "system" is a conceptualization critical to developing a more pluralistic understanding of world affairs. They point out that "the concept of a system, (or a pattern of actors and their interactions and relationships), gives order to what can otherwise be a chaotic collection of entities and events" (McGowan and Woyach, 1989, p. 180). McGowan and Woyach also point out the pedagogical value inherent in systems-thinking. They explain:

The systemic nature of the world results in patterns of interdependence and dependence among the members of the system. These two
concepts are among the most important for students to grasp and use in analyzing world events and making judgments about international issues. (McGowan and Woyach, 1989, p. 180)

Other scholars support McGowan and Woyach's belief in the value of systems-thinking as an educational tool. (Hanvey, 1982; Lockhart, 1982; Boulding, 1985; Anderson, 1985; Lamy, 1987, 1988). Lockhart (1982) argues that the world-systems approach challenges ethnocentrism and parochialism by helping to create a learning climate that helps students to see that "the whole is greater than the sum of its parts while at the same time affirming that the parts can not be properly understood without reference to the whole" (Lockhart, 1982, p. 78).

With a greater number of actors operating in the international system, informed decision-making requires a more comprehensive understanding of the issues. Consequently, Lamy develops his own conceptual framework which he believes is broad enough to characterize an increasingly pluralistic international system and its contending perspectives. Lamy employs a "worldview" approach which he defines as "a set of values, assumptions and core beliefs that individuals use to interpret the world around them" (Lamy, 1988, p. 13). This approach analyzes issues from three worldview categories: that of "system-maintainer" which supports the nation-state as the major focus of world affairs; "system-reformer" which promotes co-operative action between state and non-state actors to solve controversial issues; and "system-
transformer" whose advocates envision a world system devoted to radical alteration in the power of the status quo (Lamy, 1988, pp. 13-20). By designing such a framework, Lamy is promoting a study of world interdependence that helps to transcend the boundaries of traditional conceptualizations of world relations.

Promotion of A Multilateral Representation

A review of the educational literature on world interdependence indicates that there are many notions of how to view the world in which we live. Yet, no one approach by itself can adequately portray the changing nature of the world.

Educators concerned with how notions of world interdependence are communicated to students, argue that most portrayals of how the world works frequently do not consider alternative interpretations. They contend that a more adequate representation of world interdependence requires a conceptual base that allows for consideration of multilateral rather than unilateral interpretations of reality. Preparing students for living in the next century makes it vital that they come to understand the limitations of their own, often narrow interpretations and that other, often quite diverse viewpoints contain their own measure of validity. When individuals make assumptions about past and present situations and events, attempt to gauge the actions of individual leaders or nations and even make predictions
on what the future holds for them, they frequently do so through viewpoints created and sanctioned by the culture in which they grew up. Just as frequently, it is probably true that they do not sense the uniqueness of their own or their society's way of regarding the world. Despite living in a geographically mobile society characterized by tourism, migration, commerce and telecommunications, for many people, experiencing life beyond their immediate surroundings occurs infrequently, if at all. To some extent, overcoming those limitations can occur in the classroom, through the presentation of an information base, namely textual materials, that recognizes the existence of competing interests and alternating perspectives. A study of currently authorized social studies textbooks may provide answers as to whether the call for more adequate portrayals of world interdependence is having an impact in the classroom.

In the next chapter, a framework is designed and a set of analytical questions created, to examine how notions of world interdependence are portrayed in textbooks.
CHAPTER III

THE METHOD OF ANALYSIS

The previous chapter focused on reviewing literature on the notions of world interdependence as they pertain to the social studies. This chapter describes the establishment of a framework for interpreting those notions of interdependence in selected social studies texts and outlines the procedures for selecting and interpreting textbooks.

Formulation of a Framework

A review of literature in the preceding chapter indicates that various notions of world interdependence exist. Often they are based on a single theme or approach. Some educators contend that unilateral interpretations are no longer adequate to create a better understanding of the increasingly complex and interdependent nature of the world. Instead, they are calling for an approach that recognizes the existence of multilateral interpretations whereby other often diverse viewpoints are considered, each containing their own degree of significance.

Presenting a way of thinking about the world that encourages multilateral interpretations is difficult not only for educators but also for textbook writers whose task it is to translate a growing emphasis on the portrayal of
competing interests and alternative points of view into tangible meaning in the classroom. However, a multilateral interpretations approach can be successfully infused into teaching materials. The first step then, is to construct a model of analysis to examine how textbooks authorized for use in Canadian social studies classrooms portray an interdependent world.

A Multi-dimensional Approach - The DEPP Model

A major goal of the social studies is to encourage the kind of thinking that can lead to a more integrated understanding of how the world works. Working toward achieving such a goal often means dealing with questions of how events are described and the explanations given for their occurrence. Looking for answers to the questions means that attention is given to how reality is conceptualized. In turn, the bringing together of different thoughts, points of view, and rationales, creates a forum for thinking about the future and possibly, new ways to resolve problems and issues.

In order to determine how social studies textbooks portray world interdependence, it is important to design a framework of analysis that accurately identifies whether a particular textbook employs a unilateral or multilateral thematic approach in its study of interdependence. A set of questions derived from discussion of the characteristics of world interdependence
in chapter two have been formulated to guide the analysis. Using Lamy's model (1988), four different kinds of communication, namely description, explanation, prediction, and prescription, (DEPP), provide the focus for the questions. Each of these communications has a possible function which would make it appropriate for use in texts. Questions used for analysis are outlined in Table II on p. 48.

Descriptive statements refer to particular events or objects. Their function in textbooks is to provide students with a vicarious experience. By identifying both the basic characteristics of a problem or issue, and reporting on the roles of the actors involved and how they participate, such communication can help to make the events recognizable and interpretable to students. For the purposes of this particular analysis, if the textbook describes a notion of interdependence without considering alternative viewpoints and neglects to portray the interests of a variety of actors, then that textbook can be said to project a unilateral thematic perspective. Conversely, if that same notion is characterized in a variety of different ways, and the views of different actors are considered, then a multilateral thematic style is present.

Explanations communicate the reasons as to why events emerge. Their function is to provide theories which help to develop and then confirm or disconfirm why problems
or issues persist. The choice of explanations also makes known the beliefs or perspectives of the actors involved. If the textbook chooses a specific explanation for the origins and persistence of an issue, and neglects to explain the beliefs of the actors concerned, then a unilateral thematic approach is evident. On the other hand, profiling competing explanations for an issue's development and continuance as well as exploring the reasons behind the actions of the actors, signals the presentation of a multilateral approach.

Making predictions about how certain events will turn out or how individuals will respond to particular problems created by an issue adds an important dimension to the textbook's educative power. Creation of future scenarios not only directs attention to factors that are not ordinarily considered but also makes students aware of problems which might occur if particular courses of action are pursued. If the textbook portrayal makes predictions about the future which are based on a single interpretation, and little evidence exists as to the future role of the actors concerned, then a unilateral approach can be said to exist. However, when an expanded range of possible and plausible futures is evident, and predictions about future roles for the actors involved are made, then a more multilateral approach is in place.

When textbooks offer prescriptions as possible resolutions to issues, they are essentially telling the
reader what can be done and frequently, how it can be done. Identifying solutions that encourage acceptance of a single strategy suggests that the textbook is reinforcing a unilateral thematic style of presentation. On the other hand, where strategies involving the views of a variety of stakeholders are advanced and potential solutions explored where there exists an attempt to assess their strengths and weaknesses, then the text can be acknowledged as promoting a multilateral thematic approach.

Given the way in which textbooks describe notions of world interdependence, account for their origins, as well as consider their future direction and the responses to the challenges they present, it is quite possible that a portrayal of interdependence can be designated as either unilateral or multilateral thematic in approach.

Choosing a suitable approach to the portrayal of world interdependence in textbooks is governed not only by the obvious need to reduce the study to manageable proportions but also by the fact that the notion of interdependence as indicated in a review of the literature, implies consideration of problems from a variety of perspectives. Focussing on significant global issues provides a suitable context for the study of interdependence.

**Explanation of an Issues Approach**

When structured to show relationship among
phenomena, the textbook helps students to create knowledge for themselves and in turn form their own conceptualizations of reality. As a way of achieving consistency with these principles, major content-based concepts can be used as a means of making connections across the curriculum and applying what is learned to create meaning. These concepts are derived from the structural elements of the disciplines underlying the social studies and for the purposes of this particular study, from the areas of geography and international relations. Each of these disciplines uses concepts to organize inquiry and describe its structure and view of reality as well as focus on issues for which its knowledge may provide descriptions, explanations, predictions, and prescriptions.

Particular concepts consistently appearing in a review of the educational literature on world interdependence are complexity, change and conflict. They appear frequently in the language and thinking of the social studies and serve as organizers around which other concepts gather. A study of issues, which by nature necessitates consideration of different viewpoints, can provide a substantive focus for bringing concepts to life and in turn, help students to gain a more in-depth understanding of how the world works.

Wilson (1982) states that issues "created from human interests and expectations" become significant when
they enable students to better understand the complex nature of society and in turn encourage them to seek proactive resolutions to commonly shared world problems. According to McGowan and Woyach (1989), selecting issues of "fundamental and enduring importance" must be guided by certain criteria. That is, the issue must be:

- of fundamental concern to all international actors ..... can not be solved by any single international actor ..... with an origin located in the past, a present dilemma, and a future that has implications for the students' own lives. (McGowan and Woyach, 1989, pp. 176-177)

Lamy (1988) supports a similar approach to the identification of global issues, with the added provision that the element of controversy must be highly visible and that those affected by the issue "disagree over definitions of the problems, explanations of their origins, and how best to respond to the challenges they present" (Lamy, 1988, p. 1).

Significant global issues are transnational in scope. The origins and consequences of the issues go beyond the boundaries of any one nation and their resolution occurs through multilateral actions rather than by the actions of a single state. As well, an element of conflict is present when disagreement occurs over not only the nature and cause of an issue but over the means by which to secure a satisfactory resolution.
The Selected Issue Areas

Six issue areas, indicative of some facet of world interaction, have been chosen for analysis. They are: population growth, food supply, environment, security, human rights, and economic issues. First, they have been identified by Kniep (1987), and McGowan and Woyach (1989), as issues which are global in concern and scope, allow for an historical perspective, and require international cooperation to manage and resolve. Second, they are issues of global significance that widely appear as prescribed topics of study in the ten provincial social studies curriculum guides. Two of the issue areas, population growth and food supply, appear as important areas of study in seven curriculum guides while environmental issues are referenced in eight curriculum guides. Human rights appears as an important issue area in six provincial guides while two issue areas, security and economics, are considered as key topics of study in all ten provincial curriculum guides.

Nature of the Selected Geography Issue Areas

Rapid population growth is regarded by many as one of the world's most pressing issues. This concern exists for a number of reasons. While the most basic reason may be that the world's population can not satisfactorily feed itself, other causes for concern exist. It is feared that population pressures will lead to world
resource exhaustion. Some people believe that there will be too few jobs, leading to mass unemployment if population growth continues. Others see the potential for conflict when attempts are made to migrate from areas that seem to offer little, to parts of the world that appear to be wealthy. In turn, those people living in the more developed regions of the world may attempt to protect their wealth. On the other hand, concerns over rapid population growth are not universally shared. In some countries, a larger population is thought to promise greater strategic, political, and economic power. Textbook portrayals of population growth provide a platform from which to analyze the contentious nature of the issue along with its global implications.

The world food supply situation is of great concern. Some areas have large surpluses, while others suffer from serious shortages. Despite the surplus of food being produced, starvation and malnutrition continue to persist in the world. There are conflicting views about the causes of hunger. Some people say the main reason for the food problem is the world's high population growth rate while others postulate that the principal cause is the low level of agricultural technology. Still others contend that lack of food can be attributed to patterns of landholding in the developing countries. As well, there are many different views as to what should be done, ranging from increasing the quantities of food available to a
wholesale re-examination and re-ordering of worldwide marketing and distribution policies. What makes the lack of food serious now is its impact on large numbers of people and its potential for inciting global political and social turmoil. Textbook portrayals of the world food supply question provide a context in which students can discover how they relate to the problems of food supply, the consequences of the crisis and, just as importantly, how they can become involved in the search for solutions.

A third issue to be considered is the question of the environment. Reflecting a concern for management of the earth's resources is not new; however, with an ever burgeoning human population and a global increase in consumerism, the toll on the environment quickly reaches crisis proportions. Pollution of rivers and oceans, holes in the ozone layer, the greenhouse effect, and depletion of rainforests represent but a sample of humankind's environmental problems. All of them transcend national boundaries and therefore require the attention of a wide variety of actors. Social studies textbooks focussing on world environmental issues can help students to better understand the need for collaborative action on an issue vitally important to all human beings.

Nature of the Selected International Relations Issue Areas

The issue of security has been and continues to be nearly a global obsession. Since the end of World War
II alone, there have been numerous conflicts and millions of lives lost not to mention the fact that in a number of incidents the threat of nuclear war has magnified the severity of the crisis. Nations consider their security in danger when their basic values or the resources on which they depend for their well-being are threatened. A wide diversity of concerns for security exist, ranging from political autonomy to economic stability. Since a central authority for the enforcement of laws and the resolution of conflict among nations does not exist, contemporary concerns are all the more vivid in the nuclear age. The issue of security provides a context in which the portrayal of world interdependence can be closely scrutinized in the classroom setting.

The decades since World War II have also been a time of considerable interest and concern for human rights throughout the world. The United Nations declaration of human rights is a direct result of world outrage over the genocide of millions of Jews and others during the War. As well, contemporary concerns for human rights emanate from the increased interconnectedness of the modern world. Students must be given the opportunity to study how nations and individuals conceive the human rights issue. Ideally, the social studies textbook provides a forum from which students can examine the tensions and contradictions between differing worldviews that inevitably rise in the debate over human rights.
Few would dispute that today, we live, work, and consume within a global economy or that it is a highly complex system producing interdependencies far beyond a cause and effect relationship between one consumer and one producer in two different parts of the world. A wide range of activities characterize the global economic system.Manufactured goods often go through their various stages of assembly in different countries. As well, financial backing for the production of those goods may have occurred through investment by multinational corporations and international lending agencies. At the political level, a major decision facing every country is whether it should move in the direction of freer trade and an open economy or more toward the imposition of tariffs and other protectionist devices which reduce participation in the international economy. Owing to the complex nature of the global economic system, actions taken by any of the actors involved usually have consequences for other actors operating within the system. A study of global economic issues in social studies textbooks should help students to better understand the roles of the various actors in the international system, their motivations, and how they make decisions, and to realize that the increasingly interdependent nature of the global economy creates problems that defy local or national solutions.

The six issue areas chosen for analysis provide a substantive focus for students to develop a more in-depth
understanding of how the world works. All of the issue areas are of global concern. Their beginnings and consequences are not confined within the boundaries of any one country. All are persistent issues evolving over time and are most likely to continue in some form into the future. All require international cooperation in order to be resolved. All allow for explicit attention to be given to the concepts of interdependence, complexity, change and conflict which provide a vocabulary for analyzing world affairs. By focusing on how textbooks portray each of the six selected issue areas, it is presumed that a conceptualization of world interdependence will emerge.

**Importance of Textbooks**

Textbooks are communication devices which help students to interpret and respond to their environment. In essence, they attempt to help learners take advantage of the experience of others. The communicator's problem then becomes one of how to reproduce the experience through words as a substitute for actually being engaged in the activity. The printed words are often directing students to consider things which they may believe have no direct bearing on their own lives. When students are concerned about relations with those usually only in close proximity, it becomes difficult to understand how words about the perspective of those on the other side of the world can ever change perceptions and actions. However, the textbook
possesses tremendous influence in circulating knowledge as Maxwell (1985) states: "the text determines what is taught, when it is taught and how it is taught" (p. 68).

If young people are to gain a greater sense of the complex nature of the world in which they live, their education must provide them with an information base sufficient to help them to understand the causes, the effects and the potential solutions to important issues. According to Eisner (1987), that forum is the textbook. He states:

Regardless of what one might want to create with respect to curriculum materials, at present the textbook holds a place of unparalleled importance in influencing what shall be taught in the schools. (Eisner, 1987, p. 11)

Olson (1980, p. 192) enshrines the importance of the textbook when he refers to it as the "authorized version of society's valid knowledge" as does Luke (1983) who posits that the textbook's "enduring centrality" is very much a result of its ability to "make meanings more explicit" (p. 112).

Interest in the educative power of the social studies textbook has increased significantly in recent years as evidenced by a growing number of textbook studies, both quantitative and qualitative in nature.

Upon reviewing the findings of his own earlier study and others on the analysis of critical issues in Canadian social studies textbooks, Pratt (1975) asserts that "Canadian school textbooks do not represent or support
a culturally pluralist model of society. They do support a consensus, noncontroversial, conventional view of society" (p. 117).

In Alberta, a comprehensive and detailed study of the Kanata Kits and Alberta Heritage Learning Resources series conducted by Decore (1981), indicates that learning materials frequently lack sufficient contextual information to help develop an adequate understanding of complex issues.

Similarly, Wood (1983) in his study of multicultural society in Canada concludes that "social studies texts have done a poor job in presenting cultural and ethnic diversity" (p. 41).

In an explorative study of the ideology of content in social studies textbooks, Murray (1986) examines the ways in which the textbook communicates the nature and needs of society to students. Although the findings of the study support her premise that textbooks must "reflect tensions that result from a plurality of interests", conclusions are also made that textbooks tend to:

- reflect assumptions underlying a consensus view of society with regard to how explanations of human and social phenomena are achieved and how sources of knowledge provide societal understandings. (Murray, 1986, p. 80)

Seney (1986) in an extensive textbook study of the relationship of Canada and the United States, finds much support for his thesis that Canadian social studies textbooks portray bilateral matters from an overwhelmingly
Canadian perspective, thus helping to create what he refers to as an autarkist or "us against them" mentality. He suggests that such a perspective does little to foster "world-mindedness" and instead creates a situation whereby students "develop a point of view that restricts critical thinking about bilateral issues and limits an awareness of the nature of tensions and possible resolution of issues" (p. 104).

Salinger and Wilson (1990) in their study of how Canada is portrayed in commonly-used American social studies textbooks, contend that a preponderance of distorted images of Canada are communicated in the texts. They conclude that an inadequate conceptualization of Canada fails to help American students to develop a better understanding of their northern neighbour.

All of the above writers, whether assessing textbooks for the way in which they portray events of domestic or international importance, point to the necessity of providing students with an information base that contains a broad context of ideas as opposed to textual material that reinforces only limited conceptualizations of how the world works.

Selection of Textbooks

The process of identifying a representative sample of Canadian social studies textbooks began with a review of the most recent textbook catalogues from the ten
provincial departments of education. Each catalogue had to contain the headings of "history", "geography" or "international relations". It was through this manual search that a number of related descriptors such as "world issues", "world studies", "global studies" or "contemporary issues" were identified as suitable to include in this particular study and therefore examined. Sources that were considered relevant to the study, either by their title or through an accompanying abstract, were listed on notecards by author and title. After an extensive list of titles was generated, a series of limiting factors were employed. It must be noted that the restrictive nature of the criteria for the selection of useable sources eliminates a great many references that could indirectly provide information related to this study. However, the development of the following criteria, which was somewhat restrictive, was considered necessary in order to make the study more manageable. All books published before 1980 are discarded on the premise that most social studies classrooms use as their main sources of reference, textual materials that are less than ten years old. As well, in order to ensure that the texts selected for analysis are representative of classroom use in Canada, those not authorized as suitable for use in at least two provincial textbook catalogues are discarded. Finally, those books that do not devote specific sections of the text to the study of world issues are omitted from the final selection list.
Table I

TEXTBOOKS SELECTED FOR ANALYSIS


Harbour, Bernard and Chris Smith. World Issues: The Arms Trade. [authorized in Manitoba and Ontario]


The fourteen selected textbooks share a number of similar qualities. All are of recent publication. As well, they are cross-referenced in provincial catalogues. Two of the textbooks appear in six provincial catalogues while two others are referenced in five catalogues. A further three books are authorized for use in four provinces while the remaining seven texts are all authorized for use in at least two provincial catalogues. The fourteen textbooks chosen from the provincial catalogues provide the information base for this subjective interpretation of how notions of world interdependence are portrayed in social studies textbooks (see Table I).

Summary Review of Procedure

In order to determine how social studies textbooks conceptualize world interdependence, it was necessary to develop a framework of analysis that would help to designate the portrayal of interdependence as being either unilateral thematic or multilateral thematic in perspective. A study of significant global issues which require the consideration of multilateral viewpoints forms the content base. The series of questions identified in Table II provide a focus for the analysis by helping to determine how notions of world interdependence are portrayed in textbooks and whether or not an adequate conceptualization of interdependence exists in textbooks. They consider four dimensions suited to the analysis of the
transmission of knowledge: how the issue area is described, the explanations that are given for its existence, predictions that are made about the future of the issue and finally, prescriptions offered for the issue's resolution.
Table II

QUESTIONS FOR THE ANALYSIS OF SOCIAL STUDIES TEXTBOOKS

A. DESCRIPTION

1. What are the basic characteristics of the issue as presented?
2. What actors play a central role and how are their interests portrayed?

B. EXPLANATION

1. What are the origins of the issue?
2. What is responsible for the continued existence of the issue?
3. How are the actions of the actors explained?

C. PREDICTION

1. What are possible scenarios for the future?
2. Will outcomes be largely internally or externally driven?
3. What is the future role of actors involved in the issue?

D. PRESCRIPTION

1. Who or what should resolve the issue?
2. Are prescribed actions essentially unilateral or multilateral in approach?
3. What are the advantages and disadvantages of the prescribed solutions?
CHAPTER FOUR
TEXTBOOK ANALYSIS

An Exploratory Study

This chapter provides an analysis of how notions of world interdependence are portrayed in social studies textbooks. The analysis of textbooks is organized according to the set of questions outlined in Table II in the previous chapter. The focus of the questions is derived from specific concerns raised in the discussion of the dimensions of world interdependence in chapter two. An examination of six issue areas in geography and international relations is conducted in fourteen textbooks authorized for use in Canadian classrooms. Following a detailed analysis of the issue areas, concluding interpretations are made concerning the adequacy of portrayal. Together, they form an exploratory study of social studies textbooks.

The Geography Issue Areas

With one exception, all of the geography texts exhibit sufficient content to determine whether concerns over the world food supply, population growth, and the environment are conceptualized as either unilateral or multilateral thematic in perspective. Only Harshman and Hannell's The Human World: A Changing Place, does not feature a distinct section on the world food issue.
Examination of the World Food Issue

Dunlop in *Towards Tomorrow: Canada in A Changing World-Geography*, emphasizes the importance of considering different viewpoints when attempting to draw valid conclusions about world issues in a "sensitive way" (p. 1). Describing the world food supply problem as one of allocation, the author infers a linkage exists between domestic or internal factors and international or external conditions. However, notions of a multilateral approach to the issue quickly diminish when it becomes evident that mainly internal factors are highlighted in the search for causation. Statements such as "many African countries, if they do not take positive action to encourage a drop in fertility rates, are speeding headlong toward disaster" (p. 82) and "helping any country can be made very difficult by internal political problems" (p. 91), although containing their own degree of validity, are not juxtaposed by the possibility that a combination of internal and external political factors might be cause for persistence of the problem. A unilateral approach is not merely confined to explanations. In looking to the future, Dunlop considers the question of whether or not food self-sufficiency will ever be possible in Africa. Although no answer is provided, the author suggests to the reader that outcomes must be largely internally driven when he states: "there are signs that African countries have begun to recognize the gravity of their situation" (p. 92) and that
recognition of this self-help axiom must be followed by the African nations themselves creating food reserves, and improving soil conservation while at the same time taking steps to improve health and education.

While theories advanced to explain the development of the issue focus entirely on the situation in Africa, prescribed solutions for that geographic area receive only cursory treatment when it is briefly and matter-of-factly stated that only through an improved economic environment for farmers will a solution be found. Although a number of ways to increase the world food supply are presented, only the author's perception of their strengths and weaknesses as potential solutions is considered. Interests, priorities, and needs as perceived by those state and non-state actors most directly affected by the world food supply problem are not explored.

While it is Dunlop's intent to provide a "sensitive" treatment of the issue, his approach is simply not multilateral. Whether considering causation, future directions or possible solutions, there exists little diversity of ideas from which to present a setting for consideration of competing perspectives.

Not only does the title of Harshman and Hannell's World Issues in the Global Community allude to the nature of its content, expressions such as "worldwide implications", "we should be careful not to impose our values", "touching the lives of everyone" and "the world as
a whole" imply that a multilateral approach is intended. The world food issue is described as complex and involving many interrelated factors. A variety of divergent descriptions define the problem. Although explanations for the persistence of the hunger problem consider both internal and external forces when it is suggested that being as much a part of the problem as the solution extends to developing and developed countries alike, few examples are given to support that notion. While the text makes no predictions about the role to be played by state or non-state actors, some credit must be given to the authors when they consider possible solutions by developing a matrix that outlines the advantages and disadvantages of breast-feeding as opposed to bottle-feeding infants. However, even though students are encouraged to assess different sides of each argument, that image of multilateralism quickly fades with an accompanying summary that portrays breast-feeding as "perfectly suited", while bottle-feeding is characterized by such descriptors as "under the impact of aggressive western-style advertising", and "unacceptable sales techniques". No alternative point of view is provided to challenge the authors' contention. In a similarly directive fashion, the following questions are posed:

1. What costs, both direct and indirect, would a country of the developing world encounter if a majority of its population switched from breast-feeding to bottle-feeding? Evaluate specifically all aspects of life that would be affected. (p. 183)
2. Imagine that you are a consultant to the health minister for an underdeveloped country. What regulations or restrictions would you recommend be applied to multinational food corporations which marketed infant formula in your country? (p. 183)

Although the importance of considering different points of view is repeatedly stressed, the directive nature of the questions asked, and the lack of a balanced inclusion of contending perspectives on possible solutions to the hunger issue, precludes this section of Hannell and Harshman's text from being considered as multilateral in approach.

The authors of *World Prospects: A Contemporary Study* devote their entire first chapter to establishing the purpose of their book as being issues-oriented. Statements such as "impartial an analysis as possible", "it is better to think in terms of issues, which have at least two sides to them", and "an attempt is made to present as full a spectrum of views as possible" appear frequently in the context of their writing. In their look at key world issues, Molyneaux and Mackenzie devote a lengthy section to the world food supply question. They characterize the issue as one framed by tensions, citing the impact on large numbers of people and its potential for social and political turmoil. A unilateral approach frequently provides a specific explanation as to why an issue persists. In this instance, a wide variety of case studies and excerpts from documents and speeches are advanced to explain the development and persistence of the
issue. Efforts to encourage a more pluralistic assessment of the food issue unfortunately do not extend to future predictions or prescribed solutions. The statement that "many changes are needed to approach equity in global food supplies" (p. 108) suggests the multilateral sentiments of common crisis and interdependence. However, little evidence is given to support that premise. Although the measures they prescribe at length, including land reform and the introduction of new technologies, do represent the thoughts of international agencies and are presented within a context of reform strategy, they are simply not multilateral. The various opinions selected for inclusion represent a consensus point of view in that they call for solutions that are almost entirely internally driven. No discussion ensues as to the strengths and weaknesses of the prescribed solutions nor are there any statements made by the countries experiencing famine, as to the feasibility of the suggested reforms.

*World Issues* acts as an umbrella title for a series of "mini" texts concentrating on topics of global concern, one of which is entitled *Food or Famine?*. In describing the food question, the author stimulates interest when he states "It is simple justice that is in short supply, not food" (p. 8). He does not ignore controversy. He repeatedly asks questions about the cause of famine and whether or not the classic response of "natural disaster" is more myth than fact. He places the
famine question in both an historical and global context by juxtaposing the nineteenth century Irish famine with the current plight in Africa. The attempt here is to establish a sense of connection over time and place. He sees both situations as a product of exploitation rather than as the commonly perceived labelling of "natural disaster". Gibb's explanation as to cause, avoids the unilateral stance of overly emphasizing internal factors. He points the finger of blame in many directions, citing the colonial past, the burdens of debt and trade, poor planning and neglect of the countryside as all having been instrumental in producing Africa's present plight. The author also attempts to provide contrasting opinions as to why the famine issue persists. Two readings are presented --- one cites the reasons given by a top ranking international aid official as to how his agency failed to understand the scope of the problem, and the other by an African government official who, although questioning the type of aid given by developed countries still praises the intent, and suggests that Africans themselves frequently do not understand African problems. In looking to the future and possible solutions to the famine question, Gibb asserts that a pluralistic and hence a more multilateral approach is required. He urges students to look at the diverse points of view held by a variety of people about an issue that is "highly complex", and "involving no tailor-made answers". He emphasizes that solutions must involve a greater variety
of actors and that consideration of alternative and often competing perspectives must be given serious consideration. Various prescriptions are featured, including the need for literacy campaigns, longterm development projects and economic policies that will promote gradual reform in an effort to create more equity within the world-trade system. Although appearing to come close to being multilateral thematic in perspective, the author's efforts fall short of such a designation when he fails to provide any opposing views to his disapproval of the type of aid given by individual governments, particularly that of the United States. His feelings are capsulized by such statements as "not always with the most charitable of motives or results" (p. 30), and by the pointed comment that:

The United States, for example, originally donated food for two reasons: to create goodwill towards it and so help to stop the spread of Communism, and to build up markets abroad for American goods. European aid donors have similar aims. Most of Britain's aid budget is spent in this way. Moreover, government aid tends to be given only to countries that are friendly to the donor, or to whom the donor country wishes to woo. (p. 36)

A definite disproportion exists in the assessment of the types of aid given. Non-governmental aid agencies are characterized by words and phrases such as "more flexible", "a pioneer", "not imposing solutions", "forthright", "championing", "they can be sure that their aid is actually working" and "extremely successful". No attempt is made to present what might be construed as positive aspects of the
type of aid given by the developed countries, nor conversely is any consideration given to adverse effects that may be created by the actions of the non-governmental organizations. The way in which descriptions and explanations of the issue are presented may be an indicator that the author is close to utilizing a multilateral approach; however, the notable lack of opinions opposite to those expressed by the author imposes boundaries on the students' abilities to make their own judgements. As a result, a unilateral thematic tone looms over this section.

**Examination of the Population Growth Issue**

*Towards Tomorrow, Canada in a Changing World, Geography,* typifies many new textbooks surfacing in Canadian social studies classrooms. While many of the pages are given to presenting issues as they affect Canadians, a sizeable portion is devoted to problems in the much larger world community. Dunlop contends that world issues "are very complex and must be tackled on a global scale" and in doing so "it is important to recognize and consider different points of view" (p. 1). However, that sentiment receives little support in the writer's presentation of the population growth issue. As is the case in most textbooks which profile the population question, Dunlop examines factors contributing to a rising growth rate in developing countries as well as those which
cause a declining rate in the industrialized world. Although a plentiful supply of statistical data, maps, and diagrams exist, descriptions of the issue mostly appear as a bland synopsis of factual information. No competing rationales are profiled as explanations for the issue's origins, nor are the beliefs and perspectives of any individuals or organizations portrayed. Little evidence exists of possible scenarios for the future whereby students can become aware of problems that might occur if particular courses of action are pursued, other than when the author states "Unless the fertility rate in Canada increases dramatically in the near future, immigration will certainly have to be encouraged if our country is to avoid an older-than-average age structure in the 21st century" (p. 38). No contrasting predictions exist from either state or non-state actors that would allow students to assess for themselves, alternate points of view. In the search for plausible solutions to world population problems, the author presents a case study profiling China's population control efforts. Other than a brief comment that difficulties with the one-child policy have led to criticism within and outside China, little is done with the excerpt. The question is also posed, "Can world population stability be achieved?" (p. 41). It is answered with "it will take until late in the 21st century" (p. 41). In conclusion, there is much evidence to indicate that this textbook does not provide a backdrop for a multilateral
representation of the world population issue.

*World Prospects* prefaces a study of the population question with an extensive commentary on how an issues-oriented analysis should be conducted. It necessitates:

- developing an awareness and understanding of the different views (based upon differences in values) held by different people in relation to the components of issues;
- formulating a synthesis of one's views on the issues, refining one's system of values, and realizing that one's views and values may need to be modified as the future unfolds. (p. 9)

The world's rapid population growth is described as a common crisis situation; however, it is quickly pointed out that not everyone shares that concern. Two viewpoints are juxtaposed: one stating that the pressure creates an unbearable burden on the global environment, the other that the creation of large populations is preferential to worries over the environment. The writers take a similar step toward a more multilateral approach when they profile the size and complexity of the issue in a manner that does not assume similar policies and objectives. Selected readings portray diverse opinions of both public and private actors. Phrases such as "a tight rein on population growth is necessary" and "I don't think this state in human affairs can endure" are juxtaposed with "graduates and professionals will be told to go forth and multiply" and "having and raising children is a foremost
patriotic duty" (pp. 16-18). Multilateralism is also present in the search for causation where a variety of factors, economic, social and political, are highlighted. Molyneux and Mackenzie set up the potential for controversy by juxtaposing two selected readings offering different views on whether a population problem actually exists:

The world can't keep going at the present growth-rate, even for tens of years, let alone for hundreds or thousands. The matter of a population limit is not a problem for the future, then. We might just as well realize that the world is just about reaching its population limit now.

To the extent that population problems are experienced, they are experienced mainly at the level of the nation state ..... to lump all of these variegated situations together in all-encompassing statements about a "world population problem" is to show symptoms of demographic simple-mindedness. (pp. 36-37)

Although there is no specific indication of the authors' views regarding the foregoing arguments, they do encourage students to assess the opposing points of view. The contention is made that there will always be struggles within and among societies over how to approach the population growth problem, and for that matter even if a problem actually exists. Possible scenarios for the future feature contending perspectives are indicative of a multilateral approach. The idea of resolutions and the need for them not being universally shared is illustrated through a series of selected readings. A plurality of opinions, expressed by a variety of public and private actors in developed and lesser developed countries, are
profiled. For example, the birth control controversy includes the opinions of pronatalists and those who support birth control along with an evaluation of the strengths and weaknesses of each viewpoint. As well, the successes and failures of international agencies in dealing with the population growth question are included. True to its stated intentions, World Prospects ensures that different definitions of the problem along with competing explanations of its origin are placed side by side with potential solutions that highlight not one but rather a variety of diverse views.

Hannell and Harshman devote a sizeable portion of their textbook, World Issues in the Global Community to the population issue. Population growth is described as "an international problem", "having worldwide impact", and "occurring in more developed and lesser developed nations alike". The authors centre their study around the premise that human populations, whether in developing or industrialized countries change due to societal forces and that a study of changes within industrialized countries allows for predicting population change in the developing world. That process they claim, best understood by a study of the past, can help predict the future. Patterns are looked for that link current problems in the developing world to similar ones experienced by industrialized countries during their developmental stage. The thinking of Thomas Malthus as it once related to historical Europe
is applied to current events and conditions in the developing world. The idea of historical and contemporary linkage may be an indicator of a more multilateral approach to descriptions of the issue, but the way in which the material is presented suggests otherwise. A lengthy account of the wealth-poverty paradox of Sao-Paulo is given and no perceptions of the issue are presented until one interest group's view of what should be done is stated. They suggest that "the only solution is a drastic reduction in the number of people allowed to migrate there" and conclude by stating "if the city had fewer people, it would have fewer problems." (p. 202). No diverse opinions are set alongside this singular viewpoint. Hannell and Harshman go on to spotlight the concern created by the developed world's aging population. To the authors' credit, accompanying questions focus on thinking skills which encourage students to compare and contrast the situation in different countries as well as examine the reasons for their own attitudes toward family planning. However, as pervades much of the section on population issues, explanations for the problem's existence are not framed in such a way as to encourage competing rationales. In looking at scenarios for the future, one possible exception to a predominantly unilateral approach can be found when the question is posed: "Does our current population growth spell disaster or progress?" (p. 225). Two contrasting viewpoints are summarized. Both consider
the realities that exist in developing and industrialized countries. The questions that follow ask students to assess the arguments and to consider what implications exist for state and non-state actors in supporting either of the two points of view. This method of presenting possible future scenarios comes close to being multilateral in approach. However, when summarizing Hannell and Harshman's overall account of the population issue, a distinct lack of reporting on the roles of the actors involved and how they participate, coupled with explanations that do not consider alternative responses to why an issue persists leaves the overwhelming impression that the text's account is primarily unilateral in its approach.

McGraw, in *World Issues: Population Growth*, stresses that an in-depth examination of issues like the population growth question, enables students to "examine the choices that we have to make now about the kind of world we wish to live in the future". He states that it is his intention to closely scrutinize the causes of the population explosion as well as to suggest measures that would help "to resolve this emotive issue in a way sensitive both to human rights and to human needs". McGraw does investigate the historical and contemporary factors behind the population issue, but always from a unilateral thematic stance. A series of interviews take place where the author asks government officials in developed and
developing countries to describe their respective views on the population growth issue. Although this attempt to display an insider perspective is commendable, in each instance the opinion selected for inclusion represents one particular viewpoint. The interests and priorities of actors holding alternative views are not included. Nor is there any attempt made to assess the validity of those statements made by the government officials. The author goes on to explain at length, the contributing factors to the population problem, albeit in a matter-of-fact fashion. No diversity of theories which may reveal underlying controversies or tensions are offered to account for the development and persistence of the issue. Although the author purports to present future scenarios and prescriptive measures in a "sensitive" manner, there is little to support such a notion. No indication exists of the roles to be played by either state or non-state actors or for that matter even if nations will act individually or collectively to address population problems. The United Nations' World Population Plan of Action is the one policy strategy included; however, no assessment is made of its strengths or weaknesses. This text's account of the population growth issue is clearly unilateral thematic in approach.

The Human World: A Changing Place states its goal as "helping students to develop a thoughtful approach to current geographical concerns and their possible
resolution" (p. xv). The authors establish an issue in their portrait of the population question, albeit quite superficially. The mainstay of Harshman and Hannell's presentation revolves around the question of whether or not the world suffers from overpopulation. Two theories are presented, one attempting to confirm, the other disconfirm, that a problem exists. However, the lack of depth evident in the contending explanations leaves both conclusions tenuous at best. No role exists for state or non-state actors. The one prediction made is that the world's population will stabilize within the next century. No competing future scenarios are offered to challenge this singular perception. Whether such an outcome will result largely from internally driven policies or through the involvement of external forces remains unanswered. Nor do any prescriptive measures appear whereby students are able to assess how different actors see and respond to differing perceptions of the population question.

Examination of the The Environmental Issue

Towards Tomorrow: Canada in a Changing World - Geography focuses on the impact of resource use as an underlying theme in addressing the environmental issue. Pollution of the Niagara River, along with the dangers inherent in nuclear waste disposal, and the difficulties of preserving water through pollution control, are cited as examples of environmental problems caused by improper
resource use. In each instance, the attempt to sustain an issues-oriented approach is weak. Dunlop does not include any divergent descriptions defining the basic characteristics of the problem nor are contending explanations advanced to account for its persistence. Predictions for the future and possible prescriptive measures receive only cursory treatment when the author posits that "the resource crisis is likely to get worse" and "the solutions to these problems are both complex and costly" (p. 156). There is little to suggest that Dunlop presents the environmental issue in a multilateral thematic manner.

In contrast, World Prospects: A Contemporary Study, is more explicit in its portrayal of environmental concerns. The environmental issue is broken into a series of specialized components. One of them, energy, is discussed at length. An attempt is made to establish an issue-oriented approach with the contention that issues "have at least two sides, and most have many more .... the possibility for widely varying views are almost endless" (p. 4). The energy issue is characterized as one of "common crisis" which also generates "much confusion", "conflicting views", and "no consensus" on how to approach the issue. An in-depth analysis of the nuclear energy controversy is included. Two points of view are profiled:

Many people think, for instance, that continued development of nuclear energy poses unacceptable risks to society and should be stopped. Many others claim
these risks are acceptable and that nuclear energy should continue to be developed. (p. 4)

Selected readings highlight those competing interests. The fact that no singular perception exists is reinforced by a diversity of perspectives. Similar and differing views are profiled. For instance, nuclear energy is described as both an energy source where "risks far outweigh any benefits", and as "one of the necessary pre-requisites for retaining the economic independence of every country" (pp. 214-215). The authors objectively present both sides of the issue in their search for reasons as to why controversy persists over the question of nuclear energy use. In the section entitled "It is safe/It is dangerous", the different and conflicting views of a variety of actors are presented. The authors contend that it is one of the tasks of issues analysis to present possible futures. A variety of energy options and possible plans for action are then explored. In each case, they identify the strengths and weaknesses of those options as well as assess their impact on both developed and developing countries in terms of environmental and health hazards. As well, each option for the future alludes to specific roles for state and non-state actors alike. In all aspects, supportable evidence exists to indicate that Molyneux and Mackenzie present students with a multilateral thematic look at the energy issue.

Hannell and Harshman devote a sizeable portion of
their textbook, *World Issues in the Global Community*, to environmental concerns. Structured around the theme of interdependency, the authors state their intentions to explore the causes and future implications of deforestation, soil erosion, desertification, atmospheric and water pollution, and habitat and wildlife destruction. To substantiate their emphasis on the environmental relationship in a global context, the authors describe the issue as "an international problem", "having worldwide impact", "occurring in more developed and lesser developed countries alike". They devote considerable attention to the growth of international concern about further deterioration of the ozone layer. Evidence of a multilateral approach exists when students are asked to weigh the beneficial and detrimental effects of the production and use of chlorofluorocarbons. As well, they are encouraged to produce arguments to support opposing sides in a discussion on the merits of more extensive testing of industrial chemicals. Citing pollution and its effects on the state of the atmosphere as having "local, national and international implications", the authors include case studies profiling the air quality of Mexico City, sulphur dioxide emissions in North America, and the Chernobyl nuclear reactor fire. In each instance, the cause and effect of the pollution problem is explored and students are asked to weigh the strengths and weaknesses of the actions taken by a variety of actors. In looking to
the future, the authors predict that environmental problems in the international community will most likely persist for a long time to come and that any future actions must create a "climate" of changing attitudes that will cross national boundaries. Hannell and Harshman approach solutions to global environmental problems in a manner reflecting a multilateral rather than a unilateral approach. Where controversy exists as to the feasibility of a particular solution, divergent opinions are included. In the chapter summary questions, the authors encourage students to look at the strengths and weaknesses of a variety of prescriptive measures. Two examples are:

What would be the results if no more tropical forests were to be cleared? Categorize those results as benefits to lesser developed nations, problems for lesser developed nations, benefits to more developed nations, or problems for more developed nations. (p. 240)

What action should be taken in response to the early evidence of the spread of the deserts? Clearly explain how local people, national governments, and international agencies should be involved. (p. 252)

The authors also utilize a multilateral approach in an interesting fashion when they present students with a problem that asks them to act as an advisor to an imaginary nation on the best development strategy for improving the quantity and quality of water supplies. In their response, they are encouraged to develop their own ideas, consider the interests of the local inhabitants, and the roles to be played by the national government, other nations, and
international organizations. Overall, there is good evidence to support the notion that this textbook presents the environmental issue within a multilateral theme.

*World Issues: The Environment*, portrays the environmental question in both an historical and contemporary light. Although key global environmental concerns are discussed at length, there is little evidence of opposing viewpoints about those concerns. Descriptors used to identify the various components of the issue reveal a symmetry in terms and phrases. For example: energy production, urban development, the use of tropical rainforests and wetlands, and waste disposal are all characterized in language such as "risks which are too great," "little heed paid to the crisis", "causing destruction," "insidious," and "disturbing influences". The use of these descriptive words and many more like them reflect the development of a singular theme - the complete vulnerability of the environment. Although Markham's comments have their own validity, rarely are views presented which disagree with his definitions of the problems. As well, each issue is given a specific explanation for its persistence. No attempt is made to examine contending explanations. Finding solutions for the future, Markham contends, is a distinctly global concern. He asserts that "International cooperation is vital. We must realize that we are all part of one world and must start to behave accordingly. It is international
cooperation that has been lacking in the past" (p. 39). Although in this instance, a theme of cooperative global partnership is highlighted, little substantive detail follows to support that notion. Several policy options for the future are mentioned but no attempt is made to assess their feasibility. He also identifies a number of state and non-state international actors who are working together on issues of global environmental importance; however, the only evaluation made of their interests and priorities is "some are more successful than others" (p. 39). Many environmental concerns and incidents having global implications are exposed, but there are few occasions where students can evaluate interpretations opposite to those of the author. This particular conceptualization of environmental issues, defined solely by the author's interests and perceptions, can only be classified as unilateral thematic in perspective. 

*The Human World: A Changing Place,* makes the contention that it is vital to approach environmental issues in such a way as to form a "balanced" image of the world. Although the text purports to be issues-oriented in approach, an analysis of the section entitled "Global Environmental Concerns" reveals little to support that notion. Deforestation and air and water pollution are profiled as having "worldwide as well as local effects". However, the basic characteristics of each problem are presented in a very bland manner. No mention is made of a
role for state or non-state actors. The choice of explanations is no more revealing. In each instance, a specific reason is given for the origins and persistence of the problem. The authors do not include any contrasting interpretations. As well, they make no predictions about how certain events will turn out or how individuals will respond to particular problems. Although a brief list of potential solutions accompanies each problem, no attempt is made to assess their strengths and weaknesses. A case study on Egypt's High Aswan Dam is profiled as an illustration of environmental concerns resulting from the building of superdams. The account focuses entirely on the negative effects of the dam. There is no attempt to include opposing viewpoints. Accompanying questions are posed in similar fashion:

The High Aswan Dam cost millions of dollars. Suggest other ways in which this money could have been spent for the betterment of the country?

Do you think that Egypt has benefitted from the building of the High Aswan Dam? (p. 331)

The directive nature of the questions makes it unlikely that students would challenge the authors' conclusions. Overall, this textbook's portrayal of global environmental concerns remains within a unilateral thematic frame.

In review, an analysis of the texts in the geography component reveals a strong preponderance of unilateral thematic accounts in the food, population and environment issue areas. Eleven profiles clearly present
such an image. Although three of those profiles contain elements of a multilateral approach in their descriptions and explanations, that trend is not extended to their predictions and prescriptions. Only three profiles present a decisively multilateral rather than a unilateral theme.

The International Relations Issue Areas

With one exception, all of the textbooks chosen for analysis contain sufficient sections on the international relations issues of security, human rights, and the global economy. Only Scully's Canada Today neglects to consider the global economy question.

Examination of the Security Issue

The authors of The Contemporary World: Conflict or Co-operation? include the security issue as part of their overall examination of complex problems shaping the world since 1945. Highlighting the issue as being "as much a matter of butter as it is of guns", they go on to state that it is their intention to help students become "capable of making informed choices on international issues" (p. 1). Attention is given to the Canada-United States defence relationship. However, from the outset the text account is almost entirely preoccupied with the notion of Canada as a subordinate player in continental defence. There is little evidence of an alternative point of view to help students judge for themselves the merits of the authors'
contentions. The following issue areas are addressed: Canadian possession of nuclear weapons and Canada's participation in American nuclear weapons programmes. The weapons ownership question is viewed in terms of "the US put pressure on Canada to proceed to arm the systems" and the debate in Canada "split the Cabinet and helped to defeat the government in 1963" (pp. 177-178). The testing of air-launched cruise missiles over Canadian territory is viewed in the following manner: as having "raised key questions from Canadians about American nuclear strategy," "public reaction against the proposed tests was strong," and "there was concern that by agreeing to test the cruise missile guidance system, Canada was endorsing an American defence strategy" (p. 179). The authors conclude that "In neither case did Canada pursue a decisive policy option" (p. 179). Their descriptions continually present an image of Canadian frustration over American military domination. A unilateral approach is evident in this instance as there is no attempt to provide an American perspective of the defence relationship. The writers also focus on Canada's membership in NATO and NORAD. It is suggested that both organizations are to be viewed as "offering occasions for Canada to consult and to be consulted" (p. 176). Alternate viewpoints debating the benefits of those alliances are included and worded in the following manner:

While some would argue that this helps to preserve Canadian independence from Amer-
lean domination in international issues, others claim that Canadian influence in NATO, for example, remains extremely limited because of our extremely limited military contribution. Other critics see NATO and NORAD as instruments for binding Canada too closely to American defence and foreign policy. (p. 176)

While the choice of explanations appear to come close to being multilateral in so far as conflicting viewpoints are expressed, they highlight the concerns of one small group of actors in the international system, namely Canadians. Outsider views on Canada's defensive role, particularly American ones, are not expressed. In the portrayal of Canadian-American defence relations, there are no predictions of what the future holds or what problems might occur if particular courses of action are pursued. Equally short measure is given to how best to respond to the challenges that the defence relationship presents. As well, questions at the end of the unit do little to stimulate thinking skills. They merely ask students to confirm what has already been said in the text content. If anything, the questions reflect a unilateral approach in keeping with the overall presentation of the security issue.

The second edition of Canada Today directs attention not only to events happening within the country but also to how Canadians affect and are affected by issues of global concern. Students are encouraged "to form their own views on issues, to decide what they might have done in the past, and to decide what they might do in the future"
The question of security is broached by focusing on the nuclear arms race as "the major threat to peace in the world today" (p. 396). The authors appear to move toward a multilateral approach when they describe the basic characteristics of the issue. Two divergent views of reality are expressed to indicate the type of world being created under present conditions: one suggests that the destructive potential of nuclear weapons induces caution in those who control them; the other, that miscalculation or misunderstanding leaves the world poised on the edge of a disaster. Explanations are given to account for the continued existence of the issue and the actions of actors, state and non-state alike, are assessed. However, opposing views on deterrence are presented in such a way as to make it difficult for students to weigh the merits of the arguments. The argument in favour of deterrence is presented only superficially while the opposite view includes extensive profiles of the 1983 Trudeau world peace mission, the international actions of Physicians for Social Responsibility, the campaign against cruise missiles and the Peace Petition Caravan. The authors deem the Trudeau mission to be controversial; however, all opinions represent the consensus view that Trudeau's efforts were a failure. With one exception, all of the accompanying questions, focus on the similarities and differences found within the anti-deterrence movement. Moreover, no predictions are made about the future course of the issue,
nor are any prescriptive measures offered other than the comment that "It is up to all citizens to make their voices heard" (p. 404). Although initial descriptions of the issue allude to a multilateral approach taking place, there is not much evidence overall to support the notion that this textbook depicts the nuclear weapons aspect of the security issue in a multilateral thematic light.

Harbour and Smith in *World Issues: The Arms Trade*, see the arms trade as linked to almost every important question the world faces. The contention is made that although primarily an issue of security, a study of the arms trade "tells us a lot about the relationships between the different countries of the world, including the relations of the superpowers with other countries and with each other" (p. 43). Descriptions of the arms trade in the international system, focus on why countries buy and sell arms, whether or not there should be more control over arms sales, and whether or not it is possible to find alternative forms of trade. The search for reasons as to why the arms trade continues unabated extends to a detailed examination of the motivating factors behind the selling and buying of weapons. In both instances domestic or internal factors and international or external conditions are considered. The writers also consider a blend of political and economic reasons rather than one or the other. As well, they assess the advantages and disadvantages of each scenario. The actions of the arms
exporting countries are profiled on the one hand as opportunities to "extend their influence," and "to create a good climate for further trade," and on the other as creating situations where "a change of government can transform an ally into an adversary" and "it is impossible to avoid the moral questions involved" (p. 24). The authors also introduce an element of multilateralism into their portrayal of ways in which to control the arms trade. The approach is one that does not assume that all actors have the same interests and priorities. Included are proposals for disarmament committees to monitor the arms trade, efforts to link disarmament and development, superpower arms reduction talks, and the United Nations arms embargo on South Africa in response to the apartheid system. In each instance, the identification of a variety of key actors and the roles they play are made known along with explanations as to the nature of their differing views. An assessment of the strengths and weaknesses of each proposal is also given. While the authors don a multilateral lens to describe and explain conditions within the international system as well as provide a variety of ways in which to respond to the challenges the arms race presents, they also incorporate a semblance of multilateralism into their discussion of possible future scenarios. The authors posit that the arms trade most likely can not be controlled; however they do leave the door open to include an alternate view, one which suggests
that a reduction in the arms trade can occur in one of two ways: "the system could mature to a point where arms are needed less than they are now or not at all" or "developing countries could attempt to design new defence policies which do not rely so much on the most expensive technology available" (p. 43). Overall, there is good evidence to support the notion that this textbook presents the arms trade question within a multilateral context. Common and different points of view, needs and interests, are recognized.

The authors of *The Rise of the Global Village*, focus attention on the peace and security issue in the world community by highlighting the United Nations' global mission, the role of multinationals, and the question of disarmament. Baldwin et al. state that it is their intention to present each example within a context of cooperation and conflict. Although the idea of such a backdrop may reflect an element of multilateralism, there is little to indicate that such an approach accompanies ensuing descriptions and explanations. Although it is suggested that the United Nations helps to ease tensions and promote discussions, the dominant judgement made is that the institution is "bureaucratic, ineffective, and absorbed in endless debate" (p. 151). No opposing viewpoints are offered. The role of multinationals, how they participate and what their priorities are, are addressed. The authors ask "Are multinationals creating
alternate lines of global power? and "Could multinationals challenge major governments?" (p. 156). Such questions introduce an element of controversy and create a context where contending perspectives of key actors can be examined, but not much is done with them. The authors provide no contrasting view to their opinion that "Multinationals have no human and political concerns apart from maintaining profits." and "Political and humanitarian issues rarely concern the multinationals" (p. 156). Similarly, when the authors present the disarmament question they employ a format quite removed from that of a multilateral approach. A bland synopsis of information is presented. There is no attempt to mention any of the controversies that typically surround the notion of disarmament nor are the views of any key actors proferred. In their synopsis, the authors do consider some prescriptive measures and do look to the future, albeit very superficially. They wonder "whether the intensity of the world conflicts will outweigh the quality of the cooperation" (p. 168). They also suggest that progress will possibly come from international agreements and the collective endeavours of public and private actors. However, no opposing view is presented to help students to think critically about the merits of the authors' assertions. Although the text emphasizes that no society can remain isolated from globalism, the material on peace and security is not organized within a framework that
allows students to assess multiple interpretations of reality.

Davis, in his prefacing remarks to *Contours in the Twentieth Century* states his intention to concentrate on issue topics and provide a balanced approach by presenting contrasting choices and perspectives. Central to the author's examination of the security issue is the question of how to reduce global tension created by the nuclear arms race. Characteristics of a multilateral approach are evident. The issue chosen is one which is complex, involves a number of actors in the international system, and defies resolution by any one government or individual. Three readings are introduced, each presenting a different description of nuclear politics. For example:

America faces an adversary, that while understanding the destructive potential of nuclear weapons, still plans to fight and win. (p. 230)

....when it becomes possible to resolve something in our relations, they [the United States] use a trick or ploy to torpedo it. (p. 239)

Trying to control the ultimate force is far less realistic and important than limiting the causes of conflict. (p. 235)

As well, each point of view presents explanations for the persistence of the issue based upon its own particular image of reality. Three contrasting predictions for the future are also made. Finally, each worldview presents a set of potential solutions, again closely related to its core beliefs. One view maintains that deterrence and
nothing less provides the incentive to avoid war. Another insists that decisive action to reduce the threat of global confrontation can not occur until all stakeholders acknowledge the futility of searching for technical solutions to the problems of war and peace. The third view contends that reducing the threat of global confrontation is feasible; however, it is crucial that non-state actors assume a greater role in pressuring governments to rid the world of nuclear weapons. Accompanying questions focus on thinking skills which encourage students to assess different sides of each argument. It can be concluded that the way in which the text presents the security issue allows for a multilateral thematic classification.

Examination of the Human Rights Issue

Ideally, the human rights issue lends itself to analysis. It is complex, involving state and non-state actors throughout the world community and is difficult to resolve by any one individual or group.

The authors of The Contemporary World: Conflict or Co-operation? allude to the global nature of the human rights question when they state "Human rights are, or should be, everyone's concern. There is no country in the world in which someone's human rights are not in some way abused" (p. 173). They do not however, take an issues-oriented approach whereby a variety of contending perspectives can stand side by side so that students can
assess for themselves alternate viewpoints. Instead, the topic is presented in the form of biographical sketches on the torture and imprisonment of Steve Biko, the South African anti-apartheid activist; Fred Morris, a missionary in Brazil; and Alexander Solzhenitsyn, a Soviet author and dissident. Although these case studies promote interest in the subject, not much is done with them nor are any noticable judgements made. The authors then go on to describe the issue as simply one "which has become increasingly common in the 1970s and 80s" (p. 173). No competing rationales are profiled as explanations for the problem's origins or persistence nor are the beliefs of any individuals portrayed. Possible scenarios for the future receive short shrift with the lone comment that "the problem, far from being solved, appears to be becoming worse" (p. 173). No mention of supporting or alternate views accompany this very brief revelation. Other than briefly mentioning one non-state actor, Amnesty International, and its role in advancing the cause of the human rights movement, plausible solutions remain undiscovered and unpresented. No discussion really exists about the fundamental question of whether or not the world's actors consider the question of human rights to be less or more important than the issue of national sovereignty. The authors present a conceptualization of the human rights problem that can only be judged as unilateral thematic in perspective.
Canada Today starts students thinking about the human rights issue with explicit depictions of human rights violations. The selection of pertinent readings illustrates the issue's multi-dimensional nature. Abuses of personal rights are profiled alongside excerpts on political, economic, social, and cultural rights. The inference is made that people need all rights and not just some. This multilateral approach continues in a number of ways. The writers allude to the issue's complexity when they describe it as one where no unified image of the problem exists and that not all actors in the international system have similar goals and objectives. Explanations as to why perceptions of the issue are not universally shared is illustrated by juxtaposing two different points of view on how to look at human rights in other countries:

Rights such as freedom of the press, freedom of religion, or freedom of movement are not important to many cultures in other parts of the world. Do we have a right to force our ideas of freedom on others?

It is true that other countries have different cultures and values. That does not mean that we should never criticize their practices or intervene to change them. We cannot say that events inside another country are none of our business. (p. 436)

Scully et al. do not make any of their own judgements; however, they do encourage students to assess both sides of the argument and to make up examples that could be used to support each of the two views. Predictions for the future along with prescriptive measures are portrayed in a
multilateral light. The roles and possible actions of government and non-government groups are profiled. Where controversy may exist as to the feasibility of a particular solution, diverging viewpoints are included. The text account also contains a lengthy series of questions where students are encouraged to develop their own ideas, consider the interests of the local inhabitants and the roles to be played by the national government, other nations, and international organizations. Overall, there is evidence to suggest that this textbook presents the human rights issue within a multilateral thematic framework.

From the outset, World Issues: Human Rights, does not gloss over any controversy in its depiction of the human rights question. Sherwin begins with what appears to be an issues-oriented approach when she sets the stage with "Who is to say what is fair or right? Should it be the people in authority who decide? And should the same rules or laws be applied in every case?" (p. 6). The questions imply that the central issue is whether human rights should be considered as less or more important than the idea of national sovereignty. Numerous case studies, dialogues and stories, and excerpts from documents and speeches are included. The issue is described within a broad historical and contemporary context where examples are cited from as far back as the signing of the Magna Carta and the reform movements of the nineteenth century to the on-going
repressive activities of modern-day dictatorial regimes. Unfortunately however, as much as this controversial international issue is presented in a colourful and informative fashion there is little to indicate that the account is organized around a multilateral thematic framework. No evidence exists of competing rationales as explanations for the issue's persistence nor are any plausible predictions made for the future. As well, and surprisingly so, there is no attempt to include any examples of prescriptive measures. Whether states will act unilaterally or multilaterally in their approach to the human rights question remains unanswered.

The Rise of the Global Village features an interesting multi-dimensional approach in its depiction of the human rights issue. Under the umbrella heading of "Themes For Our Time" an extensive array of examples are classified into four categories: the human rights scene as it exists in the global village, developed countries, communist countries and developing countries. However, the authors' method of presenting the human rights question does not contain the ingredients to create a multilateral approach. Controversial and diverse opinions are not profiled side by side to allow students to assess alternate points of view. Two specific examples illustrate the point. Apartheid in South Africa is described in the following manner: "Apartheid has played a major role in South African life ....The government's apartheid policies
also affect South Africa's foreign affairs....White South Africans are not unanimous about apartheid" (p. 208). Each of these statements creates a forum for disagreement over definitions, explanations for their persistence, and if or how resolution of the problem is to occur. The issue by its very nature not only invites competing interpretations of reality, but also challenges the concept of a global community. In this instance, no evidence of competing perspectives exists. Poverty as a consequence of the human rights issue is also profiled. Some credit must be given to the authors when they describe the problem as one whereby "despite the tremendous diversity of peoples, religions, ideologies, and traditions throughout the world, each country faces similar problems" (p. 229). The suggestion is made that solutions require not only increased support from the developed countries, but that beneficiaries themselves must play an increasingly greater role in solving the problem. A notion of global partnership is implied, and one document does exist, representing an insider viewpoint on the need for African self-help: however, there are no documents either rationalizing or dismissing the notion of greater involvement on the part of developed states. Neither of the human rights questions is addressed within a framework that encourages the comparison of contending images.

Contours in the 20th Century examines the human rights issue in its historical and contemporary settings.
Davis maintains that the role given to national sovereignty determines the different international viewpoints on human rights, especially since many countries oppose intervention in their domestic affairs. The issue is described as one which produces a lack of consensus resulting in "intense division rather than co-operation in solving international problems" (p. 136). Both points allude to the idea that a range of contending perspectives might be evaluated; however, the author's approach to the topic suggests otherwise. Attention is focussed on worldwide efforts to improve the status of women. The United Nations is profiled as the one critical actor in the women's rights issue. The interests and priorities of other stakeholders are not described. No competing theories are offered to explain why the issue persists nor is there speculation on what the future holds. Although Davis maintains that problems that are international and often interdependent require solutions in kind, he offers none of his own nor does he include any policy strategies advocated by different actors. Overall, there is little in this textual account of the human rights issue to suggest that the material is presented within a multilateral context.

Examination of the Global Economic Issue

The Contemporary World: Conflict or Co-operation?
focuses on the question of free trade versus protectionism as its underlying theme in addressing global economic
concerns. However, it can not be claimed that the material is presented within a multilateral thematic framework. Although the issue is considered to be one that has become "more global and more complex", and "does not involve black and white choices", the manner in which the authors describe the issue does little to encourage students to think critically. Trade liberalism, embodied in the principles of the General Agreement on Tariffs and Trade (GATT) is characterized in terms of "economic prosperity", "the entire system reaps the economic benefits" and "most economists praise it" (pp. 153-154). Conversely, protectionism is simply described as "attacking" free trade. Alternative perceptions are absent. The authors believe that it is important for students to understand how and why protectionism has grown in the world. They explain why tension exists between the United States and Japan over the direction of global trade. However, the strengths and weaknesses of each position are not discussed. Nor is there any mention of the views of other actors in the international system who may feel advantaged or disadvantaged by the policies of freer trade and protectionism. Little attention is paid to the direction of future scenarios in the global economy. Although a forum for consideration of the implications of trends toward either freer trade or increased protectionism exists, no discussion to that end is generated. When considering policy prescriptions, the authors assert that
the debate over free trade and protectionism requires "a hard look at a wide range of options" (p. 156). Once again, they neglect to include any strategies that might be advocated by different actors involved in the situation. Overall, it can be concluded that this text does not present the discussion of a major global economic concern within a multilateral framework.

Davies, in *World Issues: The International Debt Crisis* purports to explore the causes of the debt crisis as well as the kinds of action required to solve the dilemma and create a fairer global economic system. The debt crisis is characterized as an issue that is extremely complex, has a human cost as well as a financial one and is at the root of many of the world's problems. In posing the question "Whose crisis is it?", a forum is created for diverging definitions of the problem, competing rationales for its persistence and a wide range of strategies for its resolution. However, few instances exist where multiple interpretations of reality are offered. Instead, the author provides solely her own theories as to why the issue persists. No contrasting explanations are included from either state or non-state actors that would allow students to assess alternate points of view. While maintaining that there is no easy way of solving the debt crisis, the contention is made that any future policy agenda must demonstrate "firm and far-reaching action". This assertion however, is accompanied by few specifics. Whether the
means to achieve that end should be largely internally or externally driven, remains unexplored. Davies presents what she believes to be three necessities for the future: special help for the poorest countries, economic adjustment "with a human face" and a "shake-up" of the "grossly unfair" global economic system. Little substantive detail follows to support such notions. A number of state and non-state actors who are working toward resolving the crisis are identified but no evaluation is made of their interests or priorities. This study can not be considered multilateral in perspective as it is solely defined by the author's interests and perceptions.

The Rise of the Global Village focuses on economic co-operation, the exchange crisis, the world economy today, and the debt crisis in its efforts to illustrate global economic interdependence. However, there is little to indicate that a multilateral thematic approach is employed. Instead, ten pages of material are offered in a matter-of-fact and non-controversial manner. The role played by GATT in reducing world trade barriers, the growth of the European Economic Community, and the International Monetary Fund's role in the transition from a fixed to a floating currency exchange system are chronicled alongside discussion of the factors responsible for a marked slowdown in global economic growth during the mid 1970s and the subsequent accumulation of huge debts by borrowing countries. For each aspect, the authors provide a single
definition of its basic characteristics. No divergent descriptions are offered. Explanations as to the origins of each of the above points are no more revealing. Differing perspectives of individuals or groups are not portrayed. As well, little speculation exists as to the future direction of the global economic system nor is there much evidence of policy strategies that might be employed. In this instance, a unilateral thematic classification is easily made.

Like the previous text, *Contours in the 20th Century* devotes a substantial section to the notion of global economic interdependence. Davis traces the development of the global economic system in both its historical and contemporary settings. As well, an attempt is made to conceptualize the rise and fall of trade liberalization on a global scale. Trade is portrayed as a major international issue in the relations among the advanced industrial countries and between those same countries and the Third World. Although the trade issue is viewed as complex and affecting state and non-state actors throughout the international system, the textual account once again is not organized within a framework that encourages multiple interpretations. Instead, Davis uses a single lens to describe and explain global economic conditions. While he provides a rationale for the origins and persistence of Third World debt and warns against the dangers of protectionism, no opportunity exists for a
different perception of these concerns. The author does not include any evidence of possible scenarios for the future. Although the subject matter lends itself to debate over whether the present direction of the global economy is desirable for the future, none is forthcoming. As well, no policy proposals are presented in response to conditions that threaten the global economic setting. Overall, there are few instances where students would challenge the author's conclusions. A unilateral thematic style is quite evident in this instance.

Eleven of the fourteen international relations profiles follow a unilateral thematic pattern. Although two profiles in part, briefly divert from that path by presenting descriptions of issues in a manner which invites comparison of differing viewpoints, the remaining three elements of those profiles view notions of world interdependence through a typically unilateral lens. Of particular interest and concern are the findings in the global economics issue area where all elements present a solidly unilateral front. Only three profiles reflect a distinctly multilateral approach in all aspects of analysis.

Adequacy of the Portrayal of World Interdependence

To determine how notions of world interdependence are portrayed in Canadian social studies textbooks, a detailed examination of six significant global issue areas
has been conducted in fourteen textbooks. A total of twenty-eight profiles have been created. When it comes to considering the adequacy of the portrayal of interdependence, some interesting trends emerge.

As outlined in the previous chapter, a multilateral thematic approach to the study of interdependence involves presenting students with a way of thinking about world issues that acknowledges the existence of multiple interpretations of reality. Its strength is that it encourages students to compare and contrast descriptions of the issues, explanations of their development, and the ways in which they might be resolved as well as recognize the different values and priorities of the actors involved. It is predicated hence, that a multilateral representation provides a better portrayal of world interdependence than does a unilateral account. Thus, multilateral portrayals are adequate. Findings of the study however, indicate that the textbooks analyzed, although appearing to offer many ways of seeing the world around us, reveal a propensity to project notions of interdependence from unilateral rather than multilateral thematic perspectives (see Tables III through VIII).
### TABLE III

GEOGRAPHY: PROFILE OF WORLD FOOD ISSUE

<table>
<thead>
<tr>
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### TABLE IV

GEOGRAPHY: PROFILE OF THE POPULATION GROWTH ISSUE

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**GEOGRAPHY: PROFILE OF THE ENVIRONMENTAL ISSUE**

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### TABLE VI

**INTERNATIONAL RELATIONS - PROFILE OF THE SECURITY ISSUE**

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### TABLE VII

INTERNATIONAL RELATIONS - PROFILE OF THE HUMAN RIGHTS ISSUE

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### TABLE VIII

INTERNATIONAL RELATIONS - PROFILE OF GLOBAL ECONOMIC ISSUES

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A preponderance of unilateralism is evident in twenty-two of the twenty-eight profiles. Fifteen of those profiles illustrate unilateral traits in all parameters of analysis. Although to varying degrees, seven others show traits indicative of a multilateral approach, the dominant theme of unilateralism is retained. The profiles which display a unilateral approach present a common thread in their portrayal of the issue areas. Frequently, a specific perspective or analysis of an issue is presented with little opportunity existing for the inclusion of alternative perceptions. As well, a noticeable lack of consideration for the ideas and interests of a range of actors is evident.

Six profiles do reflect a multilateral approach. The emphasis on presenting a variety of descriptions and explanations, predictions and prescriptions, as opposed to singular perceptions may indicate some concern exists for providing students with a more pluralistic assessment of world issues. However, much evidence remains to support the underlying assumption that textbook accounts frequently reinforce rather than break down narrow perceptions of the world around us.

In summary, the majority of textbook profiles portray the geography and international relations issue areas in a strongly unilateral fashion. This type of portrayal of the world is evident in the six specific issue areas of world food supply, population, environment, peace
and security, human rights, and the global economy.

The next chapter focuses on specific conclusions and implications of the study.
CHAPTER FIVE
CONCLUSIONS AND IMPLICATIONS

Overview of the Findings of the Study

This study has developed and applied a framework of analysis for the purpose of examining significant global issues as they are portrayed in social studies textbooks. A set of questions have been designed to determine if images of those issues are represented in such a way as to help students develop a deeper understanding of the world in which they live.

Essentially, this study argues that representations of world interdependence in social studies textbooks that are presented from multiple points of view better enable students to understand the increasingly pluralistic nature of our world. Conclusions reached from an analysis of the selected textbooks reveal that while some texts do reflect the concerns of scholars and educators cited earlier in this study, there is a definite propensity to portray key global issues in a manner more in keeping with a unilateral rather than a multilateral thematic style of presentation.

Of the twenty-eight profiles constructed, results of the analysis (Tables III through VIII in Chapter IV), show that twenty-two profiles reflect a strong tendency to portray issues from a singular or limited perception. Six profiles have been evaluated as projecting world issues in
a distinctly multilateral thematic way. They address many
of the concerns of scholars by attempting to integrate a
plurality of perspectives into the presentation of key
global concerns.

Looking at each of the four parameters contained
within the analytical framework, some interesting trends
are revealed. Eighteen profiles present descriptions in a
unilateral thematic manner while ten have been assessed as
multilateral in their approach. Twenty of the profiles
analyzed have been judged as portraying explanations of
issues in a unilateral way while eight others have been
classified as adopting a multilateral style. Twenty-one
profiles incorporate a unilateral theme into their
predictions while seven exhibit traits that indicate a
multilateral approach. Analysis of how the selected texts
present prescriptive measures reveals that twenty-two
profiles retain a distinctly unilateral theme whereas six
employ a more multilateral stance. Although descriptions
and explanations are inclined to be portrayed in a less
unilateral style than predictions and prescriptions,
overall, a unilateral portrayal of world interdependence is
clearly evident.

Conclusions In the Six Issue Areas

As mentioned in the introduction to this
chapter, the study reveals an orientation toward portraying
specific world issues through lenses that for the most part
do not consider multiple images of how the world works.

For instance, the texts which profile the world food supply issue tend to highlight the notion that explanations for the origins and persistence of the issue are to be found within the countries experiencing food shortages, rather than look for a variety of factors, internal and external, which may contribute to the problem. Similarly, a much greater emphasis is placed on internal resolution of the food issue as opposed to consideration of the need for a greater role to be played by the world community. Although one author does attempt to provide a balanced notion of descriptions and explanations, that trend is not extended to future scenarios and policy strategies.

The population growth profiles reflect the continuing trend toward unilateral portraits. All five of the texts consider problems associated with both increasing and decreasing population rates. In each instance, the authors preface their discussion of the issue by pledging to help students to perceive the problem as global in scope and to understand why different perspectives shape the issue. However, only one actually does portray the complexities of the issue in a manner that assumes consideration of dissimilar policies and objectives to be an integral part of the presentation.

The environmental issue is portrayed to some extent in a more multilateral thematic light than the world
food supply and population issues. Two of the five profiles accent the tensions and controversies that typically characterize the issue as well as assess the strengths and weaknesses of various policy strategies. They also encourage the notion of a "mutuality of interests" in resolving environmental concerns. On the other hand, two profiles dwell on the complete vulnerability of the environment. No opposing viewpoints exist to challenge that singular theme. A third profile, while alluding to the global nature of the issue, does little to substantiate such a notion.

Five textbook portraits of the peace and security issue are analyzed. Two encourage the notion of a global partnership in the search for alternatives to armed conflict and the threat of mutual destruction. Of the three remaining texts, one focuses solely on the North American defense relationship while leaving the larger global picture unpresented, a second text considers the deterrence question but invites only a consensus view, while the third looks to the collective efforts of state and non-state actors to maintain peace, but provides few details to support such a notion.

Of the five human rights profiles, one focuses extensively on the tensions and controversies created when it becomes evident that not all actors in the international system have similar goals and objectives. The question of whether human rights should or should not be considered
more important than the idea of national sovereignty is given careful consideration. Three of the four remaining profiles elude to the sovereignty question as well as present the theme of unprecedented contemporary concern for human rights. However, in each instance singular rather than multiple perspectives accompany the accounts.

When it comes to looking at the global economic issue area, the theme of free trade versus protectionism dominates three of the accounts while a fourth focuses on the international debt crisis. None of the four accounts maintains a focus on the actors, their motivations and how they make decisions.

Although some of the texts show evidence of portraying competing perspectives, particularly in the environmental and security issue areas, considerably stronger evidence exists to indicate that a unilateral theme continues to dominate many textbook accounts of world interdependence.

Conclusions on Adequacy of the Portrayal of Interdependence

Textbook writers, in the representations of the world they endeavour to build, can make a major contribution to improving students' understanding of how the world works. Building a more adequate portrayal, as a review of the literature indicates, requires that certain conditions are met. The issue, in addition to going beyond the borders of any one nation, must reflect
disagreement over its nature and cause, as well as be likely to persist in some form into the future. Moreover, its resolution will come through the actions of not just one but many states and actors.

An examination of how textbooks describe and explain as well as offer predictions and prescriptions about significant global issues, provides some interesting revelations. Although many of the textbooks state that it is their intention to present world issues from different perspectives, findings of the study indicate that twenty-two of the twenty-eight profiles analyzed, show a tendency to reinforce rather than reduce narrow perceptions of the issue areas. By having textbooks reflect a particular image of the world rather than a variety of viewpoints, a lack of adequacy of portrayal is reinforced.

**Implications and Recommendations**

The findings of this study generate a number of implications for those parties involved in the learning of social studies content, especially in view of the textbook’s important role in the classroom.

This study obviously has important implications for students, who in preparation for citizenship in a global age, require an opportunity to develop a deeper understanding of the complex nature of the world in which they live. Within the profiles there exists a tendency to investigate global issues without providing any evidence of
contrasting descriptions. As a result, students may not feel that they are even partially experiencing the things or happenings discussed and therefore they may lose interest in exploring the topic further. Inclusion of a wide variety of descriptions tends to encourage a less cursory examination of the topic. The study also reveals the propensity of authors to explain the origins and persistence of an issue in limited terms. When causation is generalized or simplified too much, the danger exists that students may attach too little importance to the reasons behind the development of the issue. A multilateral approach, in which a diversity of explanations are provided, would encourage students to reflect on the causes in a more critical manner. When future scenarios are portrayed in a predominantly unilateral light as revealed in this study, the possibility exists that students will not see what implications the future direction of the issue has for their own lives. On the other hand, if an author includes a range of plausible futures, posed by a variety of actors, then students may be encouraged to consider the importance of looking to the future. In only a few instances do the texts display clear evidence of a variety of prescriptive measures. Inclusion of a broad range of potential solutions in each issue area may help students to see the importance of playing an active rather than a passive role in the search for solutions. If students do not see the need to challenge
information that is presented to them, and learn to hypothesize about diverging viewpoints, they are less likely to develop the critical thinking skills called for in social studies education. It is also important to consider the fact that for those students who do not proceed to institutes of higher learning, or even for many who do, secondary school social studies courses provide them with their last opportunity to study the wider world in a focussed way. Therefore, textbooks which attach significant meaning to the understanding of world issues can play a vital role in helping students to acquire a broader understanding of the world.

Another group for whom this study has implications are social studies teachers whose task it is to translate provincial social studies curriculum guidelines into tangible meaning for their students. When teachers are used to working with textbooks that do not present multiple viewpoints, they may fail to clearly perceive the importance of helping students to develop a broader understanding of the world around them. As a result, the overall learning that students achieve may be diminished. If teachers are exposed on a regular basis to textual materials which conceptualize world issues from a variety of different perspectives, they may feel challenged to re-evaluate their own, often narrow perceptions. In turn, greater teacher enthusiasm for exploring alternate worldviews may help students to understand that global
issues result from complex problems and require complex solutions.

As well, this study also holds implications for social studies curriculum workers responsible for textbook selection. All of the text writers go to great lengths in their prefacing remarks to assure the reader that it is their intention to present textual material in a manner which recognizes multiple interpretations of world issues. The findings of this study indicate that in most instances the texts do not portray issues in such a manner. Selection committees need to carefully scrutinize how textbooks describe and explain, as well as make predictions and offer prescriptions about significant global concerns. The message in provincial social studies curriculums is that there is a definite need to prepare students for living in an increasingly interdependent world. Textbook writers have a responsibility to ensure that the content of their materials reflects that notion of a changing world. They must consider a wide variety of ways to portray notions of world interdependence.

The major conclusion of this study is that the dominant unilateral thematic approach evident in the portrayal of world issues in social studies textbooks must be replaced with a more multilateral approach. When textbooks fail to help students come to grips with multiple and often contradictory views that exist in the world, students may fail to gain an image of the world that is
adequate to the challenge of living in a global age.

The purpose of this study has been to investigate how significant global issues are portrayed in social studies textbooks authorized for use in Canadian classrooms. This particular analysis of textbooks focuses only on issues pertaining to world geography and international relations. However, for researchers there are many different paths that further research could take. Employing a different analytical framework or focusing on different issues or textbooks may produce findings that are similar or different to what this exploratory study reveals. Conducting studies into how textbooks portray historical perspectives would also be a worthwhile endeavour. Finally, there is a need for research to access the extent to which textbooks portraying multiple interpretations of world issues improve students' understanding of the world.
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